



CREATING STABLE FUTURES: Human Trafficking, Participation and Outcomes for Children

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Every Child Protected
Against Trafficking



This research was led by the Helena Kennedy Centre for International Justice at Sheffield Hallam University with the Institute of Applied Social Research at the University of Bedfordshire and in partnership with ECPAT UK.

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The research in this project was conducted independently of ECPAT UK's 'Stable Futures' campaign.

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Front cover: Abstract from 'The Big Book' by 'TB', ECPAT UK youth programme member

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Glossary

ACE:
Adverse Childhood Experiences

CBT:
Cognitive Behaviour Therapy

CCE:
Child Criminal Exploitation

CSA:
Child Sexual Abuse

CSE:
Child Sexual Exploitation

DV:
Domestic Violence

GBV:
Gender Based Violence

HIC:
High Income Countries

ICTA:
Independent Child Trafficking Advocate

ICTG:
Independent Child Trafficking Guardian

IPV:
Intimate Partner Violence

LMIC:
Low and Middle Income Countries

MSA:
Modern Slavery Act

MASH:
Multi-agency Safeguarding Hubs

NGO:
Non-Governmental Organisation

NHS:
National Health Service

NRM:
National Referral Mechanism

PTSD:
Post-traumatic stress disorder

REA:
Rapid Evidence Review

SV:
Sexual Violence

TF-CBT:
Trauma Focused Cognitive Behaviour Therapy

UN:
United Nations

UNICEF:
United Nations Children's Fund

UNCRC or CRC:
United Nations Convention on the Rights of the Child

UNHCR:
United Nations High Commissioner for Refugees

VAC:
Violence Against Children

VAW:
Violence Against Women

VAWG:
Violence Against Women and Girls

1. Introduction

This report outlines a 12-month participatory research study into understanding how to ensure protection, support and positive outcomes for children and young people who have arrived in the UK and have experienced modern slavery or human trafficking. This study has been conducted by a partnership formed by the Helena Kennedy Centre for International Justice at Sheffield Hallam University, the University of Bedfordshire and ECPAT UK (Every Child Protected Against Trafficking).

The voices of children and young people who have experienced human trafficking, modern slavery or exploitation¹ are missing from debates in the UK.² Their opinions are rarely taken into account in the development of law, policy and services. The findings of this participatory research study address this with the views of the 31 young people involved in the study. Findings are structured around the four General Principles of the United Nations Convention relating to Children – non-discrimination (Article 2), the best interests of the child (Article 3), the right to life, survival and development (Article 6) and the right to participation (Article 12) – and what these mean for young people in their everyday lives.

We found that a focus on outcomes for children and young people³ affected by modern slavery, human trafficking or exploitation is absent from literature and debate in the UK. This is made more complex because in practice and in literature, the meaning of the term 'outcomes' is variable. What Works for Children's Social Care defines 'outcomes' as the consequence of an action, where an action is a particular service or way of working.⁴ **In this study we follow such a definition but focus on rights-based, child-defined outcomes which we define in this report as views of their own progress, lived experience and the main goals they wish to achieve. This definition is set out with an understanding that achievement of outcomes is relational and situationally contingent on the structures, systems and processes in which they enjoy those rights.**

¹ In this report we use the term human trafficking and modern slavery interchangeably. In England and Wales, modern slavery encompasses human trafficking, forced or compulsory labour, servitude and slavery. We also use the term exploitation where literature or policy frames debates this way.

² Silvie Bovarnick, 'How Do You Define a "Trafficked Child"? A Discursive Analysis of Practitioners' Perceptions around Child Trafficking', *Youth and Policy* 104 (2010): 80–97; Alinka Gearon, 'Child Trafficking: Young People's Experiences of Front-Line Services in England', *The British Journal of Criminology* 59, no. 2 (15 February 2019): 481–500, <https://doi.org/10.1093/bjc/azy042>.

³ In this report the terms children and young people are used interchangeably.

⁴ What Works for Children's Social Care, 'Outcomes Framework: Making Sure We Focus on the Issues That Really Matter', n.d., <https://whatworks-csc.org.uk/research/outcomes-framework-for-research/>; Ivana La Valle et al., *How Do We Know If Children's Social Care Services Make a Difference? Development of an Outcomes Framework*, 2019, <https://doi.org/10.13140/RG.2.2.21318.22089>.



2. Aims and Objectives

The overarching aim of this study was to understand what positive outcomes might look like from the perspectives of young people subjected to human trafficking, modern slavery and/or exploitation, and what pathways towards these positive outcomes might look like in practice.⁵

Specific objectives were to:

- Devise and develop a young person-informed outcomes framework for what positive outcomes might look like in a UK context based on the knowledge and lived experience of young people.
- Explore the four General Principles of the UNCRC with young people and the themes of participation, inclusion, protection, empowerment and recovery.
- Design and conduct a scoping review of UK peer-reviewed literature on outcomes and an international review of systematic reviews on trafficking, trafficking-adjacent⁶ and the 'what works' evidence-base across a range of trafficking and other cognate social issues.

- Design and circulate a global call for relevant national or international stakeholders to gather evidence often lacking in academic literature.
- Bring young people's views, knowledge and experiences regarding positive outcomes into the centre of policy making with suggestions for improvements and specific recommendations for policy and practice.

⁵ The young people in this study encompass children from the ages of 15 to 18 and young people up to the age of 25, in line with care leaver entitlements.

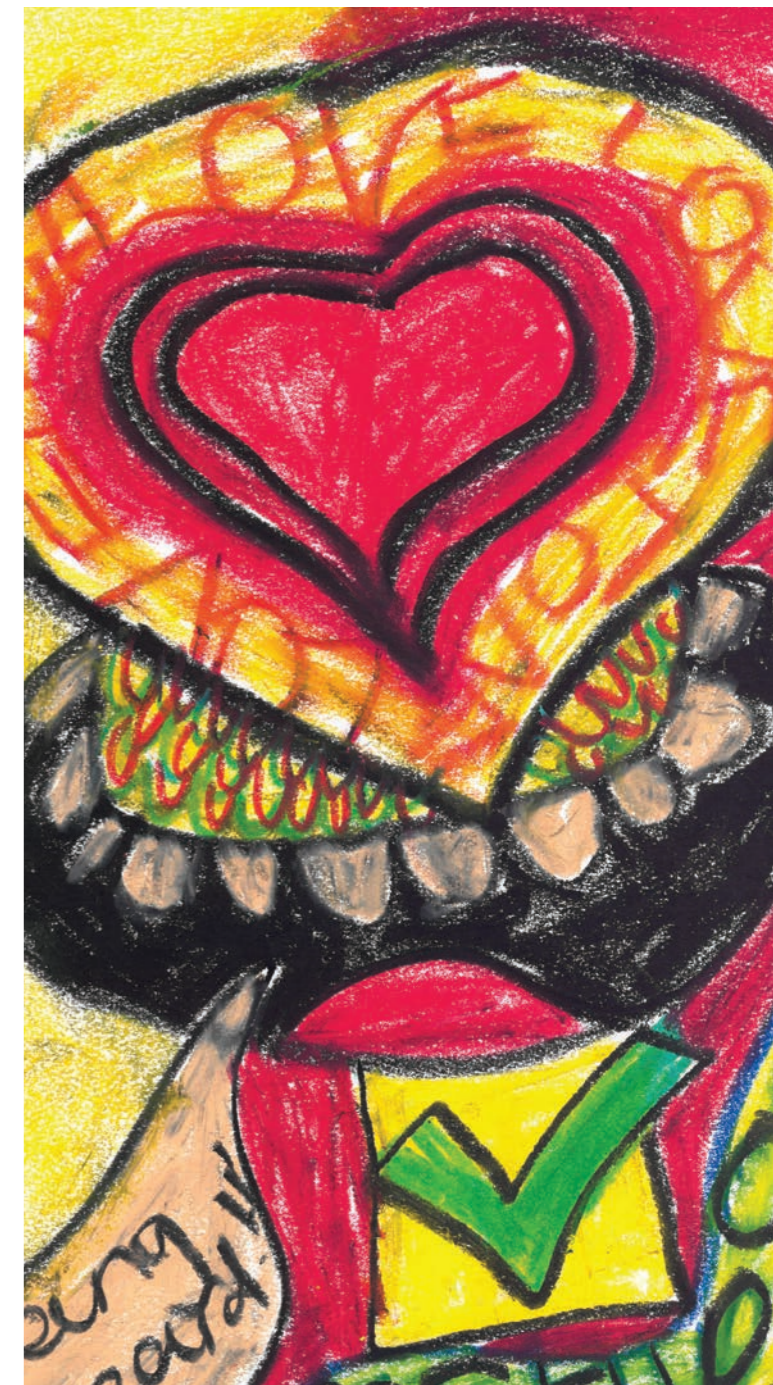
⁶ The potential use of 'trafficking-adjacent' research is detailed in a US learning and research agenda from Innovations for Poverty Action. Trafficking-adjacent research includes studies on child labour, women's empowerment initiatives, referral mechanisms and improving the mental health outcomes of conflict-affected youth. These intersecting topics are referred to and is referred to given the paucity of rigorous studies focused explicitly on human trafficking. It is suggested that the relative wealth of 'trafficking-adjacent' studies enables practitioners, researchers and policymakers to identify robust and/or promising evidence-based practices. Jeni Sorensen and Sarah Consoli, 'Human Trafficking Research and Learning Agenda' (Innovations for Poverty Action, 2022), <https://www.poverty-action.org/sites/default/files/publications/HTRI-Research-Learning-Agenda-June-2022.pdf>.

3. Summary of Findings

The findings of this research study have been laid out below based in order of the four General Principles of the UNCRC – non-discrimination (Article 2), the best interests of the child (Article 3), the right to life, survival and development (Article 6) and the right to participation (Article 12). This research project originally set out to look at what short-, medium- and long-term positive outcomes might look like in the UK context, with a distinct focus on the knowledge and experience of young people themselves. Workshop facilitators explored this and found that:

- **Outcomes discussed by young people were rarely linear or confined within short, medium or long-term framings.** Young people discussed how outcomes across these different periods were interrelated and difficult to disaggregate in their lives. As such these temporal framings were largely artificial in the lives of young people. Instead, young people discussed how outcomes changed over time alongside their needs and in response to their experiences of the systems, people and services they encounter.

'The Voice of the World' by 'TB', ECPAT UK youth programme member





Non-discrimination



- Barriers to positive outcomes were identified by young people as structural, systemic and discriminatory, such as their experiences of the immigration and asylum systems, the criminal justice system and support in care. They considered the ways in which structural inequality can shape professional practices and attitudes across agencies.
- The emphasis young people gave to the negative impact of immigration procedures is immense – they often highlighted the distressing nature of asylum decision making and some described waiting in immigration 'limbo' as being worse than experiences of exploitation. They say these procedures undermine the recognition and realisation of rights, and place young people at risk of further exploitation.
- Young people placed a significant emphasis on the need for good quality, well-trained interpreters and, where possible, interpreters with child protection training.
- It was clear from this study that young people felt transitioning into 'adulthood' in the UK made them feel and be less safe and posed numerous barriers to achieving positive outcomes in the long term, particularly for those within protracted immigration processes.
- Young people directly highlighted equality and freedom as important outcomes. They linked freedom to equality of opportunity – being able to build a future and make positive contributions to society. Both these outcomes identified by young people as important are thematically linked to inclusion.

Best interests of the child



- High quality legal advice in the fields of immigration, asylum, public and criminal law was identified by young people as a defining factor in the outcomes as this related to their gaining status and having a foundation for their lives, hopes, aspirations and contributions in the UK. This also included legal advice on family reunification.
- Young people with independent guardians felt listened to and heard, facilitating better child protection. They also outlined how being kept informed about what is happening helps.
- Published literature on human trafficking focuses overwhelmingly on the negative outcomes and consequences of exploitation. Available evidence on the impact of policies and interventions following identification is limited, with some notable exceptions.
- The predominant focus on negative outcomes in the literature lies in contrast to how young people within this study envisaged their futures. Young people discussed the search for safety and protection, drawing on their strengths and capabilities, as well as their endurance of complex and often protracted social care, immigration, and criminal justice processes in the UK.

Right to life, survival and development



- Young people directly highlighted safety – being safe and feeling safe – as an important outcome, recognising the importance of safety as a contingent foundation for the realisation of other outcomes. Physical safety was expressed through having a safe home and place to live as key to feeling and being safe. They saw having trust in professionals and systems as a key factor in achieving physical and relational safety and told us a lot about the default of disbelief in professional responses, which makes them feel frightened and unsafe.
- There is a lack of evidence on how experiences of trafficking and exploitation affect physical, emotional and social development for this population of children and young people. However, young people stated that the factors that promote healthy development relate to trusting relationships with sensitive and caring adults, feeling safe, valued and loved in nurturing environments, and a sense of belonging and community. The responses of disbelief and distrust and the victim-blaming that young people told us about can have long-term impacts, as children face increasingly hostile age assessments which have a direct impact on their futures and long-term outcomes.
- Young people directly highlighted stability and peace as important outcomes. They conceptualised peace as recovery, including psychological recovery and the recovery of ordinary life, identifying a clear relationship between protection and inclusion outcomes.
- Young people had a broad conception of what protection means for them which included aspects relating to safety, faith and belief, trust and confidence, knowing their rights and entitlements, having positive relationships in a safe and secure home and community and accessing education and learning opportunities.

Participation and the right to be heard



- The views of children affected by human trafficking, modern slavery and/or exploitation are rarely sought and included in literature about them, even those pertaining to children's rights.
- A specific focus on outcomes for children and young people affected by exploitation, trafficking and/or modern slavery is absent from literature in the UK.
- A 'survivor turn' has occurred across other topics and is now being welcomed within human trafficking and modern slavery debates. There are cognate topics such as Violence Against Women (VAW) that hold insights relevant to trafficking, including their approach of working 'with' rather than 'on' or 'for' survivors as an understood aspect of interventions. This is still an underdeveloped area in relation to children and young people.
- Pathways to positive outcomes are contingent on ensuring work with children and young people is participatory, child-centred, and has a rights and entitlements approach that is underpinned by relational approaches built on trust. The quality and timing of support were found to be key factors influencing these pathways
- In this study, young people responded well to having their thoughts, views, needs, hopes and aspirations included. Young people outlined how they wanted to contribute to society, be asked what they think and feel, be understood, trusted, listened to and have what they say matter.



4. Background

The 1989 United Nations Convention on the Rights of the Child (UNCRC) provides a comprehensive framework of international legal standards for the welfare, protection, development, and participation of all children. The four General Principles of the UNCRC – *non-discrimination; best interests of the child; the right to life, survival and development; and participation* – underpin how this Convention should be interpreted and put into practice.⁷

Children have the right to be heard and have their views given due weight in matters affecting them – this can be achieved in part by their participation in research. In addition to general legal provisions, the Convention also establishes special protection rights which address the distinct needs of particularly vulnerable children, and many of these special protection measures relate directly to trafficked and exploited children or to the circumstances of children known to be most at risk of human trafficking and exploitation, such as asylum-seeking and refugee children and children in care.

Human trafficking is an emerging research area with a limited but growing body of evidence, taking shape in reflection of the global concerns about trafficking which have been rising since the 2000 Trafficking Protocol⁸ and, more recently, modern slavery. The international evidence relating specifically to children who have experienced trafficking or modern slavery is very limited, but child labour is already considered a major public health concern in low- and middle-income countries.⁹ Human trafficking can involve all forms of abuse – physical, sexual, emotional abuse and neglect – and 'poly-victimization',¹⁰ wherein different forms of abuse can be experienced simultaneously. The human trafficking of children and young people is a form of child abuse, requiring genuine and effective multi-agency work to keep a child or young person safe.¹¹

Child trafficking and exploitation is child abuse and occurs in the UK in multiple forms – labour, sexual, criminal exploitation, and domestic servitude. In 2021, 12,727 individuals were referred to the National Referral Mechanism (NRM) (the UK's framework for identifying potential victims and survivors of modern slavery).¹² Of these potential victims, 43% (5,468) were exploited as children. Whilst the proportion of children referred to the NRM remains similar to 2020 at 44% (4,646), the number of those potentially exploited as children continues to rise each year. Of the children referred into the NRM in 2021, the most commonly recorded country of origin was the UK (2,981 children or 55% of all child referrals). Foreign national children accounted for 45% (2,487) referrals of potential child victims.

In England and Scotland, key legislation relating to child protection is contained in the Children Act 1989 and the Children (Scotland) Act 1995, which sets out the legal duty of Local Authorities to safeguard and promote the welfare of children who are in need in their area. These nations also have legislation specific to human trafficking setting out entitlements for child victims. In England, the Modern Slavery Act 2015 introduced Independent Child Trafficking Advocates (ICTA)¹³ to provide children with an advocate to act in their best interests. The duties of this role are set out in interim statutory guidance as the regulations have yet to be adopted and the service remains available in only two thirds of local authorities across England and Wales.¹⁴ Scotland developed a non-statutory guardianship model before legislating the Human Trafficking and Exploitation (Scotland) Act 2015. This now mature

service is provided not solely to trafficked children in Scotland but to all separated and unaccompanied children. Following this legislation, Scotland is now taking steps to bring child trafficking guardians onto a statutory footing.

For children and young people affected by trafficking, child protection and safeguarding approaches often pose challenges rather than providing support.¹⁵ The UK's current legal, policy and practice frameworks around the trafficking of children and young people have been built up around multiple, and at times competing, priorities, particularly those of immigration enforcement and criminal justice. Bringing children and young people's experiences and views into the centre of policy and law discussions is vital for ensuring that these laws and policies support and deliver their protection and care. We have the frameworks and the means to listen to young people and it is critical that their right to be heard and their right to participate are upheld.

⁷ Jen Ang, 'Working with Separated Children and Young People Seeking International Protection: What Social Workers Need to Know', in *Social Work with Refugees, Asylum Seekers and Migrants: Theory and Skills for Practice*, ed. Lauren Wroe, Rachel Larkin, and Reima Ana Maglajlic (Jessica Kingsley, 2019), <http://hdl.handle.net/10547/623390>; Jacqueline Bhabha, *Child Migration and Human Rights in a Global Age* (Princeton University Press, 2014), <http://www.jstor.org/stable/j.ctt5hhrwz>; Helen Connolly, 'Seeing the Relationship between the Uncrc and the Asylum System through the Eyes of Unaccompanied Asylum Seeking Children and Young People', *The International Journal of Children's Rights* 23 (28 March 2015): 52–77, <https://doi.org/10.1163/15718182-02301001>; Nadine Finch, 'Return of Separated Children to Countries of Origin', in *Safeguarding Children from Abroad: Refugee, Asylum Seeking and Trafficked Children in the UK*, ed. Emma Kelly and Farhat. Bokhari, Best Practice in Working with Children Series (London: Jessica Kingsley Publishers, 2012); Gearon, 'Child Trafficking: Young People's Experiences of Front-Line Services in England'.

⁸ Ella Cockbain, Kate Bowers, and Galina Dimitrova, 'Human Trafficking for Labour Exploitation: The Results of a Two-Phase Systematic Review Mapping the European Evidence Base and Synthesising Key Scientific Research Evidence', *Journal of Experimental Criminology* 14, no. 3 (1 September 2018): 319–60, <https://doi.org/10.1007/s11292-017-9321-3>.

⁹ Brice Lionel Batomen Kuimi et al., 'Child Labour and Health: A Systematic Review', *International Journal of Public Health* 63, no. 5 (1 June 2018): 663–72, <https://doi.org/10.1007/s00038-018-1075-9>; Abdalla Ibrahim et al., 'Child Labor and Health: A Systematic Literature Review of the Impacts of Child Labor on Child's Health in Low- and Middle-Income Countries', *Journal of Public Health* 41, no. 1 (1 March 2019): 18–26, <https://doi.org/10.1093/pubmed/fdy018>.

¹⁰ David Finkelhor et al., 'Pathways to Poly-Victimization', *Child Maltreatment* 14, no. 4 (1 November 2009): 316–29, <https://doi.org/10.1177/1077559509347012>.

¹¹ Farrah Bokhari, 'Falling Through the Gaps: Safeguarding Children Trafficked into the UK', *Children & Society* 22, no. 3 (1 May 2008): 201–11, <https://doi.org/10.1111/j.1099-0860.2008.00151.x>; Emma Kelly and Farhat. Bokhari, eds., *Safeguarding Children from Abroad: Refugee, Asylum Seeking and Trafficked Children in the UK* (London and Philadelphia: Jessica Kingsley Publishers, 2012); Jenny J. Pearce, Patricia Hynes, and Silvie Bovarnick, 'Breaking the Wall of Silence: Practitioners' Responses to *Trafficked Children and Young People*' (NSPCC, 2009), http://www.nspcc.org.uk/Inform/research/Findings/breaking_the_wall_of_silence_report_wdf66135.pdf; Jenny Pearce, Patricia Hynes, and Silvie Bovarnick, *Trafficked Young People*, 1st ed. (London: Routledge, 2013).

¹² Home Office, 'Modern Slavery: National Referral Mechanism and Duty to Notify Statistics UK, End of Year Summary, 2021', 3 March 2022, <https://www.gov.uk/government/statistics/modern-slavery-national-referral-mechanism-and-duty-to-notify-statistics-uk-end-of-year-summary-2021>.

¹³ This acronym has subsequently become ICTGs with the change of Advocacy to Guardian.

¹⁴ Home Office, 'Interim Guidance for Independent Child Trafficking Guardians', 18 November 2021, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034337/Post-18_update_-_Interim_guidance_for_Independent_Child_Trafficking_Guardians_-_v1_-_November_2021.pdf.

¹⁵ Gearon, 'Child Trafficking: Young People's Experiences of Front-Line Services in England'.



5. Methodology

The project uses the international definition of human trafficking as set out in the United Nations' Palermo Protocol, which defines child trafficking as the "recruitment, transportation, transfer, harbouring or receipt" of a child under 18 years of age for the purpose of exploitation. This definition recognises that a child cannot consent to his or her own exploitation, regardless of whether he or she seemingly agrees to any element.¹⁶

The study followed a participatory approach and brought together three key methods, allowing for triangulation of sources that brought together different methods to consolidate the findings:

- Participatory research workshops across three locations in the UK with young people between 15- and 25-years-old to reflect care leaver entitlements up to age 21 or 25 if in higher education
- A scoping review of UK and international academic evidence
- A global call for practice evidence through ECPAT UK's international network.

5.1 Participatory Workshops: rights-respecting spaces

The United Nations Convention on the Rights of the Child (1989) not only informed our thematic approach to the research but also our methodological approach, namely in relation to the creation of a series of participatory research workshops for young people. Altogether, 31 young people participated in the workshops across 20 sessions between April and June 2022. The workshops took place across three locations in England and Scotland. Participants were accessed through three voluntary sector organisations, operating outside funded service provisions associated with NRM referrals for children. Some, but not all, of the young people knew each other prior to these workshops. The nationalities of young people who participated included Afghanistan, Albania, Eritrea, Ethiopia, Nigeria, Sudan, Vietnam and Sierra Leone. These group sessions were jointly run by a therapist and other staff members from ECPAT UK, the University of Bedfordshire and Sheffield Hallam University. The group-based workshops were designed to create safe and enabling environments and ensure informed consent was fully incorporated from the start.

The important relationship between children and young people's best interests, protection, and participation was at the heart of our methodological approach to the development and implementation of the project.¹⁷ A child-centred, trauma information approach was adopted for these workshops with young people who had had a broad range of experiences and had differing understandings of their rights and entitlements. With this dynamic interaction between Article 3 and Article 12 of the UNCRC as a central consideration, our methodological approach recognised that children and young people, as rights holders, have evolving capacities to identify their own best interests and influence decisions and actions that can contribute towards safer and more sustainable outcomes for them, including in contexts of forced migration, asylum, and human trafficking.

This relationship between best interests, protection and participation is well established in international guidelines on the care and protection of refugee children.¹⁸ It is also acknowledged in academic and other research literature on unaccompanied and separated, trafficked and exploited children.¹⁹ Moreover, some of this research literature highlights the psycho-social protection that can happen for children and young people through participation experiences, and its contribution to recovery after negative experiences.²⁰ The value that young people place on their own strength and capacity to shape

knowledge is also highlighted in the literature.²¹ These considerations were also central to the design and implementation of our participatory workshops.

The participatory workshops were designed using a toolkit approach, with a range of arts, talking, storytelling, and multimedia-based activities to explore and represent the outcome themes of participation, inclusion, protection, empowerment, and recovery. These outcomes were identified by the research team from the outset of the research as key thematic priorities for ensuring sustainable futures for young people with experiences of trafficking that also reflected the relevant principles and provisions of the UNCRC. Whilst we were interested in exploring the meaning of each of these from the perspectives of young people, in our workshop preparations we anchored our definitions of each of these outcome themes in the UNCRC to direct our facilitation, and we were also informed by the ways in which these themes were being articulated throughout the literature identified. The use of myth, stories, role-play, podcasting, collage, drawing, and journalism are examples of the mediums and tools young people used to explore their perspectives on needs, support and outcomes.

¹⁶ UN General Assembly, 'Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime' (2000).

¹⁷ J. M. Eekelaar, 'The Interests Of The Child And The Child's Wishes: The Role Of Dynamic Self-Determinism', *International Journal of Law, Policy and The Family* 8 (1994): 42–61; Gerison Lansdown, 'Promoting Children's Participation in Democratic Decision-Making', 2001; UN General Assembly, Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime; UN Committee on the Rights of the Child, 'General Comment No. 12: The Right of the Child to Be Heard', 20 July 2009.

¹⁸ UN High Commissioner for Refugees (UNHCR), 'Refugee Children: Guidelines on Protection and Care', 1994; UN Committee on the Rights of the Child, 'General Comment No. 6: The Right of the Child to Be Heard', 1 September 2005.

¹⁹ Nevenka Žegarac, 'Children Speak Out: Trafficking Risk and Resilience in Southeast Europe' (Serbia: Save the Children, 2007); Hilde Lidén and Hilde Rusten, 'Asylum, Participation and the Best Interests of the Child: New

Lessons from Norway', *Children & Society* 21, no. 4 (1 July 2007): 273–83, <https://doi.org/10.1111/j.1099-0860.2007.00099.x>; Helen Connolly, "'For a While out of Orbit': Listening to What Unaccompanied Asylum-Seeking Refugee Children in the UK Say about Their Rights and Experiences in Private Foster Care", *Adoption & Fostering* 38, no. 4 (1 December 2014): 331–45, <https://doi.org/10.1177/0308575914553360>; Camille Warrington, 'Creating a Safe Space: Ideas for the Development of Participatory Group Work to Address Sexual Violence with Young People' (University of Bedfordshire, 2020), <http://hdl.handle.net/10547/624916>.

²⁰ Skeels, A (2012) Refugee Children's Participation in Protection: A Case Study from Uganda. Research Paper No. 241. UNHCR Policy Development and Evaluation Service. <https://www.unhcr.org/uk/research/working/503de69c9/refugee-childrens-participation-protection-case-study-uganda-anna-skeels.html>

²¹ Warrington, 'Creating a Safe Space: Ideas for the Development of Participatory Group Work to Address Sexual Violence with Young People'.



The participatory toolkit was brought together using both therapeutic and research elements and was designed by an arts therapist and a participatory researcher, both with extensive experience of working with trafficked, exploited and separated migrant children. Having a toolkit approach with a range of creative and representational activities was important for working with the diverse experiences that young people brought to the workshops. It also allowed for sensitivity to their experiences, preferences and assets, and possibilities for safely channelling thoughts and feelings into creative representations.²² We found young people had variable experiences of participatory work which meant that sessions took differing rhythms across locations, with some young people preferring simply to talk and others preferring representative or symbolic modes of expression, all equally compelling, and all in alignment with Lundy's model below, which sat at the heart of our workshops.

The workshops explored the concept of outcomes with young people and created space for them to devise their own set of outcomes anchored in their own words, ideas and priorities. Our approach to exploring outcomes with young people related to understanding the impact of services and organisations in addressing young people's short, medium and long-term needs and subsequently what short-, medium- and long-term positive outcomes might look like in the UK context.

In workshops we encouraged young people to think about which needs and outcomes are important for professionals and services to focus on during arrival and identification, in the first few months after identification and in the longer-term. With considerable conceptual complexity, young people across all workshop spaces expressed the circularity

and permeability of outcomes across each of these stages we sought to explore. They suggested that the meaning of each of these outcomes, and the ways in which key stakeholders could intervene to achieve positive outcomes across time, was no different across the short, medium and long-term, because their needs also remained similar over time. They also expressed the challenge of separating different stages of outcomes because, from their perspective, all were related and important for achieving a positive long-term future. As such, these temporal framings were considered largely artificial in the lives of young people. Instead, young people outlined how outcomes were interrelated and changed over time alongside their needs and in response to their experiences of the systems, people and services encountered. This finding was led by data generated during the workshops and this clear resistance to categorisation across short, medium and long term framings meant they were not artificially incorporated into the Positive Outcomes Framework developed.

Exploring the concept of outcomes was not only important thematically but also as part of the informed consent process making sure that young people understood the focus, aims and objectives of the research. The design of the participatory workshops was iterative and included space for exploring the UNCRC with young people, linking an exploration of outcomes with international children's rights obligations from the interpretation of young people themselves. This was designed into the workshop series with the aim of integrating young people's perspectives into an outcomes framework and directly grounding an understanding of outcomes in the UNCRC.

Given the policy and practice focus of our research, allied to our rights-based approach, we adopted Lundy's model of child and youth participation which is a clear expression of the necessary elements of Article 12 of the UNCRC.²³ This underpinned our approach to the participatory workshops as a model of reflection within the research team and with young people, and it also formed the basis of a workshop activity we designed for young people. Lundy's model places the quality and impact of participation centre stage rather than focusing on prescribed types or levels of participation. It places an emphasis on rights-based participation and ensuring participation reflects the qualities of the UNCRC, central to the rights-based themes at the heart of our study – protection, inclusion, participation, recovery and empowerment. Each of these link in some way to the four concepts of Lundy's model of participation – *space, voice, audience and influence*. With these four concepts as anchor points for the participatory workshops, we worked to ensure that:

- They were safe, inclusive and trauma-informed spaces (**Space**).
- They were spaces of information, knowledge and understanding, informed consent, and a range of enjoyable and flexible expressive activities. (**Voice**).
- They were deep listening spaces, where trust and solidarity were built up between young people and the research team, and young people experienced them as conduits for communicating their voices to multiple stakeholders and as preparation spaces for communicating their own voices (**Audience**).

- They were focused on empowering young people to contribute to important conversations about research, policy and practice directions (**Influence**).

Warrington's key principles for promoting safe and empowering group spaces for young people with experiences of sexual violence further informed our approach.²⁴ Warrington's suggestions of 'protection through participation' when working with young people relates to how young people taking part in participatory work increase the chance for their voices and perspectives to be heard and considered by others, with a focus on strengths and abilities. While the creation of safe spaces to conduct participatory research cannot rely on prescriptive sets of activities, the wellbeing of participants should remain a key focus.

5.2 Scoping Review Methodology

A systematic scoping review methodology was used for this study. Systematic scoping reviews are useful in 'reconnaissance' of literature, to both clarify working definitions and conceptual boundaries in complex or heterogenous bodies of literature.²⁵ They allow a broad approach, often with the aim of addressing a broad research question. Scoping reviews incorporate features of systematic review principles, processes and procedures to ensure a thorough, robust, reliable and transparent review process.²⁶ They utilise these principles and processes while allowing for a more iterative approach than systematic reviews, with changes made where necessary. However, while providing an overview of literature, scoping reviews do not assess the quality of literature. For this project, a systematic review would not have been feasible. The methodology

²² Gabriela Pavarini et al., 'Ethical Issues in Participatory Arts Methods for Young People with Adverse Childhood Experiences', *Health Expectations* 24, no. 5 (1 October 2021): 1557–69, <https://doi.org/10.1111/hex.13314>; Emma Davidson, 'Saying It Like It Is? Power, Participation and Research Involving Young People', *Social Inclusion* 5 (26 September 2017): 228, <https://doi.org/10.17645/si.v5i3.967>.

²³ Laura Lundy, "'Voice' Is Not Enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child", *British Educational Research Journal* 33, no. 6 (1 December 2007): 927–42, <https://doi.org/10.1080/01411920701657033>.

²⁴ Warrington, 'Creating a Safe Space: Ideas for the Development of Participatory Group Work to Address Sexual Violence with Young People'.

²⁵ Micah D.J. Peters et al., 'Guidance for Conducting Systematic Scoping Reviews', *JBI Evidence Implementation* 13, no. 3 (2015), https://journals.lww.com/ijebh/Fulltext/2015/09000/Guidance_for_conducting_systematic_scoping_reviews.5.aspx.

²⁶ Alan Bryman, *Social Research Methods*, 4th ed. (Oxford: Oxford University Press, 2012).



adopted recognises limitations of time available and this meant that pragmatic choices were made throughout, such as limiting searches to peer-reviewed literature only, limiting searches on outcomes and thematic areas to UK articles only and limiting the human trafficking and 'what works' search to only systematic or authoritative reviews and meta-analyses, where available.

The scoping review implemented a three-stranded approach. Firstly, it explored the UK academic literature on outcomes generally for children and young people with experiences of or at risk of trafficking and exploitation. Secondly, it explored the UK academic literature specifically on the broad thematic areas of the study – participation, inclusion, protection, empowerment, and recovery for children and young people with experiences of or at risk of trafficking and exploitation. Thirdly, it explored the international academic literature within systematic reviews of human trafficking and trafficking-associated issues before exploring the 'what works' literature found in cognate topics. Seven electronic databases (PsychInfo, Medline, SocIndex, ERIC, CINAHL, Cochrane and Campbell Collaboration) were searched using search terms refined with the project's Expert Reference Group (see Appendix 1) and limited to peer-reviewed English language literature published between January 2017 and December 2021.

In relation to the first two strands of the scoping review, the research team already had extensive knowledge of the literature on human trafficking, modern slavery or exploitation relating to children

and young people. This knowledge was supplemented by searches within the seven electronic databases and a total of 86 articles were drawn upon for these strands, based on the inclusion and exclusion criteria in Appendix 2. Studies were included if they directly examined the impact of services and specific types of interventions, as well as the contextual circumstances and approaches of services, organisations and practitioners. The range of this search strategy was in keeping with the exploratory emphasis of scoping reviews, and the recommendation for breadth.²⁷ A 'best fit' framework synthesis of this literature was undertaken around the key outcomes at the centre of this research and then the literature was evaluated through an inductive thematic synthesis to complete the analysis.²⁸

The broad thematic areas of the study – participation, inclusion, protection, empowerment and recovery – were explored. The understanding of participation embedded in the literature of our scoping review broadly reflects the interpretation of Article 12 of the UNCRC with a focus on how best to ensure young people's views are given a meaningful space in their interactions with professionals and systems, with a particular emphasis on how this can be achieved through approaches of working and capabilities.²⁹ The close relationship between good participatory processes and spaces and other outcomes such as protection and inclusion highlights the relevance of participation to all outcomes.³⁰ In terms of protection, the literature also broadly reflects the meaning of protection in the UNCRC, with a particular focus on protection through the

prevention and identification of harm.³¹ Protection in the literature is closely linked to effective capacity building of key professionals,³² particularly by embedding contextual safeguarding approaches.³³ Recovery is conceptualised in a multi-dimensional way in the literature, as physical, psychological, social and relational recovery after risk and harm, mirroring many of the elements of recovery within the UNCRC.³⁴ Inclusion in the literature is largely linked to education and peer friendships, but also to cultural and communication needs, and the provision of advocacy and support with navigating life in a new place.³⁵ Moreover, it is further linked with supporting young people towards permanency and coherence, such as through family relationships where appropriate, and through laws, policies and practices that promote continuity over uncertainty.³⁶ Empowerment, where addressed in the literature, is conceptualised as young people being able to protect themselves against further harm, as an integral part of recovery³⁷ and more widely in terms of being able to contribute towards the safety and protection of other young people through initiatives that promote knowledge and understanding.³⁸

The third strand drew solely on systematic reviews of human trafficking, trafficking-adjacent and 'What Works' evidence in cognate areas with inclusion and exclusion criteria for reviews (see Appendix 2). Titles and Abstracts from 879 records were screened leading to 69 studies included (see Appendix 3 for PRISMA flow diagram). Data from the systematic reviews included were organised into major themes using a framework analysis and by charting data configured around the geographical reach, themes, aims, methodology, sample characteristics, findings on outcomes and overall key findings from these reviews. Whether children's views had been included in these reviews was an additional aspect of this charting process. Three distinct areas emerged from the reviews. The first of these was on the human trafficking of children and adults, child sexual exploitation (CSE), reviews that embedded discussions of human trafficking into broader topics, children and migration and the impacts of armed conflict. The second area related to the 'What Works' literature relating to children and young people within human trafficking and related, cognate topics. These topics included Adverse Childhood

²⁷ Hilary Arksey and Lisa O'Malley, 'Scoping Studies: Towards a Methodological Framework', *International Journal of Social Research Methodology* 8, no. 1 (1 February 2005): 19–32, <https://doi.org/10.1080/1364557032000119616>.

²⁸ Liz Shaw et al., 'A "Rapid Best-Fit" Model for Framework Synthesis: Using Research Objectives to Structure Analysis within a Rapid Review of Qualitative Evidence', *Research Synthesis Methods* 12 (20 October 2020), <https://doi.org/10.1002/jrsm.1462>.

²⁹ Michelle Lefevre et al., 'Building Trust with Children and Young People at Risk of Child Sexual Exploitation: The Professional Challenge', *The British Journal of Social Work* 47, no. 8 (1 December 2017): 2456–73, <https://doi.org/10.1093/bjsw/bcw181>; Kathleen Van de Vijver and Rebecca Harvey, 'Child Sexual Exploitation (CSE): Applying a Systemic Understanding of "Grooming" and the LUUUUT Model to Aid Second Order Change',

Journal of Family Therapy 41, no. 3 (1 August 2019): 447–64, <https://doi.org/10.1111/1467-6427.12276>; Lundy, "'Voice' Is Not Enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child"; Warrington, 'Creating a Safe Space: Ideas for the Development of Participatory Group Work to Address Sexual Violence with Young People'.

³⁰ Anita Franklin and Emilie Smeaton, 'Recognising and Responding to Young People with Learning Disabilities Who Experience, or Are at Risk of, Child Sexual Exploitation in the UK', *Children and Youth Services Review* 73 (2017): 474–81, <https://doi.org/10.1016/j.childyouth.2016.11.009>; Michelle Lefevre, Kristine Hickie, and Barry Luckock, "'Both/And" Not "Either/Or": Reconciling Rights to Protection and Participation in Working with Child Sexual Exploitation', *The British Journal of Social Work* 49 (6 December 2018), <https://doi.org/10.1093/bjsw/bcy106>.

³¹ Aiden Sidebottom et al., 'Missing Children: Risks, Repeats and Responses', *Policing and Society* 30, no. 10 (25 November 2020): 1157–70, <https://doi.org/10.1080/10439463.2019.1666129>.

³² Lucie Shuker and Jenny Pearce, 'Could I Do Something like That? Recruiting and Training Foster Carers for Teenagers "at Risk" of or Experiencing Child Sexual Exploitation', *Child & Family Social Work* 24, no. 3 (1 August 2019): 361–69, <https://doi.org/10.1111/cfs.12658>; Eileen Birks and Angela Ridley, 'Evaluating Student Knowledge about Sexual Exploitation Using an Interprofessional Approach to Teaching and Learning', *British Journal of Nursing* 30, no. 10 (27 May 2021): 600–607, <https://doi.org/10.12968/bjon.2021.30.10.600>; Abigail Siderly, 'Fostering Unaccompanied Asylum Seeking Young People: The Views of Foster Carers on Their Training and Support Needs', *Adoption & Fostering* 43, no. 1 (1 March 2019): 6–21, <https://doi.org/10.1177/0308575919826898>.

³³ Carlene Firmin, 'Contextualizing Case Reviews: A Methodology for Developing Systemic Safeguarding Practices', *Child & Family Social Work* 23, no. 1 (1 February 2018): 45–52, <https://doi.org/10.1111/cfs.12382>.

³⁴ Emma Palmer and Marian Foley, "'I Have My Life Back": Recovering from Child Sexual Exploitation', *The British Journal of Social Work* 47, no. 4 (1 June 2017): 1094–1110, <https://doi.org/10.1093/bjsw/bcw020>; Nick Frost, 'Providing Support and Therapy for Victims and Survivors of Child Sexual Exploitation', *Journal of Public Mental Health* 18, no. 1 (1 January 2019): 38–45, <https://doi.org/10.1108/JPMH-07-2018-0051>; Jennifer F. Barrow, Helen A. Combes, and Lucy Rathbone, "'Using Q-Methodology to Explore What Is Valued from Child Sexual Exploitation Services: The Importance of Safety'", *Journal of Child Sexual Abuse* 30, no. 6 (18 August 2021): 746–63, <https://doi.org/10.1080/10538712.2021.1894294>; Russell Hurn and Ian Barron, 'The EMDR Integrative Group Treatment Protocol in a Psychosocial Program for Refugee Children: A Qualitative Pilot Study', *Journal of EMDR Practice and Research*, no. 4 (n.d.): 208–23, [3196.12.4.208; Bhanu Williams et al., 'Screening for Infection in Unaccompanied Asylum-Seeking Children and Young People', *Archives of Disease in Childhood* 105, no. 6 \(1 June 2020\): 530, <https://doi.org/10.1136/archdischild-2019-318077>.](https://doi.org/10.1891/1933-</p>
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³⁵ Siderly, 'Fostering Unaccompanied Asylum Seeking Young People: The Views of Foster Carers on Their Training and Support Needs'; Joanna McIntyre and Christine Hall, 'Barriers to the Inclusion of Refugee and Asylum-Seeking Children in Schools in England', *Educational Review* 72, no. 5 (2 September 2020): 583–600, <https://doi.org/10.1080/00131911.2018.1544115>.

³⁶ Kelly Devenney, 'Pathway Planning with Unaccompanied Young People Leaving Care: Biographical Narratives of Past, Present, and Future', *Child & Family Social Work* 22, no. 3 (1 August 2017): 1313–21, <https://doi.org/10.1111/cfs.12348>; Franklin and Smeaton, 'Recognising and Responding to Young People with Learning Disabilities Who Experience, or Are at Risk of, Child Sexual Exploitation in the UK'; Francesca Meloni and Rachel Humphris, 'Citizens of Nowhere? Paradoxes of State Parental Responsibility for Unaccompanied Migrant Children in the United Kingdom', *Journal of Refugee Studies*, 23 May 2019.

³⁷ Roma Thomas and Kate D'Arcy, 'Combating Child Sexual Exploitation with Young People and Parents: Contributions to a Twenty-First Century Family Support Agenda', *British Journal of Social Work*, 2017, <https://doi.org/10.1093/bjsw/bcx093>.

³⁸ Claire Cody, "'We Have Personal Experience to Share, It Makes It Real": Young People's Views on Their Role in Sexual Violence Prevention Efforts', *Children and Youth Services Review* 79 (1 August 2017): 221–27, <https://doi.org/10.1016/j.childyouth.2017.06.015>.



Experiences (ACEs) and Violence Against Children (VAC). Adding adults into this search brought in the 'What Works' evidence on Violence Against Women and Girls (VAWG) and the intersections between Violence Against Women (VAW) and VAC. Some reviews on domestic violence (DV), interpersonal violence (IPV), intimate partner violence (also IPV) and sexual violence (SV) also held relevance. The third theme was smaller and more fragmented, bringing in systematic reviews on child welfare systems, culturally aware systems, advocacy models, measurement of violence and cross-cutting themes of bystanders and disclosure.

The 'What Works' literature is based on an overarching principle that highlights a need for empirically rigorous evidence-based practice, with systems to aid the evaluation of the quality of evidence and efficacy of particular techniques used with particular groups of people.³⁹ This approach originated in offender rehabilitation reviews in the 1970s that found 'nothing worked'- findings which were later attributed to poor methodology and research designs. The idea that 'nothing worked' led to a body of research into practices that were effective and a focus on 'what works' in the literature emerged. Although methods originally existed to inform crime reduction, child maltreatment and family violence are two crucial areas for this type of investigation given they are both serious and international public health concerns with, additionally, high rates of co-occurrence.

There is scant but emerging evidence available for child protection around 'What Works'.⁴⁰ There is much less evidence available that relates to child protection or safeguarding of children and young people who are affected by human trafficking and/or modern slavery. One of the earliest attempts to bring together learning about 'what works' in interventions to combat 'modern day slavery' was by Bryant and Joudo in 2015.⁴¹ In this contribution from civil society, a range of evaluations (n=179) from projects and programmes across a wide range of exploitation types, sectors and countries were examined. Particular outcomes were unclear but issues around how to measure progress towards objectives or outcomes were outlined as necessary. It was found that few evaluations attempted to measure impact, with most evaluations related to awareness raising projects to change behaviours or decrease numbers of people affected.

It is, however, becoming increasingly recognised that modern slavery results from the same root causes and the same multiple, overlapping drivers and vulnerabilities as other international development issues.⁴² As such, intersecting and associated topics offer helpful insights. To bring about something meaningful from the limited evidence on human trafficking, available systematic reviews in trafficking-adjacent, cognate and more mature fields were explored. Looking at a broad body of evidence of available resources in this way allowed for lessons learned in other complex social problems and for possibilities of transferable learning to be considered.

⁴¹ Katharine Bryant and Bernadette Joudo, 'What Works?: A Review of Interventions to Combat Modern Day Slavery' (Walk Free Foundation, 6 December 2017).

⁴² Olivia Hesketh and Alex Balch, 'Policy Brief: Modern Slavery and International Development' (Modern Slavery Policy and Evidence Centre, 2021), <https://modernslaverypec.org/assets/downloads/PEC-International-Development-Briefing-final.pdf>; Patricia Hynes et al., 'Between Two Fires': Understanding Vulnerabilities and the Support Needs of People from Albania, Viet Nam and Nigeria Who Have Experienced Human Trafficking into the UK' (University of Bedfordshire and International Organization for Migration (IOM), 2019), <http://hdl.handle.net/10547/623422>.

³⁹ Louise Dixon et al., *The Wiley Handbook of What Works in Child Maltreatment: An Evidence-Based Approach to Assessment and Intervention in Child Protection*, Wiley Handbook of What Works (Chichester: Wiley-Blackwell Publishing Ltd, 2017).

⁴⁰ Lorraine Radford et al., 'Action to End Child Sexual Abuse and Exploitation: A Review of the Evidence' (UNICEF and End Violence Against Children, 2020), <http://hdl.handle.net/10547/625019>.



5.3 Global Call for Evidence

The scoping review was conducted in parallel to a global call for evidence through ECPAT UK's global network. Through this global call for evidence, the research team collected evidence regarding three questions posed on outcomes, child participation and 'What Works' for child victims of human trafficking and modern slavery in different contexts. It was drafted in English and made available in French, Russian and Spanish. The call for evidence sought to capture evidence on innovations, knowledge, experiences and perspectives that are underrepresented or absent in published sources as well as 'work in progress' practices and programmes that may not yet have been peer reviewed.

The call for evidence was sent out to the ECPAT International Network and other UK stakeholders working in child protection and anti-trafficking fields. We received 15 submissions from organisations and individuals from eight countries across the world. The research methodology was qualitative and given the small sample size no thematic coding framework was required for analysis.

5.4 Data Analysis

Recordings of sessions with young people were audio recorded and fully transcribed, a method regularly utilised for identifying, analysing and highlighting themes and patterns within data. Data was coded using Nvivo12 social sciences software designed for qualitative research analysis and coded and categorised thematically using a range of descriptive and analytic categories.⁴³ To mitigate issues around reliability of data input, one member of the research team inputted and analysed data generated during sessions with young people.

⁴³ Bryman, *Social Research Methods*.

⁴⁴ 'Saturation point' refers to the point in any research process when no new themes emerge during data analysis, providing a signal that data collection has been sufficient.

The coding framework related to the aims of the project, particularly the four General Principles of the UNCRC, while allowing for standalone themes and sub-categories to emerge. For example, data on the theme of safety was examined as it related to physical safety but also a sense of relational and psychological safety felt by young people. The number of young person sessions transcribed allowed for a 'saturation point' to be reached wherein similar themes emerged across different locations of the study.⁴⁴ Drawing on the UK and international peer-reviewed literature reviewed on human trafficking and associated subject areas assisted in the interpretation of findings by anchoring data collected into existing evidence and debates. As can be seen within a hierarchy chart exported from Nvivo12 (see Appendix 4), data generated for this study centred around the four General Principles outlined earlier, with the hierarchy chart illustrating the proportions of data analysed for each.

The right to life, survival and development emerged as the most discussed principle within this study and lies in contrast to the lack of focus on child development within peer-reviewed literature for this population of children and young people. Within this category, safety generated the most data. Thereafter the principle of non-discrimination led to a focus on professional attitudes, as detailed below. The best interest principle drew out two key themes relating to the quality of legal advice available and guardians or advocates who stand by children when needed. Young people outlined how good quality legal advice related directly to not being left without papers or documentation necessary to begin to build a sustainable life. The participation principle needs to be viewed within the context of the full study which itself was based on participatory approaches. From data generated on this principle, young people discussed how they were or were not listened to by professionals and they also gave their views on participation in the research.



Key Limitations of Study

This study aimed to include young people in what is said about them, bring outcomes for this population into UK debates and provide a rich and nuanced picture of why this is necessary. There are, however, some notable limitations which relate to the diverse and complex topic of human trafficking, modern slavery and/or exploitation. Firstly, working with young people who have a range of experiences and heterogeneous profiles means that this study does not lay claim to generalisable findings for all young people in the UK who have been affected by modern slavery.

A second limitation relates to the participation of children and young people from UK backgrounds who make up a significant proportion of NRM referrals each year and who ultimately were not included in the study for a range of considerations including access, conceptual, logistical and practical reasons. This limitation was discussed with the Expert Reference Group, with recommendations to maintain migrant children as a focus. Further research would be needed to replicate this study with children from the UK.

Thirdly, as with much of the available literature, most knowledge is based on access to participants who are in receipt and in touch with available services and the young people in this study are no exception to this general limitation. Young people without such contact may therefore be not fully represented by this study. Initially it was considered that the COVID-19 pandemic may have resulted in further limitations to this research due to the overall reduction of young people's participation in established groups. However, this risk was mitigated through reaching out to further organisations and ultimately had little impact on the study aims or conduct.

Fourthly, participatory research workshops were designed using a participatory toolkit approach and, as such, discussions were framed by the activities

and topics included (see Appendix 5 for an example of a participation themed workshop). Workshops were designed around the aims of the study and characteristics of young people with reflective practice built in throughout. It should be recognised that the findings of this study emerging from the workshops relate to the aims, views and thoughts of the 31 young people involved and this approach to involving young people in research.

Finally, as human trafficking and modern slavery are young topics with research emerging over the past two decades, there is limited literature and what is available tends to be exploratory, qualitative, predominantly descriptive and lacking in prevalence or any accurate quantitative basis.⁴⁵ As Cockbain outlines, the literature is limited and fragmented with reports from official agencies dominating and peer-reviewed outputs comparatively rare. To bring about something meaningful from this limited evidence, available systematic reviews in cognate and more mature fields were explored. Looking at the broad body of evidence in this way allowed for insights from other complex social problems to be considered. An obvious limitation of this approach is replicability and understanding how context matters in shaping successful interventions and outcomes. Scoping details of outcomes across cognate and associated areas that are not trafficking-specific runs the risk of decontextualising specific forms of abuse, violence and/or exploitation. What works for who, and how, and in what settings are crucial considerations. There are also new intersections between bodies of work emerging. For example, there is a move to bridge the divide between work on VAC and VAW, two areas where, in practice, policy and literature have developed simultaneously but separately. A potential limitation of drawing transferrable lessons from these evidence-bases relates to the historical separation of these areas and potential non-replicability across the sector of human trafficking.

⁴⁵ Cockbain, Bowers, and Dimitrova, 'Human Trafficking for Labour Exploitation: The Results of a Two-Phase Systematic Review Mapping the European Evidence Base and Synthesising Key Scientific Research Evidence'.

6. Research Ethics and Governance: dignity at the centre

Ethics approvals were secured from the University of Bedfordshire's Institute of Applied Social Research Ethics Committee and a cross-sector Expert Reference Group was convened at the start of the project to provide external research governance, ongoing ethics review, methodological insight, and subject area guidance. Data Protection approvals and Health and Safety risk assessment approvals, including COVID-19 risk assessments, were also sought and given approval by the University of Bedfordshire.

The research was conducted in line with various ethics frameworks, such as the ESRC Framework for Research Ethics, the Social Research Association,⁴⁶ the 2003 WHO Ethical Recommendations for Interviewing Trafficked Women⁴⁷ and the IASFM Code of Ethics by the International Association for the Study of Forced Migration.⁴⁸ Given that research with children and young people raises ethics particularities, our attention to ethics was also underpinned by the 2013 child-specific guidelines of ERIC (Ethical Research Involving Children) developed by UNICEF and Child Watch.⁴⁹

Trafficked and exploited young people, albeit with different experiences, may have been

rendered vulnerable by the contextual factors and consequences surrounding their trafficking and exploitation, forced migration, and their immigration, asylum and criminal justice legal statuses. As such, there were a range of implications for conducting ethical research associated with this project.⁵⁰ At the centre of many of these was an awareness of the violations to human dignity that have happened to young people with experiences of trafficking and exploitation, as well as those most at risk of it, and their experiences of being used, harmed and dehumanised by powerful others. Against this backdrop, our participatory approach and the participatory and therapeutic competencies within the research team were vital for ensuring young people were safe and not harmed, gave their informed consent, and were empowered to feel free to contribute and valued through their contributions. Our approach to ethics therefore followed that of Phelan and Kinsella with a focus on the importance of the overlapping relationship between safety, dignity and voice in ethical research practices with children and young people.⁵¹

⁴⁶ Social Research Association, 'Research Ethics Guidance', 2021, <https://the-sra.org.uk/common/Uploaded%20files/Resources/SRA%20Research%20Ethics%20guidance%202021.pdf>.

⁴⁷ Cathy Zimmerman and Charlotte Watts, 'WHO Ethical and Safety Recommendations for Interviewing Trafficked Women' (World Health Organization, 2003).

⁴⁸ International Association for the Study of Forced Migration (IASFM), 'Code of Ethics', n.d., <http://iasfm.org/wp-content/uploads/2021/11/IASFM-Ethics-EN-compressed.pdf>.

⁴⁹ Mary Ann Powell, Anne Graham, and Julia Truscott, 'Ethical Research Involving Children: Facilitating Reflexive Engagement', ed. Mark Vicars, *Qualitative Research Journal* 16, no. 2 (1 January 2016), <https://doi.org/10.1108/QRJ-07-2015-0056>.

⁵⁰ Helen Easton and Roger Matthews, 'Getting the Balance Right: The Ethics of Researching Women Trafficked for Commercial Sexual Exploitation', in *Ethical Concerns in Research on Human Trafficking*, ed. Dina Siegel and Roos de Wildt (Cham: Springer International Publishing, 2016), 11–32, https://doi.org/10.1007/978-3-319-21521-1_2.

⁵¹ Shanon K. Phelan and Elizabeth Anne Kinsella, 'Picture This . . . Safety, Dignity, and Voice—Ethical Research With Children: Practical Considerations for the Reflexive Researcher', *Qualitative Inquiry* 19, no. 2 (1 February 2013): 81–90, <https://doi.org/10.1177/1077800412462987>.



The rights-based methodology ensured that the research process and ethics considerations were rights respecting. As an integral part of this, the dignity of young people was protected and enhanced through the project. Similar to Espinoza *et al.*, we have viewed dignity affirming practices throughout the research process as inseparable from participation rights and processes and the meaningful involvement of children and young people in 'socially vital activities' that offer spaces for dialogue, connection, growth and development.⁵² Furthermore, in alignment with Sigurdson, we also considered respect for the human dignity of young people as linked to the tandem relationship between participation and their psychological integrity.⁵³ Bringing together dignity, voice and safety in our considerations of ethics mirrors our rights-based methodological approach and brings Articles 2, 3, 6 and 12 of the UNCRC sharply into an ethics focus.

The following ethics approaches were central to our research, some of which are particularly related to the principles of the ethics of participatory methodologies. Others are more generally related to safe research with young people, including in participatory research with them.

- Young people had control within the research process over topics and issues covered within the broad themes of the study and outcomes more generally. This simultaneously respected their knowledge as co-creators whilst ensuring their autonomy and psychological integrity.

- The research, as a space of co-creation, functioned relationally and democratically to address disparities of power between the research team and young people, and between young people.
- The research was built up around respect for young people's competencies to understand and explain the context of their worlds and look for solutions.
- Adopting procedures for disclosure that prioritised safety responsibilities whilst acknowledging that young people will have their views on ways to proceed based on their own knowledge and experiences.
- Negotiating 'informed consent' through the use of age-specific, language-appropriate and detailed Information Sheets and Informed Consent forms. A visual introduction to the project and project team was available for young people and interpreters were used within good practice standards where needed.
- The concepts of confidentiality and anonymity were explained throughout the participatory research process as a fundamental part of our iterative approach to our informed and ongoing consent commitments. A key part of this was explaining to young people the difference between internal confidentiality and external confidentiality in group work.⁵⁴ Young people could make informed choices about where and when to share personal and sensitive information
- We ensured a fair return for young people's role as co-creators, with honorariums and travel expenses provided.

⁵² Manuel Luis Espinoza *et al.*, 'Matters of Participation: Notes on the Study of Dignity and Learning', *Mind, Culture, and Activity* 27, no. 4 (1 October 2020): 325-47, <https://doi.org/10.1080/10749039.2020.1779304>.

⁵³ Randi Sigurdson, 'Children's Right to Respect for Their Human Dignity', in *Children's Constitutional Rights in the Nordic Countries*, ed. Randi Sigurdson *et al.* (Brill, 2020), 19-36, <http://www.jstor.org/stable/10.1163/j.ctv2gjjwv97.7>.

⁵⁴ Julius Sim and Jackie Waterfield, 'Focus Group Methodology: Some Ethical Challenges', *Quality & Quantity* 53, no. 6 (1 November 2019): 3003-22, <https://doi.org/10.1007/s11135-019-00914-5>.

'The Three Pillars: Freedom, Peace and Equality' by 'TB', ECPAT UK youth programme member



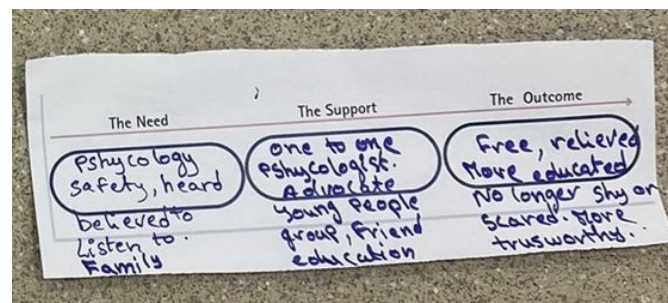


7. Positive Outcomes Framework

7.1 Creation

This project team developed the framework from the positive outcomes identified by young people in the participatory workshops. Following a thematic analysis, grounded directly in the language of young people, the research team developed a list of child-led outcomes and their specific indicators. The lists of outcomes suggested by young people were drawn up collaboratively.

As part of identifying positive outcomes that are important to young people, participants were invited to think about the relationship between needs, and the positive differences that could be made through support and interventions that were in a young person's best interests. This process of exploration involved encouraging young people to reflect on outcomes more generally, in addition to exploring the thematic outcomes of protection, inclusion, protection, empowerment and recovery.



Photograph 1: Example of individual reflections on outcomes during sessions with young people

Following the workshops, qualitative data generated was analysed and distilled. This was then constructed from the contributions of young people into the four CRC general principles through a process of moving backwards and forwards through transcripts.⁵⁵ Grouping these outcomes into the four key General Principles produced a preliminary list of outcomes which were then refined during coding, as data was broken down into component parts making close connections between data and conceptualisation.⁵⁶ The team then drew on data to develop its indicators based on these outcomes, continuously distilling and drawing comparisons. The mixed academic and voluntary sector team allowed for cross-fertilisation of ideas which was a key strength of this process. The language of each outcome was drafted in the first person, directly from quotes within transcripts where possible, and as such, is child-led.

Following the development of the outcomes and indicators by the research team, a 'wrap up' participation workshop was held with young people in each location to give feedback on their generous input and verify the final results of the framework.

⁵⁵ David Silverman, *Doing Qualitative Research: A Practical Handbook* (London: Sage Publications, 2000).

⁵⁶ Bryman, *Social Research Methods*.

7.2 Operationalisation

The Positive Outcomes Framework is a tool which could be used at individual practice and policy levels with populations of young people who have arrived in the UK and who have experienced modern slavery or human trafficking. At an individual level, work with young people in migration who have faced exploitation can be informed by the framework. It could be used by frontline social workers in individual cases to assess the progress of looked after child reviews and safety plans for individual children. It could also be deployed by Local Authority children's services in case-audit reviews to determine if the population of children who have migrated to the UK and been identified as trafficked are achieving the positive outcomes set out by this group of young people. In this way, this tailored framework can capture post-trafficking experiences. At a policy level, it could be used for determining the impact of specific policy initiatives.

As outlined above, the term 'outcomes' has multiple meanings and there are a range of standardised measures used within studies located for this study, none of which are specific to children or young people affected by trafficking⁵⁷ or have been tested with this population.⁵⁸ As such, a validated measure is not available. Any measurement would need to draw on a selection of existing standardised measures already utilised with children and young people.

⁵⁷ An Assessment of Survivor Outcomes (ASO) tool has been validated for use with adults by the International Justice Mission (IJM).

⁵⁸ Laurie M. Graham et al., 'Measures for Evaluating Sex Trafficking Aftercare and Support Services: A Systematic Review and Resource Compilation', *Aggression and Violent Behavior* 47 (1 July 2019): 117–36, <https://doi.org/10.1016/j.avb.2019.04.001>.

⁵⁹ Abby C. Cannon et al., 'Trafficking and Health: A Systematic Review of Research Methods', *Trauma, Violence, & Abuse* 19, no. 2 (1 April 2018): 159–75, <https://doi.org/10.1177/1524838016650187>.

By way of example, there are measures relating to trafficking and health,⁵⁹ services for sexual exploitation⁶⁰ and the effects of trauma for children and young people,⁶¹ but work would be needed to consider which measures were appropriate and which relate to a broader range of trafficking experiences. Analysis of systematic reviews also revealed that few trafficking studies incorporate holistic views of wellbeing, with greater focus on negative outcomes than those that focus on protective factors or capabilities. It is important to note the finding in this study that young people are focused on positive outcomes in their lives. To fully operationalise this framework and allow the development of qualitative and quantitative measurements for each indicator we recommend a pilot study to test its effectiveness.

The below Positive Outcomes Framework is intended as a holistic tool, informed directly by young people. A further post-pilot step could involve monitoring outcomes at pre- and post- intervention, and where feasible, across timed periods of follow-up (sometimes one, three and five years or shorter periods) to assess change, and to establish if a child's development needs in relation to their starting point have been met.

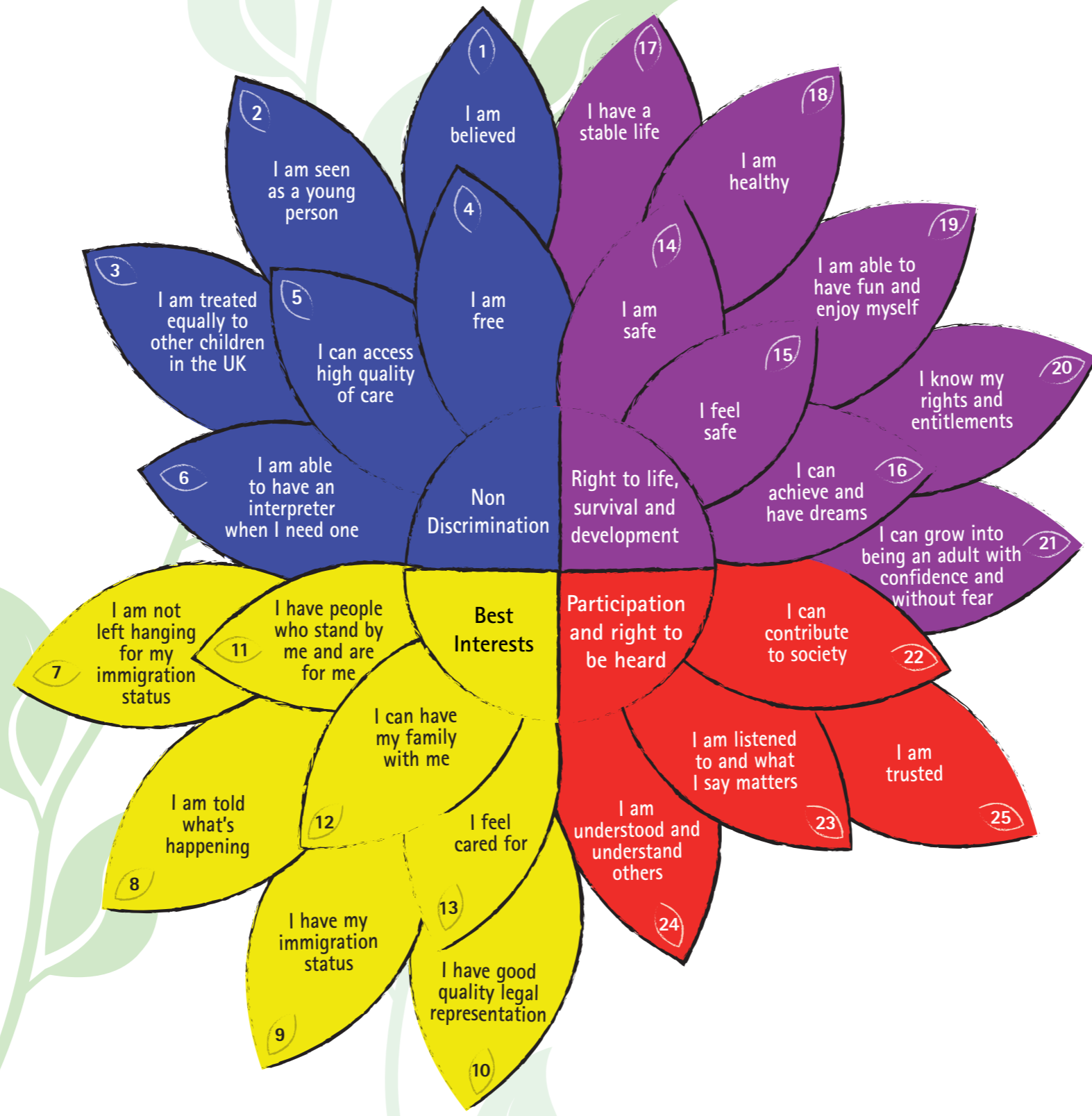
⁶⁰ Graham et al., 'Measures for Evaluating Sex Trafficking Aftercare and Support Services: A Systematic Review and Resource Compilation'.

⁶¹ See for example the Trauma Symptom Checklist for Children (TSCC).

7.3 Creating Stable Futures: Positive Outcomes Framework

- ### Non-Discrimination
- 1 a. Children report their age is accepted unless there is a significant reason not to
b. Children report their account of exploitation is believed
 - 2 a. Children say they are not expected to fend for themselves
b. Children report they are given appropriate independence but also support
c. Children say they are treated as children first
 - 3 a. Children say their treatment from professionals such as police and social workers is equal
b. Children report not being blamed for decisions made by adults
 - 4 a. Children report they are not afraid of being exploited again
b. Children report they can enjoy their rights without fear
 - 5 a. People working for the services around children are well trained
b. People working for the services around children understand where they are coming from
c. People working with children are friendly and respectful
d. Children say professionals work together
e. Children report their privacy is respected
f. Children know how they can complain if there is a problem
 - 6 a. Children say interpreters speak their language and dialect
b. Interpreters are well trained
c. Interpreters are child-friendly
d. Children are asked if they are comfortable with the interpreter

- ### Best Interests
- 7 a. Children are given clear information about the immigration process in child-friendly ways
b. Children report receiving timely decisions
 - 8 a. Children report knowing where to find information and who to contact for help
b. Children report they received sufficient communication from officials regarding the status of their application
c. Children are appointed an independent legal guardian
 - 9 a. Children receive a decision which is based on their best interests as the primary consideration
 - 10 a. Children receive advice from a solicitor who can represent them appropriately in complex legal situations
b. Children can access solicitors who understand trauma
 - 11 a. Children have foster carers and support workers who understand their needs
b. Children say they have someone who takes responsibility for checking in and making sure they are OK
c. Children say they have access to independent advocates or guardians
 - 12 a. Children report feeling able to create a family in the future
b. Children state they feel protected from their family if they pose a risk of harm
c. Children can access procedures for family reunion without undue burdens
 - 13 a. Children report feeling cared for
b. Children report not feeling alone



- ### Right to life, survival and development
- 14 a. Children report not being sought by the people who trafficked them
b. Children report not being afraid about debts
c. Children and young people report feeling safe from future exploitation
d. Children and their families are protected from harm
e. Children say they live in safe communities
f. Children say they have trusting relationships that protect them
g. Children say professionals understand the risks they have or are facing
 - 15 a. Children report being able to sleep safely in their accommodation
b. Children say their accommodation is appropriate to their age
c. Children report knowing where to go when they don't feel safe and who to turn to
d. Children receive quality care
e. Children say they are informed about the communities they live in
 - 16 a. Children can attend school promptly
b. Children report having access to additional educational support if needed
c. Children say their talents are known and supported to grow
d. Young people can attend college or university
e. Young people can undertake vocational training and ESOL simultaneously
f. Young people can uptake apprenticeships or other employment opportunities
g. Young people report being able to concentrate on their studies
h. Young people say they can move on from their experiences in positive ways
i. Children report they have confidence in their future
 - 17 a. Children report they can begin to recover from their experiences
b. Children say they can plan for their future and make decisions
c. Children say they feel at peace
 - 18 a. Children are promptly registered with a GP
b. Children have access to appropriate mental health services
c. Children can access specialist medical advice
d. Young people report they can access the food they enjoy
 - 19 a. Children report they can play and participate in sports
b. Children have access to leisure and entertainment activities
c. Children and young people report they are able to form healthy friendships
 - 20 a. Children report they have support to learn about their rights and entitlements
b. Children say their rights are upheld and they can access their entitlements
 - 21 a. Children report they are not afraid of approaching age 18 and have been supported for this
b. Children say they feel confident they will be supported when they turn 18
c. Children report they are able to do stage-appropriate activities
d. Children report they are able to take on stage-appropriate responsibilities

- ### Participation and right to be heard
- 22 a. Young people report feeling they are able to 'give' to society
 - 23 a. Children report feeling they are being listened to and respected
b. Children can access help to communicate if they need it
c. Children report being asked what they think, feel and want
d. Children are included in research about them
e. Children report being asked their thoughts and listened to in the development of policy that affects them
 - 24 a. Children can access appropriate materials in their own language and dialect
b. Children can get a trained interpreter when they need one
c. Children report their cultural and religious needs are provided for and respected
d. Professionals working with children understand the impact immigration procedures have on their well-being
e. Children say they are asked if they understand the processes they are involved in
f. Children say they are asked if they understand the decisions that are made about their lives
 - 25 a. Children report feeling trusted
b. Children report they can trust professionals



8. Thematic Findings

The findings from working with young people have been disaggregated below by the four General Principles of the UNCRC, but these are interconnected, as they are within the Convention itself.

The scoping review found that the term 'outcomes' has a broad range of meanings within the literature, across disciplines, in practice, in policy, for young people and across different interventions, measurements and sectors. Overall, there was no consistent use of the term 'outcomes'. The main use of the term pertained to health outcomes following exploitation which included physical, psychological and sexual health conditions such as headaches, pain, depression, anxiety and Post Traumatic Stress Disorder (PTSD).⁶² There was also some discussion of educational,⁶³ accommodation or immigration⁶⁴ outcomes within the literature. There were also less tangible outcomes discussed such as safety, autonomy, wellbeing, resilience, self-respect, stigma, and shame. Outcomes were outlined as context

⁶² Nathaniel A. Dell et al., 'Helping Survivors of Human Trafficking: A Systematic Review of Exit and Postexit Interventions', *Trauma, Violence, & Abuse* 20, no. 2 (1 April 2019): 183–96, <https://doi.org/10.1177/1524838017692553>; Karen Bailey, Kylee Trevillion, and Gail Gilchrist, 'What Works for Whom and Why: A Narrative Systematic Review of Interventions for Reducing Post-Traumatic Stress Disorder and Problematic Substance Use among Women with Experiences of Interpersonal Violence', *Journal of Substance Abuse Treatment* 99 (1 April 2019): 88–103, <https://doi.org/10.1016/j.jsat.2018.12.007>.

⁶³ Neil Boothby et al., 'What Are the Most Effective Early Response Strategies and Interventions to Assess and Address the Immediate Needs of Children Outside of Family Care?', *Child Abuse & Neglect* 36 (2012): 711–21, <https://doi.org/10.1016/j.chiabu.2012.09.004>; Marion Heyeres et al., 'Interventions Targeting the Wellbeing of Migrant Youths: A Systematic Review of the Literature', *SAGE Open* 11, no. 3 (1 July 2021): 21582440211046944, <https://doi.org/10.1177/21582440211046942>.

⁶⁴ Dell et al., 'Helping Survivors of Human Trafficking: A Systematic Review of Exit and Postexit Interventions'.

dependent, and by way of example, a response from the global call highlighted the challenges in understanding outcomes for child victims given the data limitations in South Korea which has a very narrow definition of human trafficking (only including cases of kidnapping, abduction or trading of people) and almost no data collection. In the workshops, it was essential that we distilled the concept of outcomes to young people in a way that they understood as an integral part of the informed consent process. In doing this, we introduced the concept of positive outcomes to young people as the difference that is made when services act to address young people's needs. This is illustrated in the appendices.

8.1 Non-Discrimination

Article 2 of the Convention on the Rights of the Child creates an obligation to promote equality, including equality of opportunities and outcomes, irrespective of a child's status. It also creates a duty on governments and public authorities to refrain from any measures that violate children's rights.⁶⁵

Structural barriers to achieving 'good' outcomes were highlighted in multiple submissions to the global call for evidence, particularly in the context of immigration and asylum procedures, the criminal justice system and care arrangements. For example, one submission highlighted the specific barriers

⁶⁵ Elaine Sutherland, 'Article 2 of the United Nations Convention on the Rights of the Child: Non-Discrimination and Children's Rights', in *Child Rights and International Discrimination Law: Implementing Article 2 of the UN Convention on the Rights of the Child*, ed. Marit Skivenes and Karl Harald Søvig (London: Routledge, 2019), 228.

for separated children who are trafficked within or into the UK in securing long-term stability and opportunities, with lack of secure immigration status being recognised as the most immediate barrier as well as other factors. These submissions mirror the literature of the UK scoping review, with some academic papers drawing attention to the ways in which laws and policies, and their interaction with professional systems and practices, can serve to undermine outcomes for unaccompanied young people and child victims of trafficking.⁶⁶ Restrictive asylum and immigration laws and policies are identified by young people in the literature reviewed and through the submissions of evidence as amplifying trauma, limiting education and employment opportunities, and creating conditions of powerlessness that resonate with the trafficking and exploitation experiences of victims.

Much of the data generated through the lens of non-discrimination from workshops with young people focused on the attitudes of professionals, including social workers. Care practices, professional attitudes, and young people's outcomes are all identified in the scoping review as being mediated by these restrictive asylum and immigration laws and policies, making it difficult to separate considerations of structural inequalities from the corporate parenting duties of social workers towards young people through immigration and asylum processes. Young people spoke about how professionals should work with them:

"Just treat them as a friend, like as a new friend coming to a new country. How would you treat if someone came to your family? And how would you feel, the city, the food, how would you try to explain? And that would work out." (young person, location 2, session 5, May 2022)

⁶⁶ Gearon, 'Child Trafficking: Young People's Experiences of Front-Line Services in England'.

They also spoke about how professionals who provided good quality support were those often seen as 'loving their jobs', distinguishable from those who did not:

"So I think for professionals when they actually love you they will go that extra mile to make sure they get you sorted ... They show you sympathy, empathy because they are actually trying to feel what you are feeling at that point, so because the best way for you to help someone, you have to put yourself in that position to actually support the person. I've had a lot of terrible support workers and ... a lot of terrible social workers, so ... I can really tell." (young person, location 3, session 5, May 2022)

In contrast to this desired approach, and in a way that resonates with the UK scoping review literature and from the UK submissions of the global call, some young people highlighted the bordered nature of their encounters with professionals, at times offering accounts of what they explicitly framed as racist and discriminatory attitudes from those whose duty it is to safeguard and ensure best interests, such as social workers, the police and asylum case workers. Young people highlighted not being believed as a key issue permeating their encounters with professionals. Disbelief was highlighted in the context of age, trafficking experiences and claims of asylum. Some children highlighted specific instances of discrimination such as one 16-year-old who was requesting to be moved from age-inappropriate accommodation they had to share with much older adults:

"I used to go every single day to the social work office and talking to ... the manager of the social workers. That's what he told me, 'why don't you go back to your country?'. That's what he say...." (young person, session 2, location 1, May 2022)



This reflection of restrictive asylum and immigration laws and debates served to undermine this young person's experience of support.

Young people with indicators of child sexual exploitation (CSE) and child criminal exploitation (CCE) are identified in the scoping review literature as at risk of being criminalised by systems, and so they too are also identified as being rendered vulnerable to having their experiences of professionals, systems and outcomes shaped by laws and policies that are in tension with their best interests.

Young people highlighted the consistent barriers to accessing documentation and the challenges involved in securing decisions relating to their asylum status. They talked about the distressing nature of the process itself, and the difficulties presented by living for years in immigration 'limbo' while decisions on their status remained outstanding. This period of limbo was described by some young people as worse than their trafficking experiences, particularly given the uncertainty they faced daily with a significant impact to their mental health and links to feeling unsafe. Young people highlighted how they could begin to grapple with the trauma of their experiences as they remain in a state of alertness to danger while waiting for an immigration decision. For example, two young people recounted:

"... the most difficult part is after you've had your interview, waiting for the decision, imagine you have plans to go to uni, you can't because you'll be just like, "Will I get this? Will I get that? What will be the decision? Yes or no?." And this takes more time and you don't know what to do, you're just like waiting every day..." (young person, location 3, session 2, May 2022)

"I don't have paper. Not free. Still in prison." (young person, session 3, location 1, May 2022)

The dangers to young people from asylum and immigration laws, policies and procedures not anchored in the rights of the UNCRC were also addressed by some young people, who considered the risks of being pushed out to the edges of society and towards dangerous and exploitative situations as they are forced to wait through protracted periods of times for their asylum decisions. These accounts stand in stark contrast with examples of the good practice of professionals offered by young people, which we have addressed elsewhere in this report, and highlighting the role of chance in young people's experiences of professionals and agencies and in the recognition and realisation of their rights.

Equality was highlighted as an important outcome to young people, and their discussions echoed the duties of the UNCRC in relation to opportunities, outcomes and treatment that is fair and does not violate their rights. In this context, young people also highlighted the importance of freedom as an outcome, linked to equality of opportunity, and, in the words of young people, the opportunity to pursue dreams, build futures, and "be part of the next generation."

"A good system of equality from the government. We are talking about giving people their documents on time. ... Some people are waiting for so long." (young person, session 2, location 1, May 2022)

Young people also discussed wanting the same quality of care and opportunities as other children in the UK. Making a positive contribution and having the opportunity for a reciprocal relationship with society was framed by young people as a key aspect of having access to equality of opportunity:

"I might have got support at the beginning but I want to give back that to the country." (young person, session 2, location 2, May 2022)

Securing immigration status was closely related to age, particularly when approaching the age of 18 and transitions to 'adulthood':

"And it's really stressful, it makes young people sometimes stop what they're doing to achieve their dreams, all of that, so it's really difficult, you know, the way the system is, especially I think in that main point is if you don't have enough support." (young person, location 3, session 2, May 2022)

"... because technically at that point you're vulnerable, you're reaching, like depending on a whole adult to do all the things for you, but when you are like, say, age 17, 18, your thinking is then all about "my status, my status" because especially at 17, 18, that's it, you're not relieved, it isn't like that. ... But then you can't go to university without papers, you can't even go to college. Some college turn me down." (young person, location 3, session 5, May 2022)

Various submissions to the global call highlighted transitions to adulthood as presenting significant barriers to achieving good outcomes as young people find themselves without adequate support or for those without leaving care entitlements.⁶⁷ This was also a key concern of young people during participatory sessions. Given the policy and practice focus of a considerable body of the UK scoping review literature, this is a thematic concern in some of that literature, and has obvious links with the right to development contained within Article 6 of the UNCRC below.

⁶⁷ A Former Relevant Child are young people aged between 18 and 21 or between 18 and 25 if still in full-time education who spent at least 13 weeks in care since their 14th birthday hence eligible for entitlements as care leavers. These include a personal advisor, a pathway plan, assistance with education, training, employment, accommodation and living costs.

Having access to well-trained and, where possible child-specific interpreters, was outlined by a number of young people as being vital in their lives:

"Because our voice to be heard and what we're saying to be the exact same what they're translating and not cause any problems in the future because a lot of people might have had a lot of problems because of wrong translation and it's very important for their future. So it's not a joke, the application that they're doing. So it's their life basically, so it's very important." (young person, location 2, session 5, May 2022)

For one young person, the interpreter left them with questions about translations given, highlighting how vital accurate and reliable translation can be in any context:

"I changed about five interpreters and I could only deal [well] with two of them. Especially on my Home Office interview, because you do not have a say on which one you would like. The person was not even from my country, he was from a country next to my country. He spoke the same language with a very different accent. ... I was so stressed out having my big interview. I had 130 questions to answer there. ... 'Why they asking me again?' because I did this all at the interviews with my lawyer and gave all the information needed. ... When I went to the doctors the interpreter told me to drink shampoos for my stomach, and I was thinking, something is wrong here. Imagine if I was in the Home Office interview and she translated something totally different?" (young person, session 2, location 2, May 2022)



This same young person suggested that well-trained interpreters for young people needed to be 'nice and kind' and explain things to young people in a way that they would understand:

"You know, treat them like a friend from your country and just explain slowly and nicely so the person feels comfortable to share as well, because it's very difficult for you to share with a person from your own country ..."
(young person, session 2, location 2, May 2022)

The significance of education, including apprenticeships, as well as access to employment, was also highlighted by young people in this research, and the positive impact that support with education can have in their lives. In some instances, they made the link between education and Article 2, either directly referencing the right itself, or through their emphasis on the language of discrimination, the negative corollary to equality.

"The disappointment is education. And the support needed is equal access to student finance without being discriminated [against]. Another is an education advisor, maybe a social worker. Another is giving young people the opportunity to do an apprenticeship as well. And the last is giving the opportunity to do a part time job. That's all." (young person, session 2, location 1, May 2022)

Young people's discussions on education sometimes got into the nuance of equality in education, emphasising that equality does not simply mean having access to education, or being in the same schools or colleges as citizen children and young people. Instead, to them, it means having access to education that is appropriate for their circumstances, and for specific measures to be in place that will begin to level the education playing field between them and other young people. This captures the nuance in equality duties more generally and reflects the obligations in Article 2 of the UNCRC for governments and public authorities to focus their efforts to recognise and realise rights where children face particular disadvantage.⁶⁸

⁶⁸ Sutherland, 'Article 2 of the United Nations Convention on the Rights of the Child: Non-Discrimination and Children's Rights'



8.2 Best Interests of the Child

The Convention sets out in Article 3 the principle that all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, shall have the best interests of the child as the primary consideration. This principle applies to decisions made about individual children and about group child welfare and interests.

Much of the data generated under this Article related to young people receiving their status and having support around them that was in their best interests. For example, one young person discussing their status commented:

"The first thing that they are gonna tell you, is 'are you in this country legally?'; if you are not legal so, 'you have to be legal before we can do something' 'Is your passport still ready?'; 'yes' 'so there's nothing we can do.'"
(young person, location 3, session 5, May 2022)

Another young person equated the worry around gaining status as 80%, but another young person suggested this was even more of a priority:

"I would say 90%! I feel like it's I mean, imagine, when you are in this country and you are studying, and you are not sure with your status, it's going to be yes or no, are you going to fight for me? Is your lawyer still going to be there for you? You're not sure."
(young person, location 3, session 5, May 2022)

Given the prevailing environment of hostile immigration rhetoric and policies, it is important to understand the contexts in which children and young people live and that they may have limited or constrained choices in the UK.⁶⁹

The review of international literature found that there is little systematic evidence available on the human trafficking of children (n=4) and that systematic reviews relating to children and migration (n=9) rarely mention human trafficking and/or modern slavery, with only passing reference to experiences of exploitation. Surprisingly, systematic reviews (n=2) on the effects and consequences of armed conflict on children and young people also did not mention human trafficking, although exploitation was mentioned, mainly relating to sexual exploitation. Literature (n=8) on child sexual exploitation (CSE) details how CSE is considered a subtype of human trafficking in international literature but, in the UK, whilst CSE is a recognised as a crime falling under modern slavery legislation, discourse has developed separately as a subtype of child sexual abuse (CSA). Some systematic reviews embed human trafficking of children into broader topics such as children outside family care and strategies to identify child maltreatment (n=3). With the findings in trafficking-adjacent, cognate and more mature fields it was of note that in some of this cognate international literature, human trafficking is considered to be a risk factor for abuse rather than an abuse in and of itself.

⁶⁹ Gina Clayton and Georgina Firth, *Immigration Et Asylum Law*, 8th ed. (Oxford: Oxford University Press, 2018), <https://doi.org/10.1093/9780198815211.001.0001>.



Published literature on human trafficking focuses overwhelmingly on negative outcomes and consequences, and this lies in contrast to how young people within this study envisaged their own futures. Young people discussed the search for safety and protection, drawing on their strengths and capabilities, as well as their endurance of complex and often protracted social care, immigration, and criminal justice processes in the UK. Some existing and useful frameworks already exist with the human trafficking and associated literature. These include the use of socio-ecological models,⁷⁰ robust theories of change within cognate areas and, within the international CSE literature, the INSPIRE⁷¹ seven evidence-based strategies and intervention approach.⁷² In a break from the majority of reviews that focus on negative consequences of migration, a review on interventions aimed at improving the wellbeing of young migrants utilises Nussbaum's capabilities approach.⁷³ This approach considers migrant youth capabilities (real opportunities based on personal and social circumstances), or in other words, what migrant youth are able to do or be. Further consideration of capabilities and the potential for future growth that is in the best interests of children and young people is called for.

⁷⁰ Socio-ecological models outline different nested spheres of influence, most often represented as concentric circles showing different levels – the individual, family, community and societal levels. Each of the levels are interrelated with interaction between them and influence of each level analysed. The model has been applied to youth violence, violence against women, violence against children and sexual violence, amongst other topics. The work of Firmin on contextual safeguarding also utilises this framework, adding in a circle to represent peers. These models also recognise that risk and protective factors may change over the life course.

⁷¹ The INSPIRE strategies are based on the best available evidence to help countries intensify their focus on the prevention programmes and services with the greatest potential to reduce violence against children. View details at: <https://www.who.int/publications/i/item/inspire-seven-strategies-for-ending-violence-against-children>

⁷² Radford et al., 'Action to End Child Sexual Abuse and Exploitation: A Review of the Evidence.'

⁷³ Heyeres et al., 'Interventions Targeting the Wellbeing of Migrant Youths: A Systematic Review of the Literature.'

Family reunification was on the mind of many young people who openly discussed the barriers to this. The creation of families in the future also emerged as part of the aspirations and dreams of young people to feel loved, feel welcomed, control their own lives and begin to feel at home in the UK. There were also reflections on how young people may need protection provided by family:

"We start by saying every child and young person needs protection. ... One of the main things is protection of your family, which not every person has the luxury of a family, or their protection. And there is other young people who need protection from [speaker emphasis] their family. That is a totally different thing." (young person, session 4, location 2, May 2022)

Having the opportunity to be around other young people was also identified as welcome and important.

"There are many young people [here] and we are [watching] DVDs and many things here." (young person, session 2, location 1, May 2022)

Young people with independent guardians or other forms of advocates felt listened to and heard, facilitating better child protection. They raised the ways in which quality of support varied across services, with a repeated emphasis on how having a "guardian", a "good social worker" or a "good solicitor" directly related to whether they felt cared for and were able to navigate services or disclose important aspects of their experiences. Inconsistency across quality-of-service provision was discussed as being a problem (especially having to frequently change social workers or solicitors), but young people who had positive experiences with support services detailed how these had helped them.

"There is a need for safety and support, should be a good social work ... and a good advocate, and solicitor as well." (young person, session 2, location 1, May 2022)

"I have had three social workers already." (young person, session 5, location 1, May 2022)

Young people with Independent Guardians commented on their beneficial roles:

"They make sure you get a good lawyer, they choose a lawyer for you and they come to the lawyer with you and make sure you get a good interpreter because they've got experience with interpreters." (young person, location 2, session 5, May 2022)

"The guardian I think is really important for young people... they have like special experience with young people. Even the way they talk to the young people or the way – that's really, really important and really special. They listen to the young people and they give you advice and they help you if you have any problem or if you need any help, they are able to help you at any time. For example, now I'm not under guardianship care anymore but I think now if I have a big problem, I'll contact with my guardianship firstly and my social worker. Yeah, so it's very important." (young person, location 3, session 2, May 2022)

Young people also discussed relationships with solicitors and the need for good quality legal advice, with some stating they could see the value of repeat appointments to ensure their cases were prepared well, but they mentioned that having appointments cancelled without being informed was common amongst their peer group. The emphasis for most young people was on their solicitor 'doing a good job' with their case. With some who had damaged cases and faced precarity, the discussions of quality solicitor representation evoked significant emotion. The importance of high-quality legal advice for children affected by trafficking was also highlighted in multiple submissions to the global call, with some addressing this need not solely in the realm of immigration but also in public law, community care and the criminal justice system regarding their trafficking determinations, criminal offences, and age assessments.

Across the full range of professionals and practitioners young people had contact with, they discussed how each person they met needed to have an account of their experiences, with young people repeating details to each service. Most young people stated this practice perpetually re-opens memories which are traumatic and sets them back from recovery.



"I had to keep telling my story over and over again." (young person, session 5, location 1, May 2022)

"And we always have to start at the beginning. And after we tell the stories it brings back the memories and leaves us feeling bad again." (young person, session 5, location 1, May 2022)

There was frequent reference to the need for and benefits of having access to practitioners who were specialist, trauma-informed and well-trained to understand how young people are affected by trafficking:

"From my personal experience with the police, she made you feel scared, was angry and not kind. 'Here is the camera! Here is the mic! and you talk now. You must answer every single question that I tell you, otherwise you will have to come here again.' And the questions she asked made me feel like I didn't want to answer. ... She said, even if you didn't feel comfortable to talk about personal things, you must answer." (young person, session 2, location 2, May 2022)

"[We also need] well trained support workers. Because the way my social worker made me feel, it made me feel closer to her and tell her more." (young person, session 2, location 2, May 2022)

Young people also spoke about why it was important for them to have advocates who can provide links between services.

"This is what I say, they need someone to show them which way they have to go. Not just social workers, some social workers are doing this for the business. Foster families, the same, they are doing for the business." (young person, session 2, location 1, May 2022)

This advocacy had sometimes been found in the organisations young people were associated with:

"Family can be just not blood. When I came here, I remember when I was with my family. ... They help everything – [name of organisation] is like my family." (young person, session 3, location 1, May 2022)

Or, where they had been appointed a guardian:

"They bring me a Guardian. He was a very nice person. ... The way he talked to me and the way he asked me. ... He could be your father or brother." (young person, session 2, location 2, May 2022)

8.3 Right to life, survival and development

Article 6 of the Convention on the Rights of the Child sets out the right to life, survival and development; places obligations on states to ensure that children are protected from violence, abuse and exploitation; and calls for children to be supported to develop and achieve their potential.⁷⁴ The greatest proportion of qualitative data was generated within this Article, with two key themes emerging (safety and child development) plus a broad conception of what protection means to young people, the theme of peace and some associated considerations around trauma.

The need for safety and security was expressed by young people in short-, medium- and longer-term senses and as being safe and feeling safe, clearly linking with the thematic outcome of protection. The key factors identified in the scoping review of UK evidence as influencing protection outcomes are largely concentrated around professional practices, approaches, attributes, and the contexts of practices, which is unsurprising given the focus on outcomes. A key consideration in the scoping review literature is the way in which professionals' constructions of risk and vulnerability, the construction of their own safeguarding and corporate parent responsibilities, and their constructions of children and young people shape the nature and extent of their approaches to protection.

Children and young people's own constructions of risk and vulnerability are also addressed as important aspects of understanding how they relate to their own protection needs and how this influences their perceptions of and engagement with professionals and services. Linked to this, trust, credibility and commitment in relationships between children and

professionals are evidenced to sit at the heart of their protection, especially in relation to creating psychologically safe spaces for disclosure and identification. These findings resonate with those of the UK evidence in our global call which places an emphasis on physical and relational safety, with the importance of safety plans, professionals building trust, consistency of support, rights-based practice and cultural competence. Safety was identified first and foremost as a key, fundamental priority, which young people related to not feeling safe prior to arrival into the UK:

"... when you are at home you feel safety you know? Because we have been living in, living in many different places." (young person, location 3, session 5, May 2022)

To which another young person in the same session replied:

"Yes, so when you are in transit, so you didn't feel like you are safe." (young person, location 3, session 5, May 2022)

This was followed by the practical frameworks that underpin this safety.

"Protection for every young people from outside the UK is the first thing needed. Protection could be making him safe, for example, where to sleep and stay, and to get education ... healthcare ... friendships, I mean for protection." (young person, session 2, location 2, May 2022)

"What is next is supposed to be guardianship, a social worker, lawyer and interpreter." (young person, session 2, location 2, May 2022)

⁷⁴ UN Committee on the Rights of the Child, 'General Comment No. 6: The Right of the Child to Be Heard'.



Within the need for broader safety and security, physical safety was highlighted as being important, especially in relation to safe and age-appropriate accommodation.

"It is important for people to feel safe when they are sleeping in a new country. ... The staff need to be kind and nice because maybe people are coming from traumatic experiences. Staff have to be very understanding of what we have been through." (young person, session 2, location 2, May 2022)

"Since 16, my social workers put me with adults. They are 54 and 45 and they used to bring 20 people to the house." (young person, session 2, location 1, May 2022)

Psychological safety was just as important as physical safety to young people and they identified the police and interpreters (in immigration and care procedures) as two sets of professionals who could play a meaningful role in establishing a sense of psychological security for them.

"We fear the police because they are so brutal. ... We had mentoring on how the police here and back home are different. ... Who are they protecting against? Like drugs, criminal gangs ... we fear child abuse, statelessness." (young person, session 4, location 2, May 2022)

"Back then I was just 17, didn't know anything, what is going on. The way they deal with the situation was absolutely horrible and since then I feel so bad about the police. Even if I have a problem I think twice to call them, I am bothering them or something, even though it is their job." (young person, session 2, location 2, May 2022)

"With young people you need to be more friendly. The same way they have special interpreters for the NHS, they [the Home Office] should be that way." (young person, session 2, location 2, May 2022)

In terms of aspects of relational safety, reference to potentially being vulnerable within community settings was briefly touched upon. However, as one young person outlined, following advice from their Independent Guardian, relational safety was already a consideration:

"I think safety ... for myself, it depends who you follow, what you do and who you do it with. So I feel like before you really talk about safety, make sure you yourself feel safe, and you avoid bad stuff, and have good friends, people around you. Make sure you follow the right things ..." (young person, location 3, session 5, May 2022)

There is a lack of literature on child development for this population, something which is a key component of current child protection frameworks in the UK.⁷⁵ There was some indication from the sessions with young people that, as with other areas, a degree of victim-blaming is still present in practice and future research should seek to understand this in relation to children and young people affected by human trafficking and/or modern slavery. It was, however, clear from discussions that young people had clear ideas about what they wanted to do and be. As one young person succinctly outlined:

"And these young people, they're going to be someone in the future and they're going to give back all that help that they got from this government and it's very important for young people and support workers to know all of this." (young person, location 2, session 2, May 2022)

Another young person suggested:

"And the support they need is ... to show them which way they have to go because it is a life challenge when they come to the UK." (young person, location 3, session 2, May 2022)

The right to life, survival and development incorporates rights to education, healthcare, being able to make friends and have fun, but also to be able to have a future. In the UK scoping review literature, the emphasis is on accessing education and positive educational experiences as positive pathways to good integration outcomes. Some of this small body of literature also highlights

the links between education, mental health and recovery, bridging the recovery of ordinary life with psychological recovery.

Reflecting the global imperative of Article 6, the overwhelming majority of UK academic papers in our scoping review are focused on protection, either in terms of outcomes, or thematically around the key factors influencing protection outcomes (n=60). Often this focus on protection is allied to other outcomes at the heart of this research, such as participation, recovery and empowerment, demonstrating an inter-dependence between each of the outcomes. Our analysis shows that protection, in the UK strand of our scoping review, is often conceptualised as prevention, with a focus on preventing the trafficking and exploitation of children at risk and on the prevention of any further harm after trafficking and exploitation.

The outcomes and thematic literature we reviewed also position knowledge, information and understanding of trafficking and exploitation as a key facet of protection. It relates this to the need for informed practice, the importance of education for supporting children and young people to see the danger in their own circumstances, education for attuning children at risk as an approach to prevention and for engaging families and communities. The importance of improved data collection for protection is highlighted in the evidence received through the global call with one submission highlighting the evaluation of a project working with trafficked children in Benin and noted some of the risks faced by children who tend to go missing and return to exploitation, with a whole community approach particularly focused on education leading to a reduction of risk in the medium- and long-term.

⁷⁵ Ayesha Kadir, Sherry Shenoda, and Jeffrey Goldhagen, 'Effects of Armed Conflict on Child Health and Development: A Systematic Review', *PLOS ONE* 14, no. 1 (16 January 2019): e0210071, <https://doi.org/10.1371/journal.pone.0210071>; Boothby et al., 'What Are the Most Effective Early Response Strategies and Interventions to Assess and Address the Immediate Needs of Children Outside of Family Care?'



Young people had a broad conception of what protection means for them and many of these protection-focused themes are also in the findings of our fieldwork with young people. For example, in our group work sessions on the theme of protection, we worked with the metaphor of the shield as protection. Group based exercises relating to the theme of protection through the use of shields saw this broad conception visually represented.

Trust in professionals was also highlighted by young people in this research as being central to their protection and their relational safety with professionals.

"If you don't trust, you don't ask for protection." (young person, session 4, location 2, May 2022)

This aligns closely with young people's participation and we therefore explore young people's understanding of trust in the section on the right to be heard below.

Young people in this research also explored the meaning of recovery across various workshops, and took a holistic approach to this, representing it in the short term as having access to psychological or psycho-social support and in the long term as being able to live on and look to the future. Submissions to the global call also raised concerns regarding child victims' ability to access appropriate support, particularly mental health support, which was a significant barrier to positive outcomes due to high thresholds for services and the instability in a child's life. During the workshops young people spoke about this in very humanising language, using terms such as finding peace, having freedom and independence, and being able to continue their life.

"You can't work on the future without peace." (young person, session 3, location 1, May 2022)

"Peace is where you can see your future – when you can think about tomorrow." (young person, session 3, location 1, May 2022)

There was a recognition by some young people of the link between trauma and protection, underscoring the importance between recovery and protection outcomes, and the importance of seeing the interdependence of outcomes.

"When you come in from a traumatic situation, even when you have got instincts and you know how to protect yourself, you just don't use them because you are in a very bad situation and your brain doesn't work in the same way. ... I think your brain, you are just so tired. ... You are coming from something traumatic, you are alone in a city you don't know, people you don't know. And your brain has so much to take, language, people, everything else, new environment ... and going through the process of papers and everything else. And then you are just so tired that you can't do anything. You stop taking care of yourself, you stop using this brain because your brain is thinking of the other stuff. You are so tired, so you can't even think about taking care of yourself." (young person, session 4, location 2, May 2022)

Child-centred outcomes and indicators are highlighted in various submissions as key to determine whether efforts to eradicate this form of abuse was successful. One such submission from the Philippines focused more widely on violence against children. The project developed guidance and indicators towards a child-centred framework from which this project drew.⁷⁶ The international evidence highlighted the impact of psychological and physical

⁷⁶ Amanda Third et al., 'Child-Centred Indicators for Violence Prevention: Summary Report on a Living Lab in the City of Valenzuela, Philippines', 2020. Sydney: Western Sydney University.

trauma on child victims. One response highlighted short-term risks to child victims upon repatriation from Indonesia which have led to death. Another response highlighted the challenges in understanding outcomes for child victims given the data limitations in South Korea which has a very narrow definition of human trafficking (only including cases of kidnapping, abduction or trading of people) and almost no data collection. Another submission highlighted the evaluation of a project working with trafficked children in Benin and noted some of the risks faced by children who tend to go missing and return to exploitation, with a whole community approach particularly focused on education to reduce this safety risk in the medium and long term.

Some specific comments relating to outcomes formed part of discussions within young person sessions in the UK:

"And the outcome is like success, increasing confidence as well..." (young person, location 3, session 2, May 2022)

"The outcome to me is freedom, being independent, happy, more in control, confident, responsible, no longer shy or scared and being able to trust people around you." (young person, location 3, session 5, May 2022)

The right to child development in the UNCRC includes a child's physical, mental and psychological development and is directly relevant for understanding recovery processes and outcomes.⁷⁷ There is a strong focus on recovery in the UK part of the scoping review literature (n=23) and in the international evidence of the global call, which

⁷⁷ Manfred Nowak, *A Commentary on the United Nations Convention on the Rights of the Child, Article 6: The Right to Life, Survival and Development* (Leiden, The Netherlands: Brill | Nijhoff, 2005), <https://doi.org/10.1163/9789047408109>.

highlights the impact of psychological and physical trauma on child victims. Mirroring the holistic definition of development in Article 6, the concept of recovery across the literature review is holistic, incorporating physical, affective, mental health and relational aspects of recovery.

In cognate international evidence on 'What Works' for who, when and in what contexts has demonstrated that Violence Against Women and Girls (VAWG) is preventable (n=8).⁷⁸ This research, funded by the UK government and conducted in Low- and Middle-Income countries provides both key elements and learning which could be incorporated into UK-based thinking, policy and interventions. Importantly, ten known key elements of interventions that have contributed to and have been shown to almost always be required for success of interventions. These ten key elements of the design and implementation of more effective 'What Works' interventions include rigorous planning, a robust theory of change rooted in knowledge of local contexts and the use of group-based participatory learning methods for adults and children that emphasise empowerment and critical reflection. Key elements around implementation include staff and volunteers being selected through careful selection processes to ensure they hold non-violent and gender-equitable attitudes and who are thoroughly trained, supervised and supported.

⁷⁸ E Fulu and L Heise, 'What Do We Know about Violence against Women and Girls and What More Do We Need to Know to Prevent It', *A Summary of the Evidence. WhatWorks to Prevent Violence: Cape Town*, 2014; Rachel Jewkes et al., 'Effective Design and Implementation Elements in Interventions to Prevent Violence against Women and Girls', *What Works to Prevent VAWG*, 2020; R Jewkes, 'What Works Evidence Review: Social Norms and Violence against Women and Girls', 2017; Alice Kerr-Wilson et al., 'A Rigorous Global Evidence Review of Interventions to Prevent Violence against Women and Girls', *What Works to Prevent Violence among Women and Girls Global Programme, Pretoria, South Africa*, 2020; Daniela Ligiero et al., 'What Works to Prevent Sexual Violence Against Children', 2019; Maureen Murphy et al., 'What Works to Prevent Violence against Women and Girls in Conflict and Humanitarian Crisis: Synthesis Brief', *Washington DC and London: International Rescue Committee, Global Women's Institute*, 2019.



8.4 Participation and the right to be heard

The fourth Convention principle is set out in Article 12 on the right of children to be listened to and taken seriously. Despite this right, participation was a particularly weak point in both the international and domestic evidence. One submission for the global call for evidence stated, 'it must be acknowledged that the involvement of children in the making of trafficking in person policies in Indonesia has not been maximised.' None of the reports submitted as evidence included the participation of children and young people in the development of domestic policies and procedures by government agencies. One submission highlighted good practice developed by ECPAT Norway through their *council of survivors of child trafficking* which developed a manifesto and a survivors' forum.⁷⁹ In the United Kingdom, the Migrant and Refugee Children's Legal Unit (MiCLU) at Islington Law Centre and the Shpresa Programme developed their project working with Albanian young people with child participation as the guiding feature and included initiatives such as the provision of child-friendly information and Immigration Champions 'Voice of the Child' engagement and empowerment programme.

A striking finding of the evidence submitted via the global call and the literature reviewed was that children's views are rarely requested and included in literature about them, even those pertaining to children's rights. As an extension of this, children's rights are largely absent from the literature or do not show up in any substantive ways. When participation is addressed in the literature, such as in the UK strand of our scoping review, it tends to be in conjunction with a protection and prevention focus, and an emphasis on the importance of anchoring counter-trafficking and/or exploitation initiatives and practice responses in lived-experience knowledge. Reflecting the lack of children's participation

in programmatic and policy responses to child trafficking and exploitation, there is unsurprisingly a gap in the academic literature on understanding the processes and impacts of young people's participation in these.

A 'survivor turn' has occurred across other topics and is now being welcomed within human trafficking and modern slavery debates. A key question will be how to combine more traditional forms of research with the call for survivor testimonies. Across much of the trafficking-adjacent literature, the use of socio-ecological and contextual models are a consistent theme and, across the more established literature, structured and outcomes-focused theories of change are being utilised.

Young people discussed how they did or did not feel listened to and whether they thought what they said mattered to practitioners and others around them. Their 'voice' was detailed as being contingent on feeling safe and comfortable:

"I think you have to adapt first because when you feel comfortable, as you said, so you would be more open and will speak. Because the voice is the most heavy element to demonstrate what you want, so like you have to adapt and feel comfortable around, so then you can then speak up." (young person, location 2, session 5, May 2022)

As such, pathways to positive outcomes are contingent on ensuring work with children and young people is participatory, child-centred, and has a rights and entitlements approach that is underpinned by relational approaches built on trust. The quality and timing of support were found to be key factors influencing these pathways.

Internationally, the intersection between Violence Against Children (VAC) and Violence Against Women (VAW) is now being more fully explored (n=9).⁸⁰ This offers a prime area for research into human trafficking, particularly around adolescence – or the 'girl in the middle' – a topic sometimes overlooked by child protection agencies concentrating on protecting young children and programmes focussed on empowering women. It is also important that any concentration on adolescence and trafficking includes both young men and young women. Reviews on adverse childhood experiences (ACE) (n=3), trafficking adjacent literature (n=4) and the more mature literature on domestic violence or abuse, inter-personal or intimate partner violence, sexual violence or gender-based violence (n=12) also hold insights relevant to trafficking, including in relation to working 'with' rather than 'on' or 'for' survivors as an understood aspect of feminist methodology and attempts to break down power differences between researchers and researched.

A specific focus on outcomes for children and young people affected by exploitation, trafficking and/or modern slavery is absent from literature in the UK. As with interventions with any victims of abuse and particularly trafficking-affected migrant populations, work with young people rests on a fulcrum of trust between those in receipt of services and those delivering them as a key component of any successful support endeavours.

Young people consistently stated during the participatory workshops that they felt listened to when there was trust with the professional:

"Trust is 100% very important. I trusted her so much that I would share any problem with her [social worker] and she would support me, give me advice." (young person, session 2, location 2, May 2022)

"It is all about trust. ... People don't give it easily." (young person, session 4, location 2, May 2022)

Young people enjoyed participating in this research:

"I meet new people and they were nice and I learn a lot in this group." (young person, location 2, session 5, May 2022)

"I really like the group and you are really friendly and you make me feel comfortable when I come here and you help me a lot when I need help." (young person, location 2, session 5, May 2022)

"Yes, so it's comfortable for me to say, it's, say my, say out loud my experience. And you are listening to me and that made me feel ... It's like I feel nice because when I say something, someone listen. Not like I talk to the wall." (young person, location 2, session 5, May 2022)

"Well, for me I would just give the full five because the group is really, really important. Get to express what you know and to learn what you don't know. So like the group is just like what we asked, so everyone was speaking about what to, what we asked and that is really, really nice. And from there I feel comfortable like speaking because I like to express myself in many, many things, what I'm facing, you know? So the group gave me the courage to build up this my centre to explore." (young person, location 2, session 5, May 2022)

⁷⁹ ECPAT Norway, 'The Survivor Platform', n.d., <https://thesurvivorplatform.com>.

⁸⁰ Ligiero et al., 'What Works to Prevent Sexual Violence Against Children'.



9. Conclusions

In addressing the aims of the research, this project worked within spaces of possibility. Young people experienced the time and freedom to be able to create and reflect, to connect with other young people and the research team. This project was innovative for its focus on identifying positive outcomes in partnership with young people themselves, putting their voices, their language, and their knowledge centre stage, and prioritising the United Nations Convention on the Rights of the Child (1989) as important articles of faith and action for the improved care and protection of children and young people affected by trafficking and modern slavery.

Against the backdrop of the research as a process of possibility, young people informed an Outcomes Framework for what positive outcomes might look like in a UK context. We aimed to bring the knowledge and lived experiences of young people together with a global call for practitioner-based evidence and an international scoping review of peer-reviewed literature. In doing so we have found that involving young people in this research has resulted in finding a new perspective currently missing from literature that is focused on positive possibilities, growth and what can be achieved if basic opportunities are available. It is clear that the predominant focus on negative outcomes within the literature lies in contrast to how young people within this study envisage their futures.

We also found that good practice exists to ensure young people affected by human trafficking can experience relational protection through trusting

relationships that are safe and offer some stability. As an extension of this, we found that young people themselves understood what the language, grammar and expression of good systems and practices does or should look like. We have identified what they said about this throughout this report as an invitation for reflection, replication and remedy. In other words, children's voices are possible and vital in efforts to achieve positive outcomes. If we are serious about enabling positive outcomes for this group of young people, these examples of good practice could and should be replicated beyond the excellent work of a few outstanding organisations as part of creating positive system change.

Children and young people have rights – to be heard, participate and to be able to develop their lives and contribute to society. In the context of the UK, this right to be heard does not often reach policy-making. There is also a real lack of focus in existing literature regarding these rights to personal development which again stands in stark contrast to the ways young people envisaged their own futures. The right to life, survival and development emerged as a key principle within this study. Within this, safety – being safe and feeling safe – was an important outcome and foundation stone for other positive outcomes. Additionally, when young people have independent guardians in place they feel listened to and heard and this in turn enables better child protection. This research goes some way towards beginning to redress gaps in our understanding by focusing on outcomes and pathways to sustainable futures for children and young people affected by trafficking and modern slavery.



The findings of the research shows that the most significant barriers for the positive outcomes children wish to achieve are structural and hinder their ability to recover and access the same opportunities as any other young person. This is particularly the case regarding the negative impact of immigration procedures and the wait to gain legal status as continually highlighted by young people, in the review of literature and through the global call submissions. It is not possible to separate young people's views and experiences from the political context in which they find themselves. During this research project young people expressed high levels of anxiety regarding a range of Government policies to prevent migrations potentially affecting them, young people like them or people they know. They feel the impact of an anti-migrant narrative in the media and, during workshops held between April

'The Big Book' by 'TB', ECPAT UK youth programme member

and June 2022, expressed both distress as to how it is permeating their lives and aspirations and, more broadly, what individual policy measures, such as a policy to deport asylum seekers to Rwanda, would mean for other young people.

Alongside this project, the team proposes further development on evaluating the impact of current policies and procedures on children achieving positive outcomes following identification. It is hoped that the turn towards involving survivors in research will continue and an approach of working with, rather than on or for, those with lived experience of human trafficking, modern slavery or exploitation will now thrive.



10. Future Research

Future research is warranted relating to the Positive Outcomes Framework we have developed both to find routes for operationalising the framework, but also to begin to build necessary monitoring and evaluation structures into interventions for this population.

The Positive Outcomes Framework developed herein can be seen as a tailored framework for this population of young people relating specifically to their experiences post-trafficking and in the UK. The focus on positive outcomes for this population is rare but much needed, stemming from dynamic engagement with young people whose focus is on positive aspects of their current lives and building positive futures.

Additional research could now focus on piloting this tool and then developing qualitative and quantitative measurements for each indicator when the Positive Outcomes Framework is deployed to gauge the impact of individual instances or particular policies, with the latter potentially focused on effects of anti-trafficking practice on trafficking 'victims'. There are varying outcome measures, quantitative and qualitative data collection and analysis methods used in research on trafficking and health.⁸¹ There are also a range of standardised measures available⁸² but no one specific tool that has been validated

for use with young people⁸³ affected by trafficking or that considers a broader range of trafficking experiences much beyond sexual exploitation. The analysis of systematic reviews revealed that few trafficking studies incorporate holistic views of wellbeing and standardised measures used with this population have often not been tested with survivors of trafficking themselves.⁸⁴ In other words, there is a much greater focus on negative outcomes or negative health sequelae than outcomes that focus on protective factors, capabilities or resilience, with some notable exceptions.⁸⁵

Future research might also focus on ensuring these are culturally and contextually relevant for a broader range of young people who have overcome trafficking, best conceived through longitudinal designs – a future consideration for funders.

⁸¹ An Assessment of Survivor Outcomes (ASO) tool has been validated for use with adults by the International Justice Mission (IJM).

⁸² Graham et al., 'Measures for Evaluating Sex Trafficking Aftercare and Support Services: A Systematic Review and Resource Compilation'.

⁸³ Logan Knight, Yitong Xin, and Cecilia Mengo, 'A Scoping Review of Resilience in Survivors of Human Trafficking', *Trauma, Violence, & Abuse* 23, no. 4 (1 October 2022): 1048–62, <https://doi.org/10.1177/1524838020985561>; Heyeres et al., 'Interventions Targeting the Wellbeing of Migrant Youths: A Systematic Review of the Literature'.

⁸¹ Cannon et al., 'Trafficking and Health: A Systematic Review of Research Methods'.

⁸² Graham et al., 'Measures for Evaluating Sex Trafficking Aftercare and Support Services: A Systematic Review and Resource Compilation'.



11. Recommendations

Based on evidence generated in this study through participatory workshops with young people, academic and practice-based evidence, recommendations are:

- The **UK Government and devolved administrations** must ensure that all decisions about children in their individual cases and in the development of law and policy are made with their best interests as the primary consideration.
- The **UK Government and devolved administrations** must ensure mechanisms are in place for the meaningful participation of child victims in policies and interventions that affect them. These include providing child-friendly information, undertaking Child Rights Impact Assessments on emerging policies, building in a monitoring and impact evaluation process following the implementation of those policies and developing meaningful consultation with young people.
- The **UK Government and devolved administrations** must ensure that child victims of trafficking are always treated as children first and afforded their rights to the protection and care they need.
- The **UK Government and devolved administrations** must ensure children identified as potential victims of slavery and trafficking are promptly assigned an independent legal guardian.
- The **UK Government and devolved administrations** must commit to supporting positive outcomes for child victims in care, education and immigration as well as measuring the impact towards positive outcomes of the National Referral Mechanism.
- The **UK Government and devolved administrations** should consider operationalising the Positive Outcomes Framework in a pilot study to measure the effectiveness of current policies in achieving positive outcomes for identified child victims.
- The **Home Office** must ensure the immigration and asylum system does not re-traumatise children.
- The **Home Office** must ensure that current barriers to the recovery and achievement of positive outcomes for child victims are removed. Procedures must not place children at risk of further exploitation nor undermine their rights with an emphasis on their transition into adulthood.
- The **Ministry of Justice** must ensure all child victims can access a solicitor who has the expertise to properly represent them in the complex areas of immigration, criminal justice, child welfare and protection law.



- Local authority children's services with the full support of the Department for Education and equivalents in the devolved administrations must provide quality care for migrant child victims to ensure they are afforded specialist support and the same opportunities as other young people.
- Local authority children's services must enable psychological and physical recovery for child victims, particularly in the provision of safe accommodation and access to mental health services.
- Statutory chief officers and safeguarding partners in each local authority area must ensure they develop relationship-based practice that builds trust with children as fundamental to their ability to have their voices heard and for them to feel safe.
- All professionals working with children and young people who have been identified as trafficked must ensure a positive non-discriminatory practice and use non-discriminatory and non-stigmatising language when working with them.



'Stable Futures' by 'TB', ECPAT UK youth programme member

12. Appendices

Appendix 1: Search Terms

There are three individual search strings detailed below. The first relates to outcomes, the second to the broad thematic areas of the study – participation, inclusion, empowerment, protection and recovery – and the third relates specifically to the 'what works' literature. The first two strings are limited to a UK geographical focus and the third string is international. As such the search terms for the 'what works' string will incorporate terms likely to arise across high-, middle- and low-income countries:

String 1: Outcomes (UK focus)

Child / young person search string	Child* OR young person OR young people OR young adult OR adolesc* OR teen* OR youth OR minor OR girl* OR boy* OR victim OR survivor OR separated child* OR unaccompanied OR girl OR boy OR minor OR transition
AND	
Outcomes, search string	Outcomes OR life chances OR pathway OR mechanism OR durable solution OR impact OR triple plan* OR changes OR trajectory OR best interest* OR age*
AND	
Human trafficking / 'modern slavery' search string	Human traffic* OR exploit* OR servitude OR domestic servitude OR anti-traffic* OR re-traffic* OR debt OR bond* OR forced labo* OR child traffic* OR modern slavery OR slavery OR bond* OR sexual exploitation OR WFCL OR organ harv* OR worst forms of child labour OR rape OR missing child* OR undocument* OR refuge* OR asylum* OR abuse OR maltreatment OR vulnerabilit* OR trauma OR multiple OR polyvictim* OR migran* OR migration OR irregular* OR humanitarian OR private fostering OR grooming OR child on the move OR commercial sexual exploitation of children OR CSEC OR sexual exploitation of children OR SEC OR criminal exploitation OR gangs OR street child* OR street work child* OR early marriage OR forced marriage OR child marriage OR child bride OR child prostitut* OR child migran* OR child lab*
AND	
Limiters	United Kingdom OR England OR Wales OR Scotland OR Northern Ireland



String 2: Thematic topics (UK focus)

Child / young person search string	Child* OR young person OR young people OR young adult OR adolesc* OR teen* OR youth OR minor OR girl* OR boy* OR victim OR survivor OR separated child* OR unaccompanied OR girl OR boy OR minor OR transition
AND	
Participation, inclusion, empowerment, protection and recovery search string	Particip* OR engag* OR involve* OR plan* OR decision* OR right to be heard OR voice OR advoca* OR capacit* OR child led OR youth led OR co-create OR views of* OR Article 12* OR Article 13* OR UNCRC OR voice OR Inclu* OR exclus* OR integrat* OR reintegrat* OR resettlement OR settle* OR civic eng* OR engag* OR right* OR entitlement OR community OR non-discrimin* OR network OR relationship OR social capital OR age* OR transform* OR stability OR safe* OR rehabilit* OR solution OR empower* OR self efficacy OR self esteem OR autonomy OR capabilit* OR agency OR success OR wellbeing OR protection* OR protect* OR care OR support OR needs OR program* OR service OR practice OR good pract* OR safeguard* OR best interest OR disclos* OR guardian OR advoc* OR decision* OR recover* OR heal OR therap* OR resilience OR wellbeing OR what works OR transition* OR intervention
AND	
Human trafficking / 'modern slavery' search string	Human traffic* OR exploit* OR servitude OR domestic servitude OR anti-traffic* OR re-traffic* OR debt OR bond* OR forced labo* OR child traffic* OR modern slavery OR slavery OR bond* OR sexual exploitation OR WFCL OR organ harv* OR worst forms of child labour OR rape OR missing child* OR undocument* OR refuge* OR asylum* OR abuse OR maltreatment OR vulnerabilit* OR trauma OR multiple OR polyvictim* OR migran* OR migration OR irregular* OR humanitarian OR private fostering OR grooming OR child on the move OR commercial sexual exploitation of children OR CSEC OR sexual exploitation of children OR SEC OR criminal exploitation OR gangs OR street child* OR street work child* OR early marriage OR forced marriage OR child marriage OR child bride OR child prostitut* OR child migran* OR child lab*
AND	
Limiters	United Kingdom OR England OR Wales OR Scotland OR Northern Ireland



String 3: 'What Works' (international focus)

'What works' search string	What works OR outcome* OR effective OR positive
AND	
Complex social problem / human-trafficking adjacent research search string	Violence against child* OR child sexual exploitation OR violence against women OR violence against women and girls OR domestic violence OR domestic abuse OR gender-based violence OR sexual and gender based violence OR interpersonal violence OR IPV OR child lab* OR women's empower* OR empower* OR human traffic* OR exploit* OR servitude OR domestic servitude OR anti-traffic* OR re-traffic* OR debt OR bond* OR forced labo* OR child traffic* OR modern slavery OR slavery OR bond* OR sexual exploitation OR WFCL OR organ harv* OR worst forms of child labour OR commercial sexual exploitation of children OR CSEC OR sexual exploitation of children OR SEC OR criminal exploitation OR gangs OR early marriage OR forced marriage OR child marriage OR child bride OR child prostitut* OR child migran* OR child lab*
AND	
Limiters	Systematic review OR meta-analysis

Following recent inclusion in US research agendas around 'human trafficking-adjacent research', experimental data around child labour and intersecting interventions on women's empowerment and empowerment generally have been included in this search (IPA, 2021).



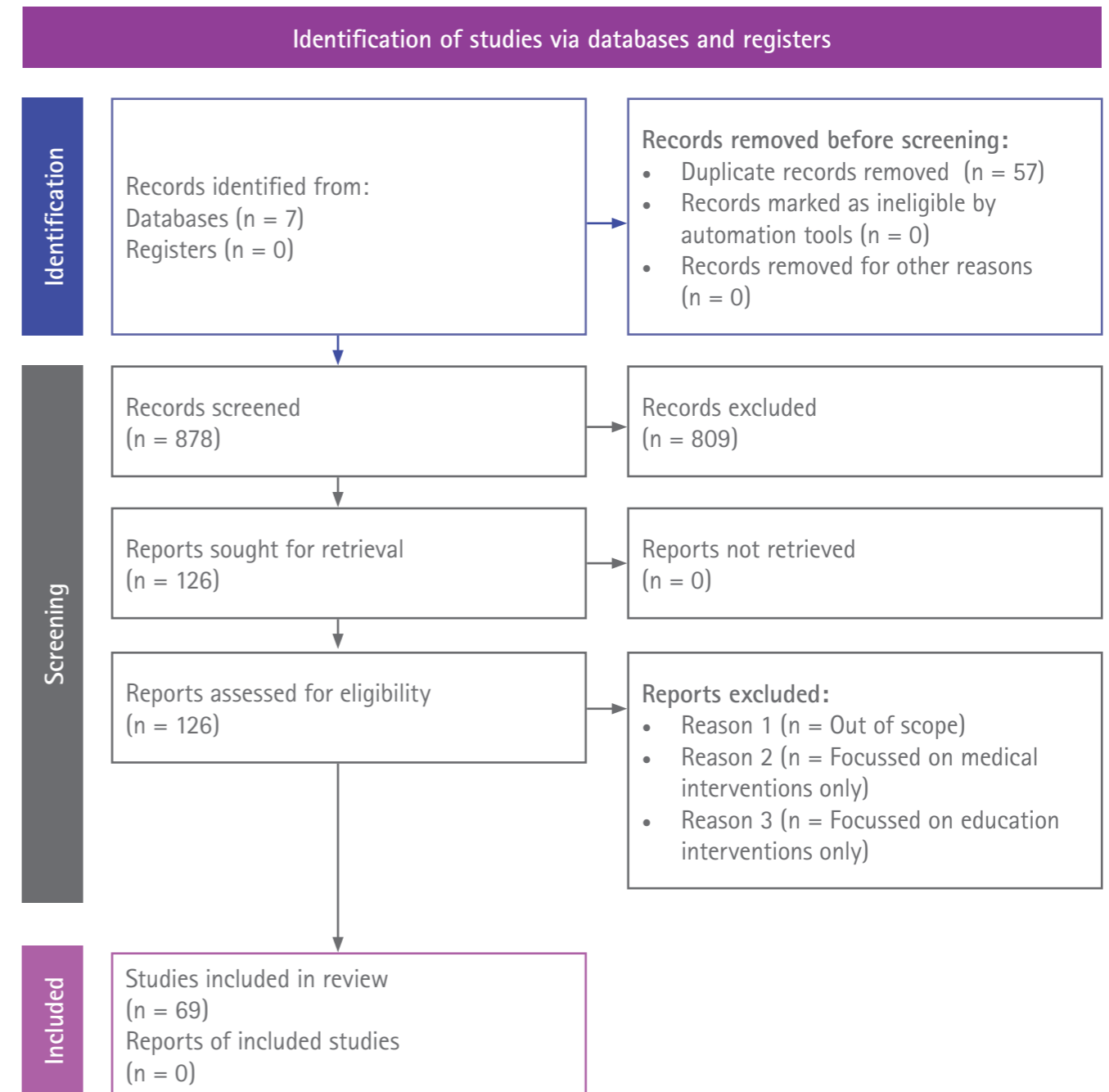
Appendix 2: Inclusion and Exclusion Criteria

For the two UK search and one international search strings, inclusion and exclusion criteria were:

String 2: Thematic topics (UK focus)

	Inclusion criteria	Inclusion criteria
Outcomes, participation, inclusion, empowerment, protection and recovery in the UK search string	<ul style="list-style-type: none"> - Peer-reviewed literature - Contains empirical data from primary qualitative or quantitative research relating to outcomes, participation, inclusion, empowerment, protection and recovery - Systematic, comprehensive or authoritative reviews on human trafficking and/or 'modern slavery' (both internal and cross-border trafficking) - Literature that has been informed by the participation of children and young people who have experienced human trafficking and/or 'modern slavery' - Literature that includes and is informed by the participation of children and young people - Full text availability - Literature in English - International literature - Literature between January 2017 and December 2021, not excluding landmark publications that pre-date 2017 	<ul style="list-style-type: none"> - Literature that is not peer-reviewed or represents an authoritative source - Literature without primary research - Theoretical or conceptual literature - Literature on perpetrators of human trafficking - Literature not relevant to aims and objectives of study - Literature pertaining to low and middle-income countries - Commentaries - Training manuals and handbooks - Legal research with a purely normative focus - Double use of data – i.e. no use of multiple publications from the same data set
'What works' in human trafficking, 'modern slavery' and international cognate areas search string	<ul style="list-style-type: none"> - Systematic reviews that are human trafficking and/or modern slavery focused - Systematic reviews that explore associated or cognate topics - Reviews of evidence from authoritative sources - Meta-analysis of quantitative data (if available) that are human trafficking and/or modern slavery focussed or explore associated or cognate topics - Literature pertaining to high, low and middle-income - Full text availability - Literature in English language - Literature between January 2017 and December 2021, not excluding landmark publications that pre-date 2017 	<ul style="list-style-type: none"> - Literature that is not peer-reviewed or represents an authoritative source - Literature without primary research - Theoretical or conceptual literature - Literature on perpetrators of human trafficking, prevalence of trafficking, solely related to medical interventions or out of scope of aims and objectives of study - Commentaries - Training manuals and handbooks - Legal research with a purely normative focus - Double use of data – i.e. no use of multiple publications from the same data set

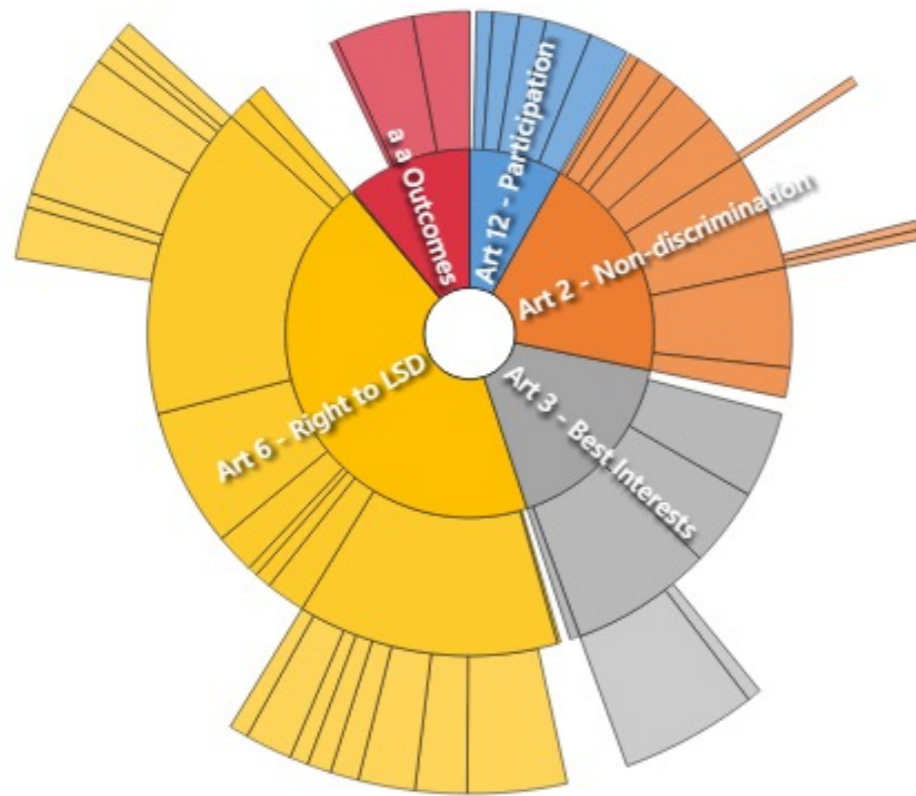
Appendix 3: PRISMA flow diagram – Strand 3 – Systematic reviews of human trafficking, trafficking-associated and 'What Works' search



Matthew J Page et al., 'The PRISMA 2020 Statement: An Updated Guideline for Reporting Systematic Reviews', BMJ 372 (29 March 2021): n71, <https://doi.org/10.1136/bmj.n71>.



Appendix 4: Figure of Thematic Analysis exported from Nvivo12



Appendix 5: Participation Workshop Example

Session number five

Duration: four hours

This session is a good follow on from protection because participation and protection are so linked. Picking up from where we stopped last session, we will reflect on the meaning of protection for young people (YP), and why it is important to share this information with professionals. In this session we will raise the questions:

Why is participation important and what difference it can make? Where and when is it important to hear children's voices? What are the best ways to ensure children have a voice and are listened to? We will use Lundy's Model of Voice, Space, Audience and Influence to do some work with young people.

Description: The YP will explore the themes of participation and finding their voice

Aims

- Explore the theme of young people's voice and participation
- Offer space for YP to share their feedback around different professionals
- YP to be able to feel safe to express their thoughts and feelings

Time facilitators	Structure	Rationale
10 mins	Focus	<ul style="list-style-type: none"> • To identify ourselves to the young people with our first names, giving them the opportunity (if appropriate) to offer their names to consolidate relationships and acknowledge each person as individual allowing them to feel validated. • To consolidate established relationships through communicating (visually and verbally), and agreement between the facilitators and the YP on group expectations.
Lead Elias Helen	<p>Introduce ourselves:</p> <p><i>We will play catching the name ball game: Young people will throw a ball to each other and say their names.</i></p>	
Materials & Equipment Soft juggling balls	<p>Working alliance</p> <p>A quick check-in - how everyone is going? 'How am I feeling today?' using the weather forecast exercise</p> <ul style="list-style-type: none"> • Recap of ground rules • Re-Introducing Mike the mic <p>Check-in</p> <p>Any thoughts that the young people are coming with today using movement and sound</p>	



Time facilitators	Structure	Rationale
<p>5 mins</p> <p>Lead Elias</p> <p>Helen</p> <p>Materials & Equipment</p>	<p>Warm up</p> <p>Physical warm up:</p> <ul style="list-style-type: none"> Shaking the dust from body parts <i>The clap game</i>, passing a clap around the circle Rules: 1-one side 2-we can change direction 3-no passing to the persons next to you 4-pass across 5-bowing send it back to the sender Walking around the circle exploring the space introducing different rhythms and weights. 1-5 (1 slowest and 5 the fastest) Walking between two people Imagine we are butter; spread into all the corners Using our names to say different things We will encourage young people to use only their name to say different things to explore how to use their voice - hello - bye - cursing someone - telling someone a secret - telling someone you love them 	<ul style="list-style-type: none"> To activate the body and voice getting out of everyday habits, connecting the body, voice and mind. Increasing receptivity and opening up the flow between verbal and physical communication. To offer a stimulus on the theme of voice and speaking up. Bring the young people's voices into the room.
5 minute breather		
<p>5 mins</p> <p>Materials & equipment</p> <p>Tape in bright colour</p> <p>Blindfolds</p>	<p>Bridge In</p> <p>Guiding someone in the room</p> <p>Facilitators to create a route filled with obstacles (using tape on the floor or chairs to go around) which the young people are not allowed to step on.</p> <p>Divide the group into pairs, one will be blindfolded and the other one will guide him using only the voice, the blindfolded YP not allowed to say anything.</p>	<ul style="list-style-type: none"> To offer the young people a smooth transition into the theme of finding their voice and using it. To have fun and be playful.



Time facilitators	Structure	Rationale
<p>15 mins</p> <p>Materials & equipment</p> <p>Produce</p> <p>Produce papers with the professionals' names</p>	<p>Main Event (1)</p> <p>Am I being listened to?</p> <p>Facilitator to hang on the wall papers with different professionals that have a role in young people lives. Young people will be given stickers.</p> <p>The young people will be asked to use the stickers to mark how they feel about the professionals listening to them?</p> <p>Question: how much your voice is being heard by: Teachers Policy makers / politicians Immigration officers / home office NRM officers Solicitors Foster carers Advocates and guardians Social workers Young people / peers / friends GPs / doctors / nurses Employers / work / volunteer placements Support workers / youth workers</p> <p><u>Debrief (10 mins)</u></p> <p>Look at the papers and see who have listened and who have not. Ask the young people to share how they feel about doing this exercise.</p>	<ul style="list-style-type: none"> To empower young people to reflect on the topic. To encourage individuality where every voice is heard. To encourage young people's participation. To map levels of professionals' consideration of the young people voice and hearing their own perspective.
Short break		



Time facilitators	Structure	Rationale
<p>10 mins</p> <p>Lead Elias</p> <p>Helen</p>	<p>Re-Focus energiser</p> <p>Using my voice.</p> <p>Facilitators will offer simulations where the YP play the professionals, and role play them meeting a young person. Facilitators will role play a young person.</p> <p>The YP asked to role play the professionals as they have experiences with them, but the emphasis is not on their lived experience. It is role play and they are in charge of the narrative. They are then asked to play the same role but as the best version of it – the ideal behaviour that will support the Young People’s best interests.</p> <p>Option to ask the YP to decide who are the professionals:</p> <ul style="list-style-type: none"> Young person asks to move house (not feeling safe but cannot say it) Roles for the young people: support worker /social worker Young person in home office interview Roles for the Young People Home office officer / interview Young person just arrived in the country Roles for the young people: police officer <p>Debrief</p> <p>How was it to play the professional?</p>	<ul style="list-style-type: none"> Offer the YP space to share their experience of being heard in an indirect way. Get the ideal picture that YP need.
<p>5 mins</p> <p>Materials & Equipment</p>	<p>Reflection on our sessions</p> <p>Facilitators to acknowledge it the last session, and ask how it was for the YP taking part?</p> <p>Using the game if the YP agree it is the most they walk to the middle, and if less they stay on the edge or walk further out. Facilitators ask questions then choose people standing different distances from the centre and ask for more.</p> <ul style="list-style-type: none"> I enjoyed the games we played I felt the themes we covered were important I have talked about these themes before with someone else <p>Etc...</p>	<ul style="list-style-type: none"> To offer space for reflection about our journey, covering the same theme.
<p>5 mins</p>	<p>Grounding</p> <p>Hand out the certificates randomly. On the count of three, YP will flip the certificate, find the relevant YP and congratulate them on completing.</p>	<ul style="list-style-type: none"> To offer the YP sense of ownership on their journey in the project.

Appendix 6: Creating Stable Futures – Positive Outcomes Framework

Non-Discrimination	
1. I am believed	<ul style="list-style-type: none"> Children report their age is accepted unless there is a significant reason not to Children report their account of exploitation is believed by
2. I am seen as a young person	<ul style="list-style-type: none"> Children say they are not expected to fend for themselves Children report they are given appropriate independence but also support Children say they are treated as children first by ?
3. I am treated equally to other children in the UK	<ul style="list-style-type: none"> Children say their treatment from professionals such as police and social workers is equal Children report not being blamed for decisions made by adults
4. I am free	<ul style="list-style-type: none"> Children report they are not afraid of being exploited again Children report they can enjoy their rights without fear
5. I can access high quality of care	<ul style="list-style-type: none"> People working for the services around children are well trained People working for the services around children understand where they are coming from People working with children are friendly and respectful Children say professionals work together Children report their privacy is respected Children know how they can complain if there is a problem
6. I am able to have an interpreter when I need one	<ul style="list-style-type: none"> Children say interpreters speak their language and dialect Interpreters are well trained Interpreters are child-friendly Children are asked if they are comfortable with the interpreter



Best Interests	
7. I am not left hanging for my immigration status	<ul style="list-style-type: none"> a. Children are given clear information about the immigration process in child-friendly ways b. Children report receiving timely decisions
8. I am told what's happening	<ul style="list-style-type: none"> a. Children report knowing where to find information and who to contact for help b. Children report they received sufficient communication from officials regarding the status of their application c. Children are appointed an independent legal guardian
9. I have my immigration status	<ul style="list-style-type: none"> a. Children receive a decision which is based on their best interests as the primary consideration
10. I have good quality legal representation	<ul style="list-style-type: none"> a. Children receive advice from a solicitor who can represent them appropriately in complex legal situations b. Children can access solicitors who understand trauma
11. I have people who stand by me and are for me	<ul style="list-style-type: none"> a. Children have foster carers and support workers who understand their needs b. Children say they have someone who takes responsibility for checking in and making sure they are OK c. Children say they have access to independent advocates or guardians
12. I can have my family with me	<ul style="list-style-type: none"> a. Children report feeling able to create a family in the future b. Children state they feel protected from their family if they pose a risk of harm c. Children can access procedures for family reunion without due burdens
13. I feel cared for	<ul style="list-style-type: none"> a. Children report feeling cared for b. Children report not feeling alone



Right to life, survival and development	
14. I am safe	<ul style="list-style-type: none"> a. Children report not being sought by the people who trafficked them b. Children report not being afraid about debts c. Children and young people report feeling safe from future exploitation d. Children and their families are protected from harm e. Children say they live in safe communities f. Children say they have trusting relationships that protect them g. Children say professionals understand the risks they have or are facing
15. I feel safe	<ul style="list-style-type: none"> a. Children report being able to sleep safely in their accommodation b. Children say their accommodation is appropriate to their age c. Children report knowing where to go when they don't feel safe and who to turn to d. Children receive quality care e. Children say they are informed about the communities they live in
16. I can achieve and have dreams	<ul style="list-style-type: none"> a. Children can attend school promptly b. Children report having access to additional educational support if needed c. Children say their talents are known and supported to grow d. Young people can attend college or university e. Young people can undertake vocational training and ESOL simultaneously f. Young people can uptake apprenticeships or other employment opportunities g. Young people report being able to concentrate on their studies h. Young people say they can move on from their experiences in positive ways i. Children report they have confidence in their future
17. I have a stable life	<ul style="list-style-type: none"> a. Children report they can begin to recover from my experiences b. Children say they can plan for their future and make decisions c. Children say they feel at peace
18. I am healthy	<ul style="list-style-type: none"> a. Children are promptly registered with a GP b. Children have access to appropriate mental health services c. Children can access specialist medical advice d. Young people report they can access the food they enjoy
19. I am able to have fun and enjoy myself	<ul style="list-style-type: none"> a. Children report they can play and participate in sports b. Children have access to leisure and entertainment activities c. Children and young people report they are able to form healthy friendships
20. I know my rights and entitlements	<ul style="list-style-type: none"> a. Children report they have support to learn about their rights and entitlements b. Children say their rights are upheld and they can access their entitlements
21. I can grow into being an adult with confidence and without fear	<ul style="list-style-type: none"> a. Children report they are not afraid of approaching age 18 and have been supported for this b. Children say they feel confident they will be supported when they turn 18 c. Children report they are able to do stage-appropriate activities d. Children report they are able to take on stage-appropriate responsibilities



Participation and right to be heard	
22. I can contribute to society	a. Young people report feeling they are able to 'give' to society
23. I am listened to and what I say matters	a. Children report feeling they are being listened to and respected b. Children can access help to communicate if they need it c. Children report being asked what they think, feel and want d. Children are included in research about them e. Children report being asked their thoughts and listened to in the development of policy that affects them
24. I am understood and understand others	a. Children can access appropriate materials in their own language and dialect b. Children can get a trained interpreter when they need one c. Children report their cultural and religious needs are provided for and respected d. Professionals working with children understand the impact immigration procedures have on their well-being e. Children say they are asked if they understand the processes they are involved in f. Children say they are asked if they understand the decisions that are made about their lives
25. I am trusted	a. Children report feeling trusted b. Children report they can trust professionals

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