

**From the
design to the
creation of a
safe and secure
centre
dedicated to
the care of child
victims of human
trafficking**





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First, we would like to thank the entire team at the Koutcha organisation, Clémentine Cisterne, Yann Le Bris and Morgane Siri for their commitment to the writing of this guide.

We would like to sincerely thank all the staff at the Esperanto Organisation for agreeing to be involved in this project, for welcoming us and for the time they have given to us to share their experiences and professional practices. Special thanks to Sébastien Biaudelle, Thomas Colin, Sandrine François and Charline Malaise for the time they devoted to this guide.

We would also like to thank all the staff at the NGO ECPAT France, without whom this project and this guide would not have been possible. In particular we would like to thank Emilie Vallat, Emilie Orega and Luisa Fenu for their advice in putting together and proofreading this guide.

We would also like to thank Olivier Peyroux and Maxime Gotesman, respectively President and Secretary of the Koutcha organisation, for their proofreading and comments.

Finally, we would like to thank the young people at the Esperanto centre as well as the former young people who agreed to share with us their views and feelings about the care and support provided in a centre dedicated to children who have been victims of human trafficking.

FOREWORD

The Koutcha organisation was created in 2013 with the aim of understanding, informing, assessing and protecting victims of human trafficking (HT), whether adults or children, in France or abroad. It aims to support both victims of trafficking and actors from institutions and charitable organisations regarding this issue, and to meet needs for protection, care and support for child victims of HT in France through the creation of a specialist residential facility. It was founded on the initiative of three professionals with additional expertise in supporting child victims of HT. Alongside other French organisations, the Koutcha organisation has called for the opening of a centre dedicated to these children.

Establishing a specialist centre was part of the first national plan to combat human trafficking in 2014-2016, in order to provide "child victims of HT with (...) a shelter offering safe and secure accommodation."¹ The second national plan against trafficking in human beings in 2019-2021, presented on 18 October 2019, confirmed the intention to create a centre with fifteen places to "welcome, reassure and stabilise children with reinforced monitoring in terms of education, psychological, judicial and health support"² and thus avoid secondary victimisation and the risk of re-exploitation.

It is in this context that the 'Koutcha project' was set up, in collaboration with the KOUTCHA and ESPERANTO (French educational body) organisations and ECPAT France (an organisation against the sexual exploitation of children). This project, launched in November 2019, was co-funded by the European Commission's Asylum Migration and Integration Fund (AMIF).

The "Koutcha project" arose in response to the urgent need for children who are victims of HT of any kind to benefit from safe and secure accommodation, adapted multidisciplinary care which facilitates long term social integration in host societies, and limited risks of "re-exploitation".

This project makes it possible, among other things, to mobilise the experience of the Esperanto centre in Belgium in order to prepare for the opening of a specialist centre in France. It also makes it possible to identify relevant organisation and functional practices, both internal and external, specific to the mandate of such a centre (HR, pedagogical project, partnerships, mechanisms and protocols, legislation, etc.). This guide is thus the result of a cross-examination of professionals from the Koutcha and Esperanto organisations carrying out this project in France.

1. <http://femmes.gouv.fr/wp-content/uploads/2014/05/Plan-daction-national-contre-la-traite-des-C3%AAtres-humains.pdf>

2. <https://www.egalite-femmes-hommes.gouv.fr/wp-content/uploads/2019/10/2e-Plan-action-traite-etres-humains.pdf>

In addition, the first European workshop held in Paris in November 2019 enabled the meeting of professionals working in eight EU countries and operating in different contexts of care for victims of HT. The workshop was an opportunity for rich exchanges and sharing of practices on three specific themes: initial welcome, security versus freedom, and sanctions.³

This guide has been translated into six languages (Dutch, English, German, Italian, Spanish and Swedish).

It is aimed specifically at institutions and professionals in charge of supporting child victims of HT in the project partner countries⁴ and, in the long term, at institutions and professionals in all EU member states who wish to consider setting up a centre for the care of child victims of HT.

3. Meeting minutes are available on the ECPAT France website (<https://ecpat-france.fr/www.ecpat-france/wp-content/uploads/2020/08/Compiled-practices-Koutcha.pdf>)

4. These are Austria, Belgium, France, Italy, the Netherlands, Spain and Sweden.

METHODOLOGY

As part of the Koutcha project, we each completed a 55-day training course at the Esperanto centre in Belgium. These courses allowed us to question ourselves on all the elements to be considered in the process of creating a centre in France. Our observations⁵ and participation in daily life at the Esperanto Centre have made it possible to appreciate the complexity of such a project. We have thus identified the educational and organisational procedures and practices implemented in the Esperanto centre that can be replicated in France.

We also met with twelve former young people who lived in the centre between 2003 and 2019, which enabled us to gather their feedback on the care and discharge system. They helped our team to understand the challenges and opportunities inherent in the care of the group being supported.

We decided to organise this guide into three parts, each of which is divided into sections, dealing with each of the steps and particular aspects of a **safe and secure centre⁶ dedicated to the care of children who are victims of human trafficking.⁷**

- The first part of the guide explains the context and framework of such a centre and introduces the issue of safe and secure accommodation. It also details the legal framework.
- The second part describes the functioning of this centre: its main characteristics, human resources and partnerships.
- The third part explores the care of children: tools and support.

Finally, at the end of each section, an action sheet is provided to guide your reflections as well as a note-taking page. The combination of these two detachable pages will provide a complete picture of your project as well as the remaining workstreams to make it concrete.

We hope that this tool will help you to create such a centre adapted to your local context.

The Koutcha team

5. The field of observation extended to the institutional life of the Esperanto organisation (history, partnership, financing, organisation, etc.) and the care of young people (typical day, rules of living in the centre, running the centre, socio-educational activities, etc.).

6. A “safe and secure centre” means a place which, through its layout and organisation, ensures people’s safety in terms of internal and external dangers, thus providing a calming and reassuring environment that makes people feel safe.

7. From “A specific solution: the secure and safe centre dedicated to the care of children who are victims of human trafficking” (p.15), the terms centre, establishment, home, etc., used in the text will refer exclusively to this specific type of solution.

CONTENTS

FOREWORD.....	3
METHODOLOGY.....	5
INTRODUCTION.....	8

Part 1 **Context and framework for the implementation of a secure and safe centre dedicated to the care of child victims of HT..... 11**

SECTION I – ACCOMMODATION FACILITIES FOR CHILD VICTIMS OF HT12

The types of existing facilities.....	13
The need for adapted or specific accommodation solutions.....	14
A specific solution: a safe and secure centre dedicated to the care of child victims of HT.....	15
BELGIUM SHEET: The Esperanto centre.....	16
FRANCE SHEET: The Koutcha centre project.....	17



ACTION SHEET I: DIAGNOSIS 19

SECTION II – THE LEGISLATIVE AND REGULATORY ENVIRONMENT ... 22

At the international level.....	23
At the European level.....	23
At the national level.....	24
FRANCE/BELGIUM COMPARATIVE STUDY SHEET Legal frameworks for the protection and accommodation of a child victim of HT.....	25



ACTION SHEET II: APPLICABLE LEGISLATION..... 27

Part 2 **The running of a safe and secure centre dedicated to the care of child victims of HT..... 31**

SECTION I – GENERAL FEATURES OF THIS CENTRE 32

The target group.....	33
Capacity and accommodation terms and conditions.....	33
The support offered.....	33
Location and reception area.....	34
Choice of building.....	34
Funding.....	35
FRANCE SHEET: Implementation criteria of the Koutcha centre.....	36



ACTION SHEET III: THE FEATURES OF YOUR PROJECT 37

SECTION II – HUMAN RESOURCES40

Framework.....	41
An ambitious team	
training policy	42
Team dynamics.....	42
Team coordination.....	43
On-call duty	43
Professional risks.....	43
BELGIUM SHEET:	
Human resources	44



ACTION SHEET IV: HUMAN RESOURCES..... 45

SECTION III – PARTNERSHIPS.....48

Partnerships for referrals	49
Partnerships for support.....	49
Partnerships with	
legal representatives.....	49
Security partnerships.....	49
Partnerships with countries of origin	
and/or European countries.....	50
Partnerships for the end of care.....	50
FRANCE SHEET: Orientation process	
for the Koutcha centre	51



ACTION SHEET V: YOUR PARTNERSHIP ENVIRONMENT..... 53

Part 3 Care.....59

SECTION I – THE TOOLS60

Welcome booklet	61
Rules of living at the centre.....	61
Children's participation in	
life at the centre.....	61
Collective security protocols.....	61
The individual safety plan.....	62
The personalised educational plan	62
The referent educator	62
Regular reviews.....	62
Daily life.....	63
Traditions.....	63
BELGIUM SHEET: Traditions	64



ACTION SHEET VI: YOUR CARE TOOLS 67

SECTION II – SUPPORT71

Admission.....	72
The initial welcome	72
Building trust and	
dismantling control.....	72
Individual and collective	
educational support	73
The end of care	75
FRANCE SHEET: The support process	
at the Koutcha centre.....	76



ACTION SHEET VII: SUPPORT..... 77

CONCLUSION..... 81

INTRODUCTION

*“No one shall be held in slavery or constraint;
Any aspect of slavery and
the slave trade is prohibited.”*

Article 4 of the Universal Declaration of Human Rights.⁸

8. [https://undocs.org/A/RES/217\(III\)](https://undocs.org/A/RES/217(III))

Far from disappearing since the adoption of the Universal Declaration of Human Rights in 1948, slavery - also known as human trafficking - is steadily increasing, with an estimated 2.5 million people recruited and exploited worldwide, 80% of whom are women and children.⁹

In the year 2000, the United Nations' adoption of the Convention against Transnational Organised Crime, known as the Palermo Convention, and its Protocol which was adopted by the General Assembly in its resolution 55/25, set out measures to tackle human trafficking.¹⁰ It is the first international legal instrument containing a consensually agreed definition of human trafficking.¹¹ Human trafficking remains the third most lucrative form of trafficking in the world today, after drugs and arms trafficking,¹² and generates an annual turnover of more than 32 billion dollars.

Published in January 2019, the latest Human Trafficking Report from the United Nations Office on Drugs and Crime (UNODC) provides an alarming assessment, noting that in 142 countries the number of victims of HT is increasing. More shockingly, between 2014 and 2016, the proportion of children in the total number of registered victims more than doubled, from 13% to 30%.¹³

The European Union has not been spared by the phenomenon of HT¹⁴ and has recorded an increase in the number of cases of child trafficking in recent years.¹⁵ The consequences are devastating for children who are not always aware of their status as victims. Having a safe space and time is essential to dismantle control over victims and prevent children who have been identified or presumed as victims of HT from being "taken back" by trafficking networks.

At the time of publication of her second report on 4 December 2018, Myria Vassiliadou, then European Union coordinator for the fight against human trafficking, claimed: "*Our ultimate goal must continue to be the eradication of this crime; we owe it to the victims. We have a rich and fully operational variety of tools at an EU level to ensure that no victim remains invisible.*"¹⁶ This document aims to highlight one of these tools: a safe and secure centre dedicated to the care of children who are victims of human trafficking.

9. <https://onu.delegfrance.org/Human-trafficking>

10. <https://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html>

11. The Protocol to Prevent, Suppress and Punish Human Trafficking, especially women and children was adopted by General Assembly resolution 55/25, which entered into force on 25 December 2003.

12. https://www.unodc.org/documents/data-and-analysis/glotip/2018/GLOTiP_2018_BOOK_web_small.pdf

13. See note 5.

14. Human Trafficking.


15. https://frontex.europa.eu/assets/Publications/Risk_Analysis/Risk_Analysis/Risk_Analysis_for_2018.pdf

16. https://ec.europa.eu/home-affairs/sites/homeaffairs/files/what-we-do/policies/european-agenda-security/20181204_com-2018-777-report_en.pdf



Part 1

**Context
and framework
for the
implementation
of a secure and
safe centre
dedicated to
the care of child
victims of HT**



SECTION I – ACCOMMODATION FACILITIES FOR CHILD VICTIMS OF HT

The aim of this section is to highlight the various existing accommodation solutions for children who are victims of HT and to introduce the specific solution of a secure and safe centre dedicated to the care of child victims of HT.

The types of existing facilities

In 2012, the University of Perth in Scotland published a study on the most common forms of care for child victims of HT, particularly those forced into prostitution.¹⁷ At that time, it identified different types of facilities, adapted to varying degrees, existing in European and North American countries.

- Different types of accommodation facilities were listed. They are managed either by the state or by private/charitable organisations and have very diverse characteristics in terms of mission, size, location and quality:
 - **Large-capacity establishments**, which can cause problems due to the difficulty of meeting individual needs.
 - **Specialised establishments with limited capacity**. In the United States these facilities often have between six and ten beds and offer a wide range of services. These facilities are often only available for girls who are victims of forced prostitution. Most of the programmes offered in these centres are based on an understanding of trauma.
 - **Safe centres** which, according to British professionals working with sexually exploited children, give young people "space" to feel safe enough to open up and engage in their own care.
- Foster families that can provide appropriate accommodation for children who are victims of HT, provided that the carers have received appropriate training in supporting trafficked children and that they have access to intensive multidisciplinary support (mental health services, points of contact in the protection system and police surveillance).

- Semi-independent flats for older children, which have so far been subject to little research on their relevance and sustainability.
- Use of hotels or guest houses that do not offer support or security may be a breeding ground for the re-exploitation of children. It has also been observed that these establishments are often located in neighbourhoods with sensitive areas.
- Juvenile justice facilities receive children accused of crimes, prostitution and related offences without recognising, where appropriate, their status as victims of HT and allowing for appropriate care.

The feeling of having roots in a place also makes it easier for child victims to accept the care offered.

As each child is different, their specific needs, background, experiences and age must be taken into account in order to establish the most suitable plan. A tailored offer allows for more efficient care of the young person as the care can be adapted during their protection.

17. <https://riselearningnetwork.org/resource/what-do-we-know-about-safe-accommodation-and-alternative-care-for-children-affected-by-sexual-exploitation-and-related-trafficking/>

The need for adapted or specific accommodation solutions

In 2011, the NGO ECPAT UK published a report "On the safe side"¹⁸ which highlighted that there is a significant number of child victims of HT. It raised the issue of children presumed to be victims of HT in residential care who disappeared and were never found.¹⁹ The report also expressed concern for children who do not benefit from protection adapted to their needs.

This concern can also be observed at the EU level - that due to a lack of resources, specific procedures of training, protection systems have weaknesses in providing care for child victims of HT. Experience shows us that in some cases, child protection centres may even be used by networks to outsource the costs of care for children under their exploitation. In these cases, the system does not remove the child from exploitation and even benefits trafficking networks. In addition to receiving inadequate protection, child victims of trafficking are seen as putting "strain" on protection systems. There is reluctance to take them in for fear that they may recruit other children into exploitation or that the child will run away on their first day. It is therefore urgent to adapt protection systems so that they can accommodate child victims of HT.

The dedicated safe and secure centre is a better alternative to protection centres because it can guarantee quality of care for child victims of HT. Indeed, experience in the field of supporting children who are victims of HT has demonstrated the need for safe and stable accommodation placements for children. The specific elements of supporting these children arise from the various responses to be provided:

- *The child's need for protection*, including alternative care²⁰ when parents are not present or are accomplices in their exploitation. A "safe placement" should then be put in place;
- *Removal from the situation of exploitation* and the provision of safety for a child who has become a danger to the trafficking network;
- *Education in different cultural patterns and social norms* for children who have been subjected to long periods of exploitation;
- *Psychological and medical follow-up* for a child who has lived under the threat and experience of violence, sometimes in addition to previous vulnerabilities (difficult migration journey, etc.);
- *Administrative and legal follow-up* related to their status as a foreign national, and/or to the absence of parental authority;
- *Judicial follow-up* as a victim against the persons who exploited them and/or in proceedings involving the child (child forced to commit offences);
- *Educational support* to promote social and professional integration.

18. <https://www.ecpat.org.uk/one-the-safe-side-principles-for-the-safe-accommodation-of-child-victims-of-trafficking>

19. <https://publications.parliament.uk/pa/cm200809/cmselect/cmhaff/23/2302.htm>

20. When children can no longer benefit from a favourable, protective and caring environment within their family, the state is obliged to protect the rights of the child and to provide appropriate alternative care, with the assistance of or through the competent local authorities and duly authorised civil society organisations. See United Nations General Assembly Resolution 64/142 on Guidelines for the Alternative Care of Children: <https://undocs.org/en/A/RES/64/142>

THE 10 PRINCIPLES FOR SAFE AND SECURE ACCOMMODATION

Whatever support is offered, the report "On the Safe Side" identified 10 principles necessary for the safe accommodation of child victims of HT.²¹

PRINCIPLES OF GOOD PRACTICE IN PROVIDING SHELTER TO TRAFFICKED CHILDREN

Principle 1. The best interests of the child must be at the centre of all decisions concerning their accommodation and support.

Principle 2. Children should be asked about what makes them feel safe.

Principle 3. Children should receive sufficient information to help them make informed decisions about their accommodation and care.

Principle 4. Security measures must be taken to reduce the risk of a child's disappearance, in particular within 24 to 72 hours of their initial arrival.

Principle 5. Shelter should be understood as a multi-faceted concept, comprised of physical and psychological elements, with particular recognition of the impact of trauma on a child's perceptions and behaviour.

Principle 6. A child's shelter and safety needs will change over time and should be assessed regularly.

Principle 7. Children should not feel punished or unduly constrained by measures taken to help them feel safe.

Principle 8. Support the child must include a set of psychological, educational, health, social, legal, economic and linguistic elements that "give the child a sense of security" and help them to recover.

Principle 9. All people working with trafficked children should be trained to recognise and respond adequately to their needs.

Principle 10. The protection of children must involve the community at large, so as to create an environment that prevents traffickers from operating.

A specific solution: a safe and secure centre dedicated to the care of child victims of HT

As mentioned above, this type of centre is a facility that can meet the protection needs of some children during their recovery and reintegration. It is for children in danger and/or posing a danger to themselves or others.

Like any specialised centre, it has a small number of staff and offers care based on children's experiences. Physical and psychological safety is at the heart of the organisation and care model, as is the consideration of empowerment strategies and the impact of exploitation related experiences on the behaviour of young people in care. These centres offer "space and time" to create a supportive relationship.

The creation of such an institution arises within a national context that enables it to come to fruition under varying conditions and with support (political, administrative, financial) that is more or less easy to obtain. It must be designed to complement other available schemes developed within the country. The appropriateness of such a centre depends on a cross-analysis of the context of HT (political support, profiles and issues), the response capacities of the child protection system (in particular its failures) and legislative provisions (See Part 1, Section II, p. 22).

**From this perspective, we
present you the following two
sheets of the guide which
describe the national contexts
that led to the decision to
establish such a centre
in two countries:
France and Belgium.**

21. See note 16.



BELGIUM SHEET: THE ESPERANTO CENTRE

Context

Belgium was one of the pioneering states in creating and supporting facilities to assist victims of HT; facilities that are now found in most international instruments. Belgium has chosen to open the same type of facility to victims of certain aggravated forms of human trafficking.

For the past 25 years, three specialised shelters for victims of human trafficking and certain aggravated forms of trafficking have provided support and accommodation throughout the country.²² The Belgian approach is multi-agency: specifically it is based on the participation of all local actors at all levels. Particular attention is paid to the “4 Ps”: pursuit/repression of criminals, protection/assistance to victims, prevention and partnership.²³ However, these centres are not authorised to accommodate child victims of HT.

The Esperanto centre

In the early 2000s, the Belgian authorities noticed that more and more unaccompanied foreign national children were disappearing from welcome centres after their first hearing at the Foreign Office. The hypothesis put forward shows that these young people are being recruited by networks that want to take advantage of them. In order to overcome this issue, and following best practice observed in specialist centres for adults, a hidden centre was created at the end of 2002.

The Esperanto centre was thus created with the primary aim of protecting and safeguarding unaccompanied foreign national children (UFNC) from trafficking networks. The care of these young people was designed to provide them with important protection and essential support, giving them stability and reassurance about their future.

In July 2006, Esperanto was approved as a special educational project. As a service recognised and approved by the Directorate-General for Youth Care, it is subject to the Code of Prevention, Youth Care and Youth Protection which entered into force on 1 January 2019. However, the Esperanto Centre is not recognised at the federal level as specialising in welcoming victims of human trafficking in the same way as the three centres for adults.

It should be noted that, although initially only young UFNC were accepted into the centre, young Belgians and young European Union nationals were soon taken in. This led to the introduction of trafficking as an offence in the Belgian Penal Code in 2005, which enabled national and European victims to benefit from this care. Shelters for young people with their own children were also provided. Support can be extended beyond the time a young person reaches adulthood.

**The Esperanto Centre
was therefore born of an
assessment of the national
situation and of political will.
It can adapt to the changing
characteristics of victims of
trafficking in the country..**

22. The specialised shelters for victims of human trafficking are the ASBL Pag Asa created in 1994, the ASBL Surya created in 1999 and Payoke created in 1987..

23. http://www.acse-alc.org/images/04_-_Les_cahiers_acse_sept_2013_projets_europe.pdf



FRANCE SHEET: THE KOUTCHA CENTRE PROJECT

Context

In France, Article 225-4-1 of the Criminal Code defines human trafficking as the act, in exchange for remuneration or any other benefit or for the promise of remuneration or benefit, of recruiting a person, transporting, transferring, accommodating or receiving them in order to make them available to you or to a third party, even if unidentified, in order to either commission offences against that person of procuring, sexual assault or sexual abuse, exploitation of begging, working conditions or accommodation contrary to their dignity, or to compel that person to commit any crime or offence.²⁴

In 2009, CNCDH²⁵ [the French National Consultative Commission on Human Rights] stated that victims of trafficking or exploitation should at least *“be able to be removed geographically from the place where they were subjected to the crime”* and recommended that a system be set up *“for child victims at risk, by reserving places in shelters for children throughout the country”*.²⁶

The Koutcha organisation

The Koutcha organisation was created in 2013. In the same year, numerous cases of groups inciting children to commit offences highlighted that victims do not benefit from the protective legal framework and child protection schemes. It is therefore within this context that the Koutcha organisation was set up, to raise awareness of this failure.

As proposed by the Koutcha organisation with the support of other organisations, in 2014 France's first national plan to combat trafficking by MIPROF²⁷ (the Inter-ministerial Mission for the Protection of Women Victims of Violence and the Fight against Human Trafficking) provided for the creation of *“an accommodation centre offering safe and secure placements, based on geographical remoteness”*.²⁸

24. https://www.legifrance.gouv.fr/affichCode.do;jsessionid=659088A69E07BF99C34B7235FB2133F6.tplgfr26s_3?idSectionTA=LEGISCTA000006165299&cidTexte=LEGITEXT000006070719&dateTexte=20200427

25. National Consultative Commission on Human Rights.

26. https://www.cncdh.fr/sites/default/files/09.12.18_avis_traite_et_exploitation_des_etres_humains_en_france.pdf

27. Inter-ministerial Mission for the Protection of Women against Violence and the Fight against Human Trafficking.

28. See note 9.

Finally, a Parisian pilot scheme for the removal of child victims, based on the Ac.Sé national welcome scheme model created in 2001²⁹ for adult victims, was set up in 2016. This scheme was found to mostly accommodate Nigerian girls trafficked for sexual exploitation,³⁰ while children who are coerced into committing offences have little access to the scheme. Removal does not address the question of access to protection. This feedback highlights the need for these children to benefit from specific, safe and secure support that is not provided in child welfare homes.

In 2017, the Group of Experts on Action against Human Trafficking (GRETA)'s second report³¹ urged the French authorities to strengthen without delay the process of identifying and assisting child victims of HT, while respecting the best interests of the child by developing the provision of accommodation where staff would be specifically trained to take in child victims of HT.³²

While incomplete, the statistical data available in 2018 also indicated a high proportion of children among HT victims.³³ It must be noted that despite its national legal arsenal and its international and regional commitments, there are failings in the support offered to child victims of HT in France resulting from the absence of facilities dedicated to their care.

This is why the Koutcha organisation has once again proposed the creation of a specialist secure and safe welcome system for these children, with a personalised educational programme that enables them to later integrate into a more traditional system. This proposal is now included in the second national plan to combat trafficking 2019-2021, which provides for the creation of safe and secure centres for children at risk in measure 26.³⁴

To date, there is consensus about the lack of an appropriate solution for some child victims of HT, and the principle of opening a specialist centre has finally been adopted. The Koutcha organisation, in collaboration with other French organisations, spent several years questioning and convincing politicians and institutions in order to achieve this result.

29. <http://www.acse-alc.org/en/a-propos-d-ac-se/qui-sommes-nous>

30. In 2018, nearly 90 unaccompanied underage Nigerian girls who were victims of prostitution networks benefited from this scheme.

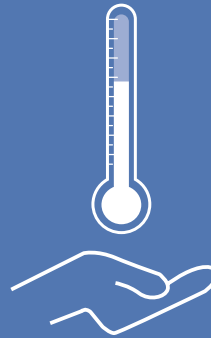
31. Acronym of the Council of Europe Group of Experts on Action against Human Trafficking.

32. Human trafficking, <https://rm.coe.int/greta-2017-17-fgr-fra-en/16807454bf>

33. In 2018, the ONDRP [The French National Observatory of Crime and Criminal Justice Responses] and MIPROF, in partnership with the member organisations of the group Together against human trafficking, identified 339 child victims. The three main forms of exploitation are coercion to commit crimes (38%), sexual exploitation (26%), and labour exploitation (22%). Children forced to beg account for 13% of the total number of child victims. See https://inhesj.fr/sites/default/files/ondrp_files/publications/pdf/3e_enquete_annuelle.pdf

34. See note 2.

ACTION SHEET I: DIAGNOSIS



As indicated in the sub-section “A specific solution: the safe and secure centre dedicated to the care of children who are victims of HT” (cf. p.15), the creation of this type of facility arises from the local context. Through our experience, we found evidence of a need to carry out an assessment before proceeding with the project.

Here are some of the questions we asked ourselves that are important for you at the project stage:

- ✎ How is the phenomenon of HT, and more particularly that of children, taken into account politically in your country?
 - ✎ What public policies are in place on this issue?
- ✎ What is the existing accommodation offer? Is it suitable, safe and secure?
 - ✎ How many young victims or presumed victims of HT are there in your country? How reliable are the statistics and tracking capability in your country?
- ✎ What is the profile of victims of HT (type of exploitation, age, nationality, gender)?
 - ✎ Is there any evidence of failure and success in the care of certain types of victim?
- ✎ How are children forced to commit a crime treated - as victims of HT and/or perpetrators of crime? How are they taken care of?

Notes



SECTION II – THE LEGISLATIVE AND REGULATORY ENVIRONMENT

The international and national legislative and regulatory environment is an essential factor in assessing your possibilities for action and your resources for the support and integration of children who are victims of HT.

At the international level

A number of conventions and treaties have been created concerning the fight against human trafficking, including the texts below, which provide a solid basis for the national legislation of the countries of the European Union.

The United Nations Convention against Transnational Organised Crime and the supplementary Protocol aiming to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (the "Palermo Protocol"), adopted in 2000, provide for the protection of victims, including their assistance and protection in criminal proceedings and the adoption of measures to ensure their physical, psychological and social recovery.³⁵ Article 3 of the Protocol provides a definition of trafficking in persons, stating that *"For the purposes of this Protocol: (a) 'Trafficking in persons' shall mean the recruitment, transportation, transfer, accommodation or receipt of persons, by means of a threat or use of force or other forms of coercion, abduction, fraud, deception, the abuse of power or of a position of vulnerability or 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 least, 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; (b) The consent of a victim of trafficking to the intended exploitation set forth in the subparagraph (a) of this article shall be irrelevant where any of the means set forth in the subparagraph (a) have been used; (c) The recruitment, transportation, transfer, accommodation or receipt of a child for the purpose of exploitation shall be considered 'trafficking in persons' even if it does not involve any of the means set forth in subparagraph (a) of this article; (d) The term 'child' shall mean any person under the age of 18 years."*

The United Nations also adopted the International Convention on the Rights of the Child (UNCRC) on 20 November 1989,³⁶ supplemented by four optional protocols, including the optional protocol on the sale of children, child prostitution and child pornography. The CRC obliges states parties to take all appropriate national, bilateral and multilateral measures to prevent the abduction, sale or trafficking of children for any purpose and in any form (Article 35 of the Convention).³⁷

The International Labour Organisation (ILO) has also adopted several conventions in this area. Convention No. 29 of 1930³⁸ prohibits all forms of forced or compulsory labour. Convention No. 182 on the worst forms of labour of 1999³⁹ stipulates that the term "child" applies to all persons under the age of 18 and that its scope covers trafficking in children. States that have ratified the Convention must provide the necessary and appropriate direct assistance to remove children from the worst forms of child labour and to ensure their rehabilitation and social integration, as well as access to education and vocational training.

At the European level

The Council of Europe and the European Union have developed legal tools relating to the fight against HT.

The Council of Europe adopted Convention No. 197 on Action against Trafficking in Human Beings of 16 May 2005 (known as the "Warsaw Convention")⁴⁰ which stipulates that states must have qualified professionals to identify victims of human trafficking, particularly children. In the case of unaccompanied foreign national children, states must provide for their representation, establish their identity or nationality and trace their family when it is in their best interests. Each state party is obliged to take measures to assist victims in their physical, psychological and social recovery and to take into account the rights of children. The Convention also provides for the granting of a residence permit to victims with irregular migration status in the country where they have been exploited.

35. <https://www.unodc.org/unodc/en/organized-crime/intro/UNTOC.html>

36. <https://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

37. https://treaties.un.org/doc/Treaties/2000/05/20000525%2003-16%20AM/Ch_IV_11_cp.pdf

38. https://www.ilo.org/dyn/normlex/en/?p=NORMLEXPUB:12100:0:NO::P12100_ILO_CODE:C029

39. https://www.ilo.org/dyn/normlex/en/?p=NORMLEXPUB:12100:0:NO::P12100_ILO_CODE:C182

40. <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008371d>

The European Union has issued several important directives relating to HT and victim protection to be transposed in each member country. Directive 2004/81/EC of 29 April 2004⁴¹ provides for victims to be granted a residence permit when they cooperate with the competent authorities; states may decide to extend this system to children (other directives govern residence issues).⁴² Directive No. 2011/36/EU of 5 April 2011⁴³ concerns the prevention of and fight against HT and the protection of victims. It defines human trafficking and its forms of exploitation. The instrument also introduces stricter sanctions against traffickers and better protection and assistance to victims, particularly for children.⁴⁴

The Council Regulation no. 2201/2003 of 27 November 2003⁴⁵ on jurisdiction and the recognition and enforcement of judgments in matters of matrimony and parental responsibility (also known as Brussels IIa) covers issues relating to cross-border aspects of family law. It regulates the attribution, exercise, delegation, and total or partial withdrawal of parental responsibility, which is to be considered as particularly relevant to guardianship, protection of vulnerable adults and analogous institutions, the designation and functions of any person or body in charge of looking after the person or the property of the child, representing or assisting the child, as well as placing the child in a foster family or in an institution. It shall apply whenever the child resides in the territory of a member state, irrespective of their nationality.

for the protection, support and integration of the young people being supported.

In order to design a project for setting up a safe and secure centre, it is therefore necessary to study:

- Civil legislation on child protection (for any child);
- Juvenile criminal legislation (for children forced to commit offences);
- HT legislation (protection specific to victims of HT);
- Legislation on the right of residence (for unaccompanied foreign national children);
- Guardianship legislation (for legal representation of the child).

Completing this research will enable you to establish the pathway that will lead child victims of exploitation to the centre, as well as opportunities for guiding and supporting the young people. This step will identify the partners upstream and downstream of the care provided in the centre.

It should be noted that other legal provisions concern the centre in the long term (regulations relating to disability, schooling, health, as required for care).

This broader view of the relevant legislation will enable you to establish the prerequisites for running a centre: authorisation, compliance with security standards, etc., as well as the relevant standards (staff ratios, etc.).

At the national level

It is important to identify and monitor the evolution of the national legislative and regulatory instruments concerning child victims of HT. These texts regulate the rights of the child in general and those relating to child victims of HT in particular. They contribute to an understanding of how child protection is organised and different actors' fields of intervention, and help identify opportunities

**All of these legal elements have
 been grouped together
 in the comparative study
 France/Belgium that
 we are presenting to you.**

41. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32004L0081>

42. See also: [Directive 2002/90/EC](#) of 28 November 2002 defining the facilitation of unauthorised entry, transit and residence; [Framework Decision 2002/946/JHA](#) of 28 November 2002 on the strengthening of the penal framework to prevent the facilitation of unauthorised entry, transit and residence; [Framework Decision 2002/629/JHA](#) of 19 July 2002 on combating trafficking in human beings; replaced by the [Directive 2011/36/EU](#).

43. <https://eur-lex.europa.eu/legal-content/EN/ALL/?uri=CELEX%3A32011L0036>

44. Article 13 of the Convention.

45. <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32003R2201>



FRANCE/BELGIUM COMPARATIVE STUDY SHEET

LEGAL FRAMEWORKS FOR THE PROTECTION AND ACCOMMODATION OF A CHILD VICTIM OF HT

Child protection legislation

The legal provisions relating to the child protection system are applicable to all children, regardless of their nationality or status.

BELGIUM

Code for prevention, assistance to and protection of young people.⁴⁶

FRANCE

Law No. 2007-293 of 5 March 2007.⁴⁷

Law No. 2016-297 of 14 March 2016 on child protection.⁴⁸

Code of Social Action and Families Organising Child Protection.⁴⁹

Civil Code, Articles 375 et seq. on educational assistance.⁵⁰

Juvenile criminal justice legislation

Criminal legislation relating to children is to be analysed for children who are forced to commit a crime.

BELGIUM

Code for prevention, assistance to and protection of young people (Book V).

FRANCE

Order of 2 February 1945 on juvenile delinquency.⁵¹

Order of 11 September 2019 on the legislative part of

the Juvenile Criminal Justice Code, which will replace the above-mentioned order as of 1 October 2020.⁵²

Legislation on the protection of victims of trafficking in human beings

It defines the status of victims of HT and provides for their security and protection. It governs the procedures applied to the prosecution, investigation and judgment of HT cases. It opens up specific rights to victims, in particular regarding access to residence.

BELGIUM

Penal Code of 8 June 1867 (Chapters III a and III b) modified.⁵³

Law of 13 April 1995 penalising human trafficking of foreign victims.⁵⁴

Royal Decree of 16 May 2004 on the fight against the trafficking and smuggling of human beings.⁵⁵

Law of 10 August 2005 amending various provisions with a view to strengthening the fight against trafficking and smuggling of human beings and against the practices of slumlords.⁵⁶ In particular, it introduces the specific offence of trafficking in human beings into the Criminal Code and amends Article 77 a of the 1980 Foreign Act to make it the basic article on human trafficking.⁵⁷

The law of 15 September 2006 introduced the provision of residence permits into the 1980 Foreign Law. Child victims benefit from this.⁵⁸

Law of 29 April 2013 amending the Penal Code to

46. http://www.aidealajeunesse.cfwb.be/index.php?eID=tx_nawsecuredl&u=0&g=0&hash=2e87243f647a44ce6af844d02e44c00a5b4d89c8&file=fileadmin/sites/ajss/upload/ajss_super_editor/DGAJ/Documents/AJ-code-web-040918.pdf

47. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000823100&categorieLien=id>

48. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000032205234&categorieLien=id>

49. <https://www.legifrance.gouv.fr/affichCode.do?cidTexte=LEGITEXT000006074069>

50. <https://www.legifrance.gouv.fr/affichCode.do?cidTexte=LEGITEXT000006070721>

51. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000000517521&categorieLien=cid>

52. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000039085102&categorieLien=id>

53. http://www.ejustice.just.fgov.be/cgi_loi/loi_a1.pl?language=fr&la=F&cn=1867060801&table

name=loi&&caller=list&F&fromtab=loi&tri=dd+AS+RANK&rech=1&numero=1&sql=(text+contains+(%27%27))#LNKR0121

54. <http://www.ejustice.just.fgov.be/eli/loi/1995/04/13/1995009398/justel>

55. <http://www.ejustice.just.fgov.be/eli/besluit/2004/05/16/2004009376/justel>

56. <https://www.myria.be/files/wet-loi-10-8-2005.pdf>

57. <http://www.ejustice.just.fgov.be/eli/loi/1980/12/15/1980121550/justel>

58. <https://www.myria.be/files/wet-loi-15-9-2006.pdf>

clarify and extend the definition of human trafficking.⁵⁹ Circular of 23 December 2016 on the implementation of multidisciplinary cooperation on victims of human trafficking and/or certain aggravated forms of trafficking in human beings.⁶⁰

FRANCE

Definition of human trafficking under the Law of 5 August 2013: Articles 225-4-1 et seq. of the Penal Code.⁶¹

Code of Criminal Procedure: defines the rights of victims (Articles L.10-2 to L.10-5) and the protection of witnesses (Articles L.706-57 et seq.). It governs the procedures applicable to the prosecution, investigation and trial of offences relating to human trafficking (Article L.706-34 et seq.) and the protection of child victims (Article L.706-47 et seq.).⁶²

CESEDA [Code of the entry and residence regulation, and asylum right]: on the possibilities of regularisation of the young adult victim:

- Access to specific residence for victims of trafficking, by law (R.316-1 and 2: reflection period and receipt of residence permit for 30 days; L.316-1: residence permit mentioning "private and family life" if a complaint is lodged or there is cooperation with the police authorities; residence permit in the event of final conviction of the perpetrator).
- Possibility of exceptional permission for residence on humanitarian grounds on the basis of Art. L.313-14.

Legislation relating to unaccompanied children

Its purpose is to determine the possibilities of a right of residence for foreign national children

BELGIUM

Law of 12 September 2011 provides for a specific residence status for UNFCs after consideration of their case and a hearing by the Office of Children and Victims of Human Trafficking of the Foreign Office following a written proposal from the guardian.⁶³

The child may be granted an unlimited right of residence in Belgium. Prior to the conclusion of the Office, the child shall be issued with a certificate of registration, renewable every six months upon written request by the guardian.

FRANCE

Civil Code, Art. 21-12 on access to French nationality for UNFCs taken into care by the Child Welfare Agency (ASE) before the age of 15.

CESEDA:⁶⁴

- Art. L. 313-11 2° a on the residence permit mentioning "private and family life" for young people in care before the age of 16.
- Art. L.313-15 on the "temporary worker" or "employee" residence permit if the young person has been undergoing vocational training for more than six months.
- Art. 313-11 7° due to the strength of personal and family ties in France.

Legislation on the guardianship of children

It governs access to legal representation for UNFCs and European children in vulnerable situations

BELGIUM

Programme Law of 24 December 2002 Title XIII - Chapter VI: Guardianship of unaccompanied foreign national children.⁶⁵ Four elements are decisive for the application of this law: age, the state of being "unaccompanied", national origin and the relevant circumstances of residence.

For nationals of the European Economic Area, guardianship applies to a child in one of the following situations:

- either they have applied for a provisional residence permit on the basis of Article 61/2, paragraph 2, of the Law of 15 December 1980 on access to the territory, residence, establishment and removal of foreigners (victims of trafficking);
- or they are in a vulnerable situation.

FRANCE

Civil Code (Article 73 on parental authority and Article 390 on guardianship).

On the representation of a child in a specific procedure:

- In civil matters, in case of opposition Law 2002-305 of 4 March 2002 relating to parental authority⁶⁶ interests between the child and their representatives (Art. 388-2 Civil Code).
- In criminal matters (Article 706-50 of the Criminal Procedure Code).
- Art. L.221-5 CESEDA on the appointment of an ad hoc administrator for the unaccompanied child in the waiting area.

59. <https://www.myria.be/files/wet-loi-29-4-2013.pdf>

60. <https://www.myria.be/files/circulaire-23-12-2016.pdf>

61. https://www.legifrance.gouv.fr/affichCode.do;jsessionid=06B6294B48A6FDDAE82AA694F55B1739.tplgfr28s_1?idSectionTA=LEGISCTA000006165299&cidTexte=LEGITEXT000006070719&dateTexte=20200422

62. <https://www.legifrance.gouv.fr/affichCode.do?cidTexte=LEGITEXT000006071154&dateTexte=20200422>

63. https://ejustice.elfri.be/cgi_loi/change_lg.pl?language=fr&la=F&table_name=loi&cn=20110912

64. Entry and Residence Code for Foreigners and Right of Asylum.

65. https://www.ejustice.just.fgov.be/cgi_loi/change_lg.pl?language=fr&la=F&cn=2002122445&table_name=loi

66. <https://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT0000000776352&categorieLien=id>

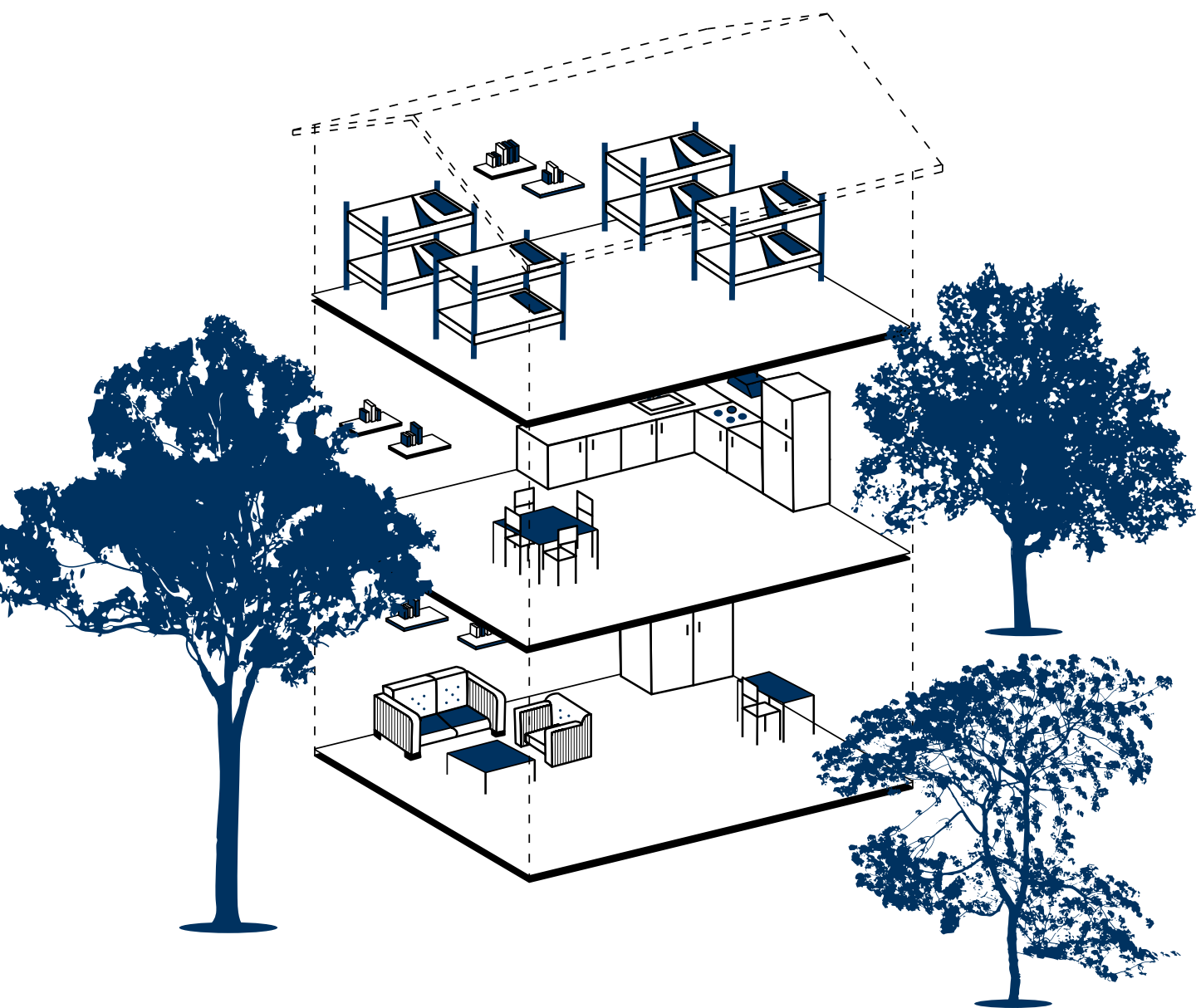
ACTION SHEET II: APPLICABLE LEGISLATION



Your relevant national legal instruments relating to:

Child protection	
The criminal justice system for children	
Protection of victims of trafficking	
The right to residence for unaccompanied children	
Legal representation	

Notes



Part 2

**The running
of a safe
and secure
centre
dedicated
to the care
of child
victims
of HT**



SECTION I – GENERAL FEATURES OF THIS CENTRE

The creation of a safe and secure centre dedicated to the care of children who are victims of HT has characteristics in common with traditional child protection institutions in your country, which this guide will not examine. In any case, in order to respond to the specific characteristics of this group of individuals, the centre must be open 24 hours a day, 7 days a week, 365 days a year. It must also have the necessary authorisations to accommodate children. The other general characteristics of your centre depend greatly on the type of group you accommodate and the number of people you can accommodate.

The target group

Human trafficking covers a wide variety of situations,⁶⁷ so your centre may be specific to one or all forms of exploitation. In addition, the age groups you will be accommodating may be limited according to your objectives or national legislation. The same will apply to the gender mix within the centre and the possibility of welcoming parents with children.

The use of the action sheets I and II should enable you to clarify, according to your assessment and the relevant legislation, the group to be targeted to meet the needs of child victims in your country.

Capacity and accommodation terms and conditions

The number of places in your centre will be an important factor in the funding of your project (rental and salary needs), but above all, it must take into account your capacity to securely accommodate victims. In fact, the greater your reception capacity, the greater the risk of accommodating young people from the same network (increased risk of running away, exposure to infiltration in order to save other young people, location of the centre, etc.).

Moreover, depending on the type of person you will welcome (age group, parent with child) you will have to agree on accommodation arrangements: collective, semi-independence, independence outside the centre in compliance with national legislation on establishments accommodating this particular group of people.

The support offered

Once your group is defined, you can assess the needs your centre will have to meet in terms of youth support. In a holistic approach your centre must at least offer:

- Educational and pedagogical support for social reintegration;
- Support with schooling and professional integration;
- Support with physical and psychological health;
- Legal and administrative support;
- Support with independence.

The support you propose will impact your human resources needs (see Part 2, Section 2 "Human Resources", p. 40).

⁶⁷. See definition of trafficking in human beings on p.23.

Location and reception area

Location of the centre

Particular attention should be paid to the choice of location for the centre, due to obvious questions related to the safety of those accommodated and that of the professionals, but also because of the pedagogical needs of the project carried by the establishment.⁶⁸

Building requirements

Based on the general characteristics of your centre, you can design the requirements of your space. The minimum needs for children are:

- A place to rest and sleep. Ideally, these are single rooms, secured to prevent runaways or intruders and equipped with a bed, bedside table and a wardrobe with a key;
- A space for activities, indoor (gym, TV lounge, wifi room) and outdoor (garden, sports facilities) relaxation areas, rooms for educational (classes), cultural or artistic activities equipped with teaching materials;
- A place for catering with a kitchen and an area to have meals (dining room) and a food reserve;
- Sufficient hygiene facilities for children with separate toilets and showers for girls and boys and a laundry room for washing clothes;
- A healthcare station;
- The centre can also have independent accommodation (on-site or external) for young people who are semi-independent or parents with children.

For professionals:

- Sufficient office space, some of which has been designed to ensure the confidentiality of interviews;
- A meeting room;
- An hygiene area for the staff (shower / WC);
- A room for the night staff.

Choice of building

Your choice of building must be consistent with the need for security and anonymity of the centre. Ideally, it should be established on the basis of a functional programme, based on the needs to be met and the safety regulations and standards relevant to establishments accommodating this group of people.⁶⁹ It is an important tool in several regards:

- The search for or creation of a building adapted to your needs (the determination of your desired space) will effectively guide the architects or project managers in the design or layout of the building;
- Anticipation of operations in the centre: management of the gender mix, control of entrances and exits on the site, movement between the different zones, energy impact, etc.

In all cases, it will always be necessary to control access to the building (by having a single entrance, an intercom with a camera). The grounds are fenced in and there is no access to the building via windows. Other special arrangements can be made to guarantee the anonymity of the centre (see p. 61).

68. As an example, the University of Perth study cites two studies supporting the fact that rural care creates a distance between the exploiters and the place of exploitation. This distance provides young people with greater security and better social reintegration, <https://riselearningnetwork.org/resource/what-do-we-know-about-safe-accommodation-and-alternative-care-for-children-affected-by-sexual-exploitation-and-related-trafficking/> (p. 8).

69. Our functional programme is available (VF) by sending us a request at contact@koutcha.org.

Funding

Although funding methods may vary by country, you will be able to draw up a provisional investment and operating budget based on an analysis of your needs (accommodation capacity, proposed support, need for buildings, composition of the team, etc.). This will enable you to apply for different sources of funding (foundations, sponsorship, public and private organisations, etc.). Long-term funding must be oriented towards operations and ad-hoc funding towards investment.

Several types of funding for operations have been observed in Europe:

- **The daily rate:** This corresponds to the "annual operating cost / (365 days*number of young people hosted)". While this operation avoids dependence on a renewal of grants, it does however entail a full occupancy rate throughout the year and therefore leaves room for financial instability and cash flow difficulties.
- **Annual or multi-year block funding:** This provides good visibility of the funds available over one or more years. Commitments to be met in return must be monitored and negotiated. This type of funding involves renegotiations at each funding renewal.
- **Creation of a centre through project funding** requires a continual search for new funding that is not compatible with the objective of having a permanent centre.
- **Funding through grants and donations** can also be a solution but will require constant requests of donors in order to achieve financial stability. This appears to be inconsistent with the funding of an operating budget.

The model chosen to finance your organisation will have an important impact on your project, its stability and sustainability.

**The information sheet that
we offer you for this section focuses
on the location criteria established
for the search for a building to set
up the centre in France**



FRANCE SHEET: IMPLEMENTATION CRITERIA OF THE KOUTCHA CENTRE

Particular attention should be paid to the choice of location for the centre. This is why the Koutcha organisation decided to strike a balance between its specific security criteria and its ability to deliver support objectives.

1. Security criteria:

- Distance from border access;
- Distance from direct access to motorways and railways;
- Distance from the activity zones of trafficking networks and areas of exploitation;
- Distance from large urban areas;
- Proximity to a gendarmerie [French Military police station] or standard police station (setting up a partnership, [see Part 2, Section III "Partnerships"](#), p. 48).

These security criteria make it possible to reduce feelings of being unsafe, risks of running away and kidnapping attempts by exploitation networks or, where appropriate, rapid intervention to limit the endangerment of young people and professionals.

2. Criteria for delivering support objectives:

- Proximity and diversity of schooling and integration offers;
- Proximity to businesses;
- Nearby offers of cultural and sporting activities;
- National accessibility.

It is essential to be able to offer support that facilitates the social integration of young people. Escaping exploitation and reducing the risks of re-victimisation and re-exploitation cannot be sustainable without work on social and professional integration.

Finally, the local partnership network and access to local employment pools to recruit the centre's future professionals were considered when researching the areas in which to base the Koutcha centre.

ACTION SHEET III: THE FEATURES OF YOUR PROJECT



The target group

- ✎ What types of HT victims will you take?
 - ✎ Will you welcome a mixed gender group?
- ✎ What age group will you be accommodating?
 - ✎ Will you be hosting parents with children?

Capacity and accommodation terms and conditions

- ✎ What is your capacity and how many accommodation places do you wish to have?
 - ✎ What kind of accommodation would you like to set up?

The support offered

- ✎ What kind of support do you wish to offer according to the profiles of the young people you will be caring for and their accommodation arrangements?

The location and reception area

- ✎ What are your priority and non-negotiable implementation criteria apart from safety considerations?
 - ✎ Are there other safety criteria specific to your context?
- ✎ Are there other criteria for facilitating support projects specific to your context?
 - ✎ Should only group placements be provided or should an apartment system be integrated?
- ✎ What are the regulations on accommodating members of this group in your country? What authorisations and clearances are required?
 - ✎ Depending on the type of person you are accommodating, the type of support offered, and local regulations, what are your needs in terms of a building?
- ✎ Is the construction and/or adaptation of premises necessary?

Funding

- ✎ What do you need in terms of funding for investment and operation?
 - ✎ What type of operating funding is most appropriate for your circumstances? Which one will ensure sustainability?

Notes



SECTION II – HUMAN RESOURCES

Special attention must be paid to staffing to provide and facilitate the support offered to child victims of HT. This section proposes best practice that has been observed in this area.

Framework

A high supervision rate

A secure centre has to operate 365 days a year, 24 hours a day. The number of children accommodated will determine the staff required.

One principle to be retained is that the staff ratio must be high in order to meet the objective of the centre and the need for security.

A multidisciplinary and complementary team

The team must be designed to meet the children's specific needs based on the support services you will offer. Thus, in addition to the usual social workers in a juvenile centre, it may be necessary to expand your team with:

- A **psychologist**, necessary for daily care of children;
- An **occupational therapist**, to work on physical trauma and relationship with the body;
- A **nurse**, to provide on-demand support and care and to monitor the children's health;
- A **criminologist**, to liaise with the justice system and investigative services in legal proceedings related to HT;
- A **social worker**, to work on issues related to access to common law and the right of residence (for young foreign nationals);
- A **school teacher**, to provide literacy or refresher courses for young people in care before they are sent to school or to a traditional training programme.

In addition to this, facilitator positions may be added, such as:

- A **cook and cleaner**, which will free up educational time for the support staff;
- A **maintenance agent**, which will reduce the costs of small jobs and avoid repeated arrivals of external companies to your centre.

Across all the positions, particularly the teachers, multicultural and multilingual recruitment should be encouraged. In addition to degrees in social work, it is advantageous to bring in a range of personal profiles in order to have a diverse set of skills on hand (i.e. state diploma in hiking, swimming certificate, fine arts diploma, etc.). This helps provide a wide range of educational responses to suit the groups and individuals.

It is also necessary to have gender parity within the professional team to promote quality of support and to meet all of the young people's needs so that they can ultimately reintegrate into society.

An ambitious team training policy

Specific training for professionals dealing with victims of HT is of paramount importance, as studies on the subject have shown.⁷⁰ It is therefore important to plan for:

- On opening of the centre, **initial training** lasting several days for all staff recruited, covering HT and the care of child victims. Care must be taken to ensure that staff recruited can subsequently benefit equally to avoid creating too great a gap between professionals. The content of the training⁷¹ must cover all knowledge and skills required in order to care for the children.
- **Personalised follow-up** is provided by the team's managers during the first few months, particularly for teachers, to facilitate the appointment of positions and to respond to emerging questions and needs among the professionals.
- **Supervision and/or practice analysis** is set up for all employees in order to support professionals with any difficulties encountered and to optimise their professional skills.
- **An annual training plan** is proposed for all staff, based on needs identified by employees and by line managers.
- **An annual appraisal** should be carried out for each professional by their direct line manager. This time is used to discuss the employee's career goals and needs.
- In order to keep staff knowledge about HT up-to-date and to keep them abreast of trends in HT, you should organise their **attendance and participation in events or research on HT**.

Team dynamics

A cohesive and coherent team is necessary to build security and stability for the children. In order to better support the young people in their care, it is necessary to take care of the team of professionals. This involves identifying the needs of the team, the needs of each professional and understanding each of their roles, as well as processes for organising communication and coordinating the team.

70. <https://riselearningnetwork.org/resource/what-do-we-know-about-safe-accommodation-and-alternative-care-for-children-affected-by-sexual-exploitation-and-related-trafficking/>. See page 10: The need for specialised and continuous training of professionals to help them better understand the approach and support of child victims of HT.

71. The content of the training offered by Koutcha is available (in French) by sending a request to contact@koutcha.org

Team coordination

In addition to meetings for monitoring young people, the following arrangements can be put in place to encourage information sharing between professionals and ensure educational continuity and a reassuring environment for young people:

- **Daily check-ins:** except on weekends, at each change of service, the teachers and the team leader meet to share relevant educational and organisational information. In addition, support files or email communications can be used to ensure the sharing of information;
- **The weekly meeting:** each week, all professionals meet to discuss different areas: organisational affairs, the operations of the centre (logistical issues, educational outings, planned activities etc.);
- **Ad-hoc meetings:** various thematic meetings can be organised for either the whole team of relevant team members in order to work collectively on an activity;
- It may be useful to set up a **computer database** to collect and analyse data related to the young people's care.

On-call duty

Members of the management team must have on-call duties to ensure admission requests are responded to, or in the case of an emergency, to ensure a decision-making representative is available out of office hours.

Professional risks

Regarding professional risks inherent to the care of young people in accommodation systems, particular attention must be paid to the psychological and/or physical level: counter-transference, vicarious trauma, violence, external pressure from networks, etc. All of the elements mentioned in section II above, the security partnerships (see p.49) and internal security protocols (collective and individual; see p.61) will help reduce these risks.

**To illustrate this section,
we offer you a fact
sheet presenting the
Esperanto Centre team.**

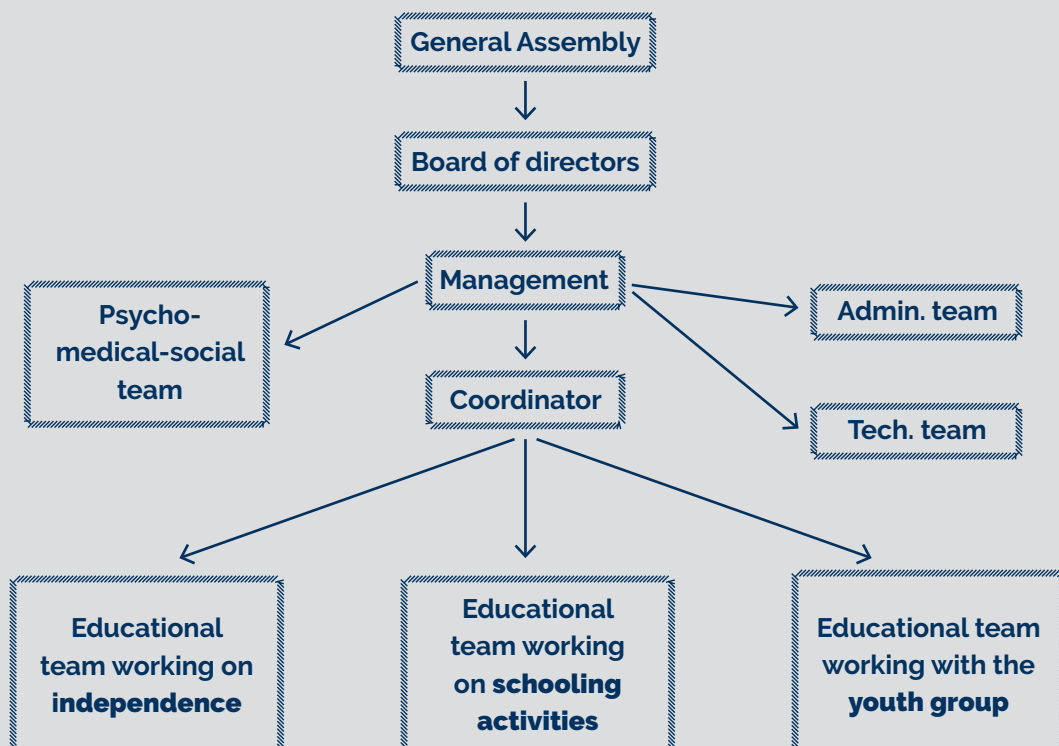


BELGIUM SHEET: HUMAN RESOURCES

A multidisciplinary team appointed by *Aide à la Jeunesse* [a non-profit organisation for youth support] consisting of 21.5 Full Time Equivalents (FTE) funded by *Aide à la Jeunesse* and organised as follows:

- **One director (1 FTE).**
- **One coordinator (1 FTE).**
- **A multicultural and multilingual educational team**
 - Within the "independence" team (3 FTE).
 - Within the "collective" team (8.2 FTE).
 - Within the school team (1 FTE).
- **A psycho-social team:**
 - One social worker (1 FTE).
 - One criminologist (1 FTE).
 - One psychologist (1 FTE).
 - One psychomotor therapist (0.80 FTE).
- **An administrative team:**
 - One treasurer (1 FTE).
 - One administrative employee (0.5 FTE).
- **A technical team:**
 - One housekeeper (1 FTE).
 - One worker (1 FTE).

Organisational chart



ACTION SHEET IV: HUMAN RESOURCES



- Depending on the support offered, which job roles do you need and what proportion of work should they have?
 - What types of complementary professional and non-professional skills do you think are important to have in place for your project?
- What level of awareness about HT do you want your employees to have? What needs have you identified?
 - What help can you offer in taking up a position?
- What continuing education and training will you put in place?
 - How will you ensure a positive team dynamic and prevent abuse?
- How and through which mechanisms can you promote the flow of information sharing between your staff in order to enhance the care of young people?
 - What system should be put in place to manage emergencies that may arise 24 hours a day?

Notes



SECTION III – PARTNERSHIPS

In order for your centre to function at an optimal level and to strengthen its implementation, it is essential to develop different types of partnerships and collaborations. On the basis of experiences in Belgium and France, we have listed the types of important partnerships to be developed.

Partnerships for referrals

Any intervention involving people in a vulnerable situation, particularly children, must be carried out with the authorisation and approval of the competent authorities. An admissions procedure must be established.

There is a need to limit inappropriate referrals in order to prevent a young person from finding themselves in a system that is not appropriate for their situation. It is nevertheless necessary to ensure sufficient occupancy and thus financial validity of the centre. It is therefore necessary to raise awareness among state services and organisations and provide training in the identification and referral of young people to the centre.

Partnerships for support

In order to meet all young people's needs, it is essential to develop partnerships for:

- education (school/training);
- access to rights (right of residence, health coverage, legal and judicial procedure coverage, etc.);
- access to care;
- physical and psychological care;
- outdoor activities (cultural, sports, etc.);
- social integration.

These partnerships must be strong and diverse. They are based on a good understanding of this particular group of young people and participation in young people's safety plans, and developed according to collective and individual needs. The creation and maintenance of these partnerships are the responsibility of each professional according to their role and function.

Partnerships with legal representatives

Including legal representatives in the monitoring and evaluation of youth care is both essential and mandatory. It is therefore possible, whenever possible, to maintain the link between the young person and their parents. When the family is absent and/or dysfunctional, legal representatives may be appointed to represent the child in any legal or civil systems and processes.

Security partnerships

To determine the security measures needed for each young person, it will be necessary to obtain certain information about their case from investigation services. Having a close link with them is therefore essential for defining individual safety protocols. In addition, a local partnership with the police is essential to enable rapid intervention in the event of a runaway and/or kidnapping (see Part 3, "Collective security protocols" and "Individual safety plan", p.61-62).

Partnerships with countries of origin and/or European countries

It is important to develop a network of partners within the European Union and young people's countries of origin in order to better understand the personal history of each young person, the migration and HT context, changes and developments within exploitation networks, etc. Moreover, the majority of HT networks exploiting children are established across several countries. This makes it necessary to develop links between the different countries in order to limit risks of re-exploitation abroad.

For young people wishing to return to their families, it is essential to work in conjunction with the state agency responsible for assistance and reintegration of foreign nationals in their country of origin. Each return should be conditional based on a risk assessment and the establishment of a monitoring protocol by the local authorities in the young person's country.

As an illustration of the partnership section, we offer you a focus sheet on partnerships for referrals to the centre in France.

Partnerships for the end of care

Several partnerships can be envisaged relating to discharging the young person in care from the service (see Part III, Section 2 "The end of care", p. 75). It is essential to identify partners trained to take over aspects of the young person's care in order to ensure continuity of care and limit risks of re-exploitation.



FRANCE SHEET: ORIENTATION PROCESS FOR THE KOUTCHA CENTRE

IDENTIFICATION OF VICTIMS OF TRAFFICKING

ORGANISATIONS / INDIVIDUALS / DEPARTMENTAL SERVICES /
MINISTRY OF JUSTICE / LABOUR INSPECTORATE / MINISTRY OF
THE INTERIOR / EDUCATION OR TRAINING INSTITUTIONS /



REFERRAL TO THE JUDICIAL AUTHORITY



PROTECTION MEASURES



ADMISSION REQUEST



KOUTCHA

ACTION SHEET V: YOUR PARTNERSHIP ENVIRONMENT



Partnerships for referrals

- Who are the competent authorities in terms of authorisation and approval?
 - In your country, which state services and organisations do you need to create a partnership with for the identification and referral of young people?
- How do you plan to raise awareness among these partners of adequate referral?

Partnerships for support

- Depending on the support you are going to offer, which institutions and/or organisations are you going to approach to develop a partnership?
 - How do you plan to raise awareness among these partners to ensure they have a good understanding of your target group and your work?

Partnerships with legal representatives

- What are your thoughts on working with parents? In what form? How often?
 - When appointing legal representatives, how do you envision the partnership?

Security partnerships

- What are the investigative services you need to develop a partnership with?
 - At the local level, which services do you need to create a partnership with?
- How do you plan to raise awareness of these partners to ensure optimal safety of the young people you support?

Partnerships with countries of origin and/or European countries

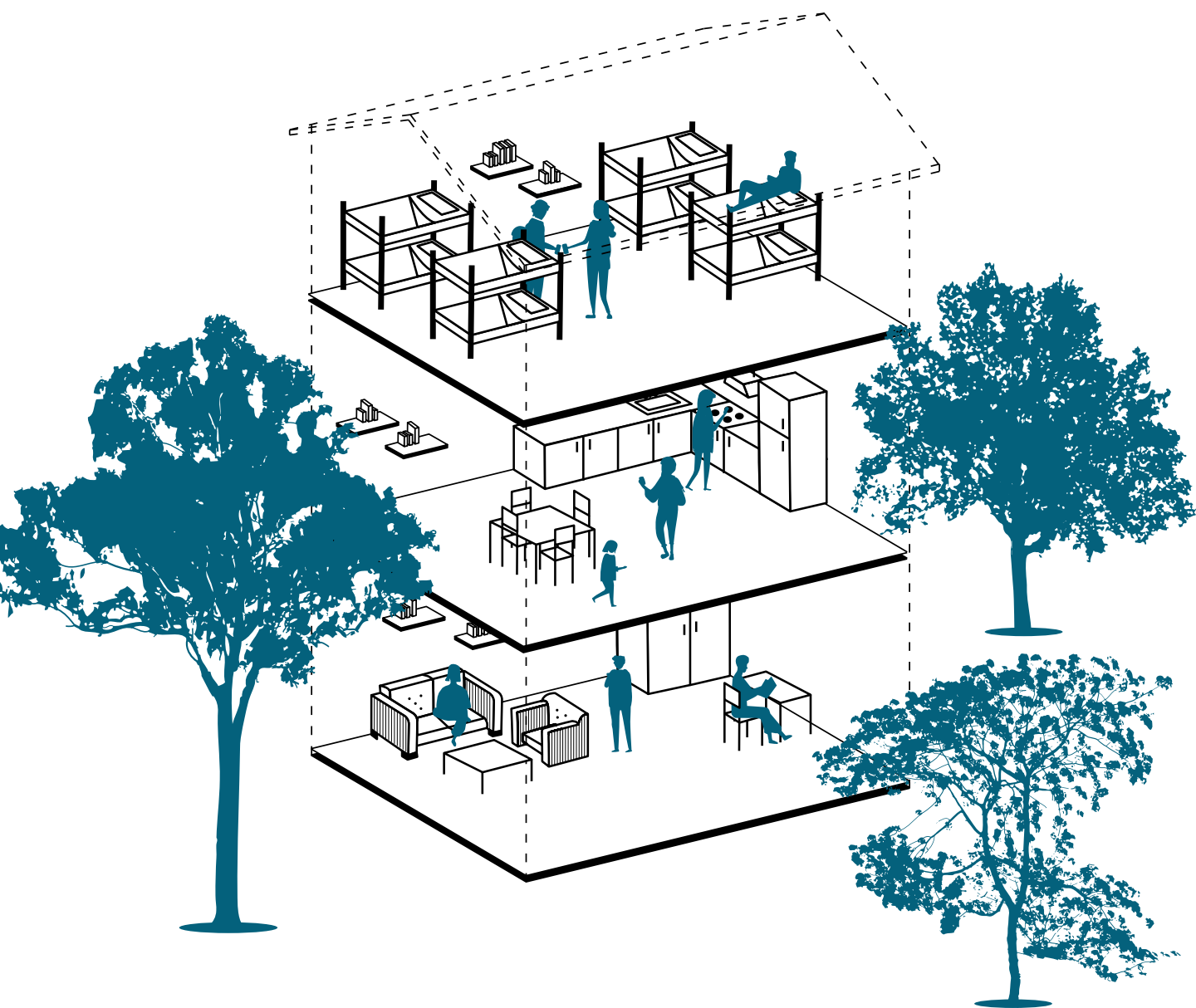
- Do you already have European institutional and/or organisational partners that will be of benefit to your project?
 - Which countries do you need to develop a partnership with?

Partnerships for the end of care

- What type of representative are you considering?
 - What partnerships should be developed according to the representatives being considered?

Notes

Notes



Part 3

Care



SECTION I – THE TOOLS

In this section we would like to introduce you to the tools that are essential for the smooth running of the centre and that will help children feel safe and settle in more easily. They will also enable you to anticipate and better manage situations that are potentially dangerous..

Welcome booklet

The welcome booklet is a document given to each young person upon arrival at the centre. It must cover all the rules of life at the centre, daily routines and how daily life is organised. It can also present the activities offered, who the professionals are, etc. This document is intended to reassure the young person and promote understanding of the centre where they live, as well as their rights and duties. Because of this, it should ideally be translated into several languages and be illustrated with drawings to help the young people understand what is being said. The reading of the welcome booklet should be accompanied by a professional.

Rules of living at the centre

The rules of living in the centre must be stated in child-friendly language. The use of pictograms can make them easier to understand. They must be visible in living spaces. The rules of living in the centre are to be separated from safety rules specific to the care of this group of people.

Children's participation in life at the centre

A weekly meeting with the young people is desirable, so that they can fully participate in life at the centre. This should be a supervised discussion forum where different subjects can be discussed, such as current events at the centre (outings, activities, new arrivals, etc.), discussing respect for the rules if necessary, welcoming special requests from young people (cooking, ideas for outings, activities, etc.), defusing conflict situations, welcoming questions from young people on various subjects (society, culture, gender, etc.). Other forms of participation can be put in place.

Collective security protocols

A set of collective safety protocols must be thought out with the professionals. The aim of these protocols is to protect young people throughout their time under the care of the centre. In addition, they are important references for professionals when they have to act in a situation of danger. These protocols can concern running away or disappearances, or even the kidnapping of a young person. They can be built in partnership with police authorities (setting up roadblocks, road checks, etc.). Furthermore, use of strategies to limit the identification and location of the centre are essential. These include use of a post box, an untraceable telephone number, not mentioning the centre in the young person's placement documents and confidentiality clauses in staff contracts.

The individual safety plan

Analysis and management of security vulnerabilities and risks are an integral part of young people's support. This must be included in their personalised educational plan. Measures taken to reduce these risks may be restrictive of freedom and it is necessary for the child to understand and adhere to the proposed safety plan. They are the expert in their own life. If the measures are very restrictive, it will be necessary to offer the child short periodic re-assessments (1 month maximum). The safety plan addresses, among other things, access to the telephone, exit permits and conditions, access to social networks, etc.⁷²

The personalised educational plan

Each young person creates their own plan with the centre's professionals, allowing them to set goals to build their own future. This plan is updated regularly and helps to guide the nature and objectives of each different activity and the support required. It must be updated and adjusted regularly once it is in place.

The referent educator

Having a referent educator in the care setting gives the young person a point of reference to help co-build their individual plan. Each young person has a referent educator, as well as a co-referent, who is also an educator. Referents are the guarantors of progressing and respecting the decisions made in relation to the young person's individual plan. The educator does not replace the work of the whole team; instead, they centralise and clarify for the child the different stages of their support to ensure the smooth running of their overall care.

Regular reviews

In order to ensure the smooth running of the young person's care it is necessary to hold regular assessments. Each organisation, according to its internal functioning, may decide how regularly these assessments take place.

The young person's referent educators meet with the person in charge of the educational team and all the professionals supporting the young person. These meetings allow in particular:

- a more precise evaluation of the young person's needs in order to enhance their personalised educational plan and update the objectives of the care provided;
- the opportunity to adapt their security protocol;
- the opportunity to review the young person remaining within the system or being referred to another organisation or system;
- any other matter relating to the care of the young person (requests from the young person, etc.).

72. In the United Kingdom, the charity Love 146, which works with children who are victims of trafficking, has set up an individual safety plan that is time limited with a clear review procedure. This tool can include different things: the terms and conditions of leaving, access to the telephone and the internet, how to talk to relatives, etc. This analysis of vulnerabilities and risks is carried out periodically and the child is involved in the management of their safety plan.

Following this meeting between professionals, the young person is given the chance to review the plans and agreements. Depending on your organisation, this can take place at the end of the meeting with the different professionals or later with the referring teacher. A report should be drawn up and forwarded to the authorities responsible for the placement.

Exceptional or interim assessments may take place depending on the young person's situation (planned re-evaluation of the safety plan, incidents in the safety protocol, changes in the young person's plan, need for referral to another organisation or external schooling, etc.).

Furthermore, the occurrence of incidents that infringe on life in the centre, safety rules or inappropriate behaviour towards young people or professionals at the centre may result in the holding of a disciplinary board.

Daily life

Each element of collective and individual living at the centre is thought out in line with collective and individual pedagogical objectives: respect for the rules and the rhythm of centre life, having meals together, tidying the rooms and centre maintenance, participating in the preparation of meals, etc. This is all part of a process of relearning about daily life and community life. These all support development of relationships and rehabilitation in a safe and caring context. The educational team is present during relaxation time, evenings and weekends. It is therefore important to set up daily schedules to regulate life in the centre.

Traditions

Making traditions of important moments in life within the centre enables the young person to give meaning to life's moments. A large number of traditions can be put in place during their care at the centre.

Many tools can be developed to help HT victims in their recovery from exploitation. The following sheet presents the reflective work on traditions carried out by the Esperanto Centre team.



BELGIUM SHEET: TRADITIONS

Reflection on the establishment of traditions at the Esperanto Centre

Reflection on traditions was initiated when a young person in the service was struggling with change, particularly with regard to their future plans. We thought about what we could put in place so that their departure would be less difficult for them to manage; we then thought that we could extend this to all the young people in the institution and thus create rites of passage. Two questions arose:

1) What are the habits and repetitive actions that we put in place within the service?

- *The time structure of the house: the daily schedule in parallel with a classic school timetable in Belgium, weekly habits such as washing up, cleaning, youth meetings, etc.*
- *The meetings organised between the professionals: regulations, weekly meetings, etc.*

2) What traditions are already in place in the house?

- *The welcome tradition: preparation of the room, presentation to the group, reading of the "Welcome to Esperanto" booklet, purchase of clothes, etc.*
- *Birthdays: gifts, celebrations with drinks and food, etc.*

We thought it was important to create traditions for these various moments:

- ***welcoming a new young person;***
- ***transition from collective to semi-independent accommodation;***
- ***transition from semi-independent accommodation to external accommodation;***
- ***departure from Esperanto.***

In Esperanto, traditions are based on the very foundation of the centre, symbolised by the words: **WELCOME, REASSURE** and **STABILISE**.

These three key actions must be symbolised in every rite of passage. It is important to provide a non-intrusive room to reinforce the "Reassuring" element. To encourage symbolisation, gestures should be used more than words. The adults present may represent the initiators, "those who know". The event should be captured through photos: "Stabilise" and thus leave traces of the event. It is important that the management and/or the head educator are present; culturally speaking they represent "the village chief", the important members of the community. For each tradition, the young person will be asked to find a text or lyrics that resonate with them and to the transition that they are to perform.

1. The welcome

- The event should be planned: time and day are important factors. It is recommended that welcomes are always done on the same day of the week and at the same time.
- Various actions are put in place: preparation of the room, presentation to the group, reading of the "Welcome to Esperanto" booklet, purchase of clothes, etc.
- The incorporation of food could symbolise: **"Welcome"**.
- Opportunity to give the student a binder, an orange welcome shirt (to symbolise change), with "Welcome to Esperanto" on it.

- And after that, there is the party: a welcome drink on the Wednesday after the youth meeting.

2. Transition from collective to semi-independent accommodation:

- A planned meeting must be held between the former tenant, the new tenant, the co-tenant and the young person.
- Ask the young person to dress up, as is often the case in different cultures when there is an important moment you want to mark: it is a special day.
- The new tenant may also have a special outfit.
- Marking the occasion with an item such as a key and keychain to their semi-independent apartment could for example represent the actions: "**Reassure**" and "**Stabilise**".
- Give the young person a keychain to symbolise change.
- A contract for moving to a semi-independent apartment should address possible difficulties in working with the young person (e.g. frustration with the word "NO").
- The contract should be signed by the Director and the tenants.
- Informing and/or meeting with the principal and/or guardian can also be important.
- A folder should be given to the young person so that they can store their information and documents (contract, account statements, mutual insurance papers, etc.)
- The event should be planned: the time and day is important.
- After this, there is the party: for those in the semi-independent apartments, a drink in the lounge with old flatmates there to welcome them is a good idea. A welcome meal should be prepared and shared with the other young people living in the supervised apartments and with the teacher or tenant present.

3. Transition from semi-independent accommodation to external digs

- Ask the young person to dress up, as is often the case in different cultures when there is an important occasion you want to mark: it is a special day.
- The event should be planned: the time and day is important.
- Give the young person an orange object symbolising change.
- This tradition takes place in the apartment, as do the drinks.

4. Departure from Esperanto

- Ask the young person to dress up, as is often the case in different cultures when there is an important occasion you want to mark: it is a special day.
- The event should be planned: the time and day is important.
- Make gestures to symbolise safety (hands on their shoulder, etc.)
- Giving the young person a photo album at the end of their stay can be a meaningful symbol.
- Then there should be the reading of a poem, a quote or a piece of writing representing the young person and their journey since their arrival.
- An orange scarf should be given to the young person because it is the colour of change.
- Beforehand, the scarf should have been tied in several places – one knot for each of the participants.
- Each of them unties a knot to symbolise the bond between the young person and the other person.
- The last person to untie a knot hands the scarf over to the young person.
- After that, there is a party with drinks and the young person is given a leaving present.

ACTION SHEET VI: YOUR CARE TOOLS



Welcome booklet

- What will the welcome booklet contain?
 - Which professionals will be in charge of creating the welcome booklet?
- Are you considering translating this tool? Into which languages?

The rules of living at the centre

- Where do you plan to display them so that they are accessible to young people?

Children's participation in life at the centre

- What time of the week would it be appropriate to hold the meeting so that all young people can participate?
 - Who are the professionals that will be supervising this meeting?
- Have you thought about other forms of children's participation in life at the centre?

Collective safety protocols

- Which events have you thought of a protocol for?
 - What partnerships do you plan to put in place to make these protocols efficient?

The individual safety plan

- What actions could you take based on the young person's needs?
 - How will the individual safety plan be addressed with the young person?

The personalised educational plan

- At what point do you consider it appropriate to set out with the young person their personalised educational plan?
 - Who will be involved in its development?
- How often will it be updated?

The referent educator

- What will the roles and projects of the referent educator and co-referent be?

Regular reviews

- How often?
 - Objectives?
- What type of feedback will be given to the young person and how will it be provided?
 - What are the reasons for an exceptional assessment?

Daily life

- What daily schedule or routines do you plan to put in place?

Traditions

- In what form?
 - Do you think there are other important traditions for other occasions?

Notes

Notes



SECTION II – SUPPORT

In this section we would like to highlight the arrangements needed to support the children in your centre.

Admission

Applications may come from several services depending on your local set up and the partnerships you have developed (mandating authorities, civil society, police, etc.). They must be evaluated quickly in order to limit the risk of children running away as well as limit the waiting time for the young person.

At this stage, it is important to gather as much information as possible about the young person, the type of exploitation they have experienced and the network to which they have been subjected. As far as possible, information on the young person's educational, psychological, judicial and health situation should also be included, as should obtaining their photo ID.

A meeting can also be organised with the young person at the referral service to evaluate and approve their admission to the centre. This will depend on the young person's personal history (evidence of HT), their compatibility with the group of young people already living in the centre (safety), and the legal and administrative framework of the referral request.

All the elements of the young person's context (emergency, danger, HT indicators, other elements) and the institutional context (group dynamics, group safety, name of place/application, funding) must make it possible to assess the response to be given to this application: a refusal, admission or re-referral.

It is also essential that the young person has information about the centre and the support available during their care.

In the event of admission, transfer to the centre must be arranged quickly.

The initial welcome

The risk of running away is greatest in the first 24 to 72 hours of care. The programming of these first 3 days of receipt into the centre must be carefully thought out and followed in order to limit their opportunities and desires to run away. The welcome tradition (p.64) will play an important role in the young person's experience upon arrival. Various strategies can be put in place during this period to build trust with the new young person while maintaining a high level of control over their risk of running away.

Building trust and dismantling control

Upon arrival, a young person thinks of themselves and has a view of the world which is biased by their experience of exploitation. Their value system was built on a different version of normality.

The relationship of trust built between professionals and the young person must enable them to question this relationship with the world, with others and with themselves in order to dismantle traffickers' control over them so they can rebuild their lives and finally feel free and that they have a future. Throughout the duration of support for the young person, each act of care must support this process.

The latter, which helps to reduce the risks of re-victimisation and re-exploitation, must be complemented by work on social and professional integration that is capable of giving young people a stable and sustainable future.

Individual and collective educational support

The young person's educational support is discussed and implemented as part of the development of their individual plan (See Part 3, Section I, "The tools", p.60). Throughout their care, the young person benefits from comprehensive support provided inside the centre as well as outside of it (with or without support). Group time and participation in the social life of the group are part of this comprehensive support.

Educational/pedagogical support:

As in all child protection organisations, educational support is based on different activities that allow time for individual and/or group learning:

- **Theoretical and practical learning** (learning basic knowledge, traffic regulations, first aid, computer tools: use, data protection, privacy, etc.);
- **Artistic, cultural and sporting activities**, indoors and outdoors.

Informal moments also contribute to the educational support of young people and an emphasis is placed on understanding the behavioural norms of the host society.

Support for schooling and professional integration

Some of the young people accommodated may not speak the host country language. In addition, since being in exploitation is often synonymous with dropping out of school, many have had limited access to education or are illiterate. For this reason, adapted schooling can be set up within the placement with the aim of enabling young people to enter into learning processes so that in the long term, they can integrate socially and professionally. School workshops can be organised every weekday morning from 8:30 am to 12:00 pm.

This pedagogical support can also take place outside the centre, once the safety plan allows it. To do this, the young person should undergo an assessment by the relevant national services. They should then be integrated into an adapted school curriculum (general, technical, apprenticeship). They can also be part of an independence scheme set up at a local level.

Support for physical and mental health

A first health check-up can be carried out upon arrival at the centre by the nurse, before a full check-up is carried out outside the centre by partner health professionals. The nurse should also carry out ad hoc care and be in charge of the pillboxes for young people receiving treatment.

Preferably, counselling should be organised on a weekly basis. This should be prioritised in order to support young people in rebuilding their identity. The psychologist should adapt treatment to each young person. It should involve both language and therapeutic activities (games, gardening, etc.). Depending on the young person's needs, referral to an external partner can be set up.

Regardless of the form of HT, the body has been attacked when exploitation has taken place. It is therefore essential that therapeutic support is comprehensive in order to heal psychological and physical wounds, hence why we provide occupational therapy. The occupational therapist can provide physical support with a therapeutic aim. Health care education (food, hygiene, sexuality, sleep, etc.) can be arranged in tandem with workshops or at informal times.

Legal and administrative support

Young people's legal and administrative situation is an integral part of the analysis of their situation and their individual plan. These elements are monitored by their social worker and/or their lawyer/criminologist. The approach to support involves "administrative and legal education" (which can be organised collectively) as well as personalised support in these procedures.

Personalised follow-up involves assistance with various formalities related to health, social, administrative and consular procedures, etc. It also concerns support for young people in the process of regularisation or asylum applications (filing an application for legal aid, support in drafting an asylum application or applying for a residence permit, and support in administration and before the courts). Indeed, for foreign national children, their administrative situation is a crucial part of their reintegration. Individual interviews make it possible to analyse the young person's situation and offer legal support best suited to their situation. They also make it possible to assist the individual in the litigation process, i.e. preparation of their file, bringing a case before the courts, suing for damages, assisting the victim with the procedure in conjunction with legal professionals and monitoring the process.

Working with families

Above all, a rigorous assessment of the family's role in the young person's exploitation should be carried out. Depending on the results, resuming contact and/or family mediation can be planned and worked on under the supervision of professionals. This work with families can provide important background information and, in the best of cases, help to promote care. A certain number of administrative procedures will also be necessary to eventually prepare the young person's exit from the system.

Support when leaving the facility

Whatever the type of person accommodated in your facility, the support they receive must prepare them for leaving your centre. Depending on the age of the young people, they should work on the following non-exhaustive elements: learning how to respect the environment, understanding local cultural norms, managing a budget (food, clothing, leisure activities, etc.), managing the home, food and hygiene, etc. Another crucial aspect to work on is safety. The risk of re-exploitation is high for young people who have already been victims.

It is therefore crucial that they learn how to protect themselves. In order to do this, it is vital to work on self-confidence throughout their time in care.

The connection between the different forms of support

Each type of support is interwoven into the overall care provided in pursuit of the objectives developed in the young person's individual plan. Professionals are brought to work on joint areas. For example, work on interpersonal relationships can be as much about education as it is about health. School teachers can be directed to work on independence (budget management) through a mathematics course. The housekeeper can work in conjunction with the health centre on the issue of nutrition. The legal centre can work with teachers to set up workshops that promote integration. This link between the different types of individual and collective support will make sense for the young person and thus reinforce their learning. The team of professionals will work more closely together.

The end of care

The end of care can occur at different times, either when the young person decides (by running away) or when the professionals decide. An assessment of the young person's situation may conclude that the safe and secure centre is no longer the best option for the young person's personal journey. The assessment may suggest moving the young person from the group home to a semi-independent apartment if this facility is available. The assessment may also conclude that the young person's care has been interrupted for various reasons (re-referral, return to their country of origin, return to their family).

Whatever the reason, it is important to work on the end of care upstream, so that this transition can take place in a positive way for the young person and limit feelings of anxiety as much as possible. The young person must understand the reasons why this end of care is so important and what awaits them afterwards. In this, the establishment of a rite of passage gains its meaning.

Depending on the personal history of the young person, work towards the end of care can be oriented towards:

- Specific work with the country of origin for young people of foreign origin in order to offer them the option of returning home, either with their family or in an institution (see p.50).
- For children, a re-referral towards alternative care organisations can be carried out (in a children's home, semi-independent facility, or a foster family). The organisation that will take over must be chosen on the basis of the young person's needs and plans.
- For adults, necessary arrangements must be made (organisations for young workers, individual apartments).

In any case, the creation of a partnership network is necessary to efficiently prepare these referrals (see p.49).

The system for taking care of children who are victims of HT in your centre must be thought out in a comprehensive way. The following sheet describes the support process that will be implemented at the Koutcha centre.



FRANCE SHEET: THE SUPPORT PROCESS AT THE KOUTCHA CENTRE

ADMISSION REQUEST TO PARTNER SERVICES



EVALUATION AND DECISION WITHIN 24 HOURS



**GROUP
ACCOMMODATION**



**SEMI-INDEPENDENT
ACCOMMODATION**



FIRST WELCOME 24 HOURS



COMPREHENSIVE SUPPORT

(OBJECTIVES DEFINED WITHIN THE FRAMEWORK OF THE PERSONALISED EDUCATIONAL PLAN, EVALUATED AND UPDATED REGULARLY)



EDUCATION



SCHOOL



HEALTH



**LEGAL AND ADMINIS-
TRATIVE MATTERS**



INDEPENDENCE



LEAVE KOUTCHA

(POSSIBLE AT ANY MOMENT FOLLOWING EVALUATION OF THE SITUATION)



**VOLUNTARY RETURN
TO COUNTRY OF ORIGIN**



**RETURN TO
FAMILY**



**REFERRAL TO
PARTNER SERVICES**

ACTION SHEET VII: SUPPORT



Admission

- Who can make applications for admission?
- How and when are they assessed by your organisation?
- What are the elements you deem important when considering an application for admission?
- Do you think it would be useful to meet the young person to assess and approve their admission?
- How soon can the young person be transferred to your centre once their admission has been approved?

The initial welcome

- In order to limit opportunities and the young person's desire to run away, what programme do you have planned for the first three days?
- What are the different strategies envisaged to create a bond of trust at this stage of support?

Individual and collective educational support

- What is your framework for the implementation of educational support for young people?
- What are the objectives?
- How are individual and collective support connected?

Educational/ pedagogical support:

- Which activities are the individual and/or collective educational support that you offer based on?
- What theory and practical based learning do you offer?
- What about artistic activities, cultural and sporting events?
- Can they be done outside of the facility?

Support for schooling and professional integration

- How do you plan to set up school workshops within the centre?
- What steps should be taken to integrate young people into an external school?
- What academic and professional courses are offered locally to young people?

Support for physical and mental health

- Do you have a nurse at the centre to carry out an initial check-up on arrival and to provide ad-hoc care and follow up on the treatments prescribed for the young people?
- Is there a psychologist present at the centre? How often are they present?
- Is there a support body with a therapeutic aim within your organisation?
- Do you envisage the implementation of health-related workshops (food, hygiene, sexuality, sleep, etc.)?

Legal and administrative support

- Is there a criminologist and/or a social worker in your facility?
- How is individual legal and administrative support structured? At what frequency?
- Do you implement group workshops on administrative and legal education?
- What support is offered on procedures relating to HT within your organisation?

Working with families

- How do you assess the role of the family in the young person's exploitation?
- Based on the results of the assessment, how do you approach work on the family relationship? During their care? In preparation for the young person's release from the organisation?

Support when leaving the organisation

- What do you think is useful for the young person to learn in order to prepare them for leaving the organisation?
- How do you work this out?

The connection between different types of support

- How would you like to promote joint working of the team?
- In what form?
- For what purpose?

The end of care

- How do you approach work for the end of care?
- Is it carried out throughout the entire process of support at the centre?
- What tools do you have at your disposal to ensure young people understand this work towards the end of care?
- What partnerships do you plan on creating to make the end of each young person's care efficient?

Notes

Notes

CONCLUSION

We have come to the end of this guide and we hope that the sharing of the experiences, reflections and tools contained in this document will inspire you and be useful to you in developing your future centre where the child will be at the heart of all your considerations.

Although national systems and contexts differ, we at ECPAT France are convinced that it is through sharing knowledge and experience between professionals and competent authorities that we will develop systems and provide appropriate responses that guarantee better support for child victims of trafficking.

It is with this in mind that we wanted to develop this European project and work with the teams of the Koutcha organisation and the Esperanto centre over the last two years.

We would like to take this opportunity to thank them kindly for their commitment and contributions to the project, in the service of the protection of all children whose vulnerability is now greater than ever.

Finally, we would also like to thank the European Union for financially supporting the Koutcha project through the AMIF programme.

Today, after a health, economic and social crisis that is increasing children's risk of being exposed to trafficking, we must rethink our response. It is just as much up to us to innovate in our protection systems, given the adaptability of trafficking networks and of all child sex offenders.

In this sense, the implementation of the Sustainable Development Objectives (SDOs) and the renewal of the EU's multi-annual financial framework are an opportunity to capitalise on existing mechanisms through long-term investments and to standardise practices and legislation on trafficking.

We therefore hope that the European institutions, in collaboration with states and other contributors, will make available the resources needed to create dedicated safe and secure centres to accommodate, support and guarantee the protection and recovery of child victims of trafficking and the restoration of their rights.

The ECPAT France team

