

Hello,

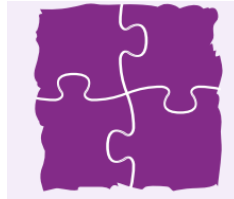
Welcome to **Week 11 MSCOS**. Please check out this week's news, features and of course, our online pages and [discussion forums](#). You can find all of our previous weekly updates [here](#).

This week we would like to thank **Donya Lamrhari, Systems Change Lead at [The Children's Society](#)** who explains our featured toolkit , [Working with Education to Protect Young People from Exploitation](#) (below).



[Access to Education](#)

Our focus in **Week 11** is [Access to Education](#), which plays a vital role in **social inclusion** for survivors and their children. The **NRM Handbook** says:



*Social inclusion represents the only lasting form of safety and stability for survivors of human trafficking, and the means by which generational cycles of vulnerability to trafficking can be halted. It is a **mutual and shared responsibility** between survivors and State authorities, societies and the communities in which they reside...The success of social inclusion relies upon comprehensive and accessible pathways to rights, entitlements and services as needed.*



[Access to Education](#) is a central component of social inclusion, as MSCOS Research Advisory Board member **Mimi Jalmasco** explains in this short soundcloud [here](#).

See also: views on education from our Research Advisory Board members **Keith Lewis, Peter, Brooke, and Juliet** on our website [here](#).

From the perspective of frontline professionals who are working with survivors and their children, it is clear that there are many obstacles experienced in the course of trying to access education. We are keenly aware that enabling access to education for children, young people and adults, requires that schools, colleges, universities and vocational training institutions receive training so that all staff understand that:

(a) Modern slavery / human trafficking is common in communities, and some of their pupils/students/trainees may be survivors themselves or may be the children of survivors.

(b) Survivors often feel unable to disclose their background and they may require specific, trauma- informed and individual care to ensure that they remain safe and supported and can engage with learning.

(c) Awareness is not sufficient: a comprehensive system of training and accreditation is needed.

THIS WEEK'S FEATURE

Prevention of child trafficking in schools and communities

Working with Education to Protect Young People from Exploitation

An online toolkit to help school staff develop their understanding of exploitation and how best to respond.

This toolkit [Working with Education to Protect Young People from Exploitation](#) was created by **The Children's Society's Disrupting Exploitation team** in Greater Manchester, with support from the organisation's CLIMB and Prevention programmes, the toolkit is based on feedback from teachers, school-based work with young people, and our experience of supporting children who are victims of exploitation and their families.

The toolkit is broken down into three sections:

Part 1: Training Workshops Training videos for school staff about Exploitation, Unconscious Biases, and Trauma Informed Practice;

Part 2: Useful Resources to support secondary mainstream school staff in safeguarding children from exploitation;

Part 3: Session Plans Fully editable resources which allow school staff to deliver sessions focused on topics such as Safety, Consent, and Exploitation in an age-appropriate way.

Donya Lamrhari Systems Change Lead from The Children's Society says:

"Schools should be a place of safety, but exclusions can put young people at risk of exploitation. Any child can become a target for criminal exploitation, but families and teachers may not recognise the signs. By supporting teachers and parents to be more aware of exploitation, schools can become a safer place for young people.

This online toolkit is urgently needed: the young people, families, and teachers we work with have all been affected by the impact of criminal exploitation in their local communities. Many young people who are at risk of or have been excluded from school, are being exploited.

Young people are being targeted by organised criminal groups. We want to empower teachers to better understand the risks of exploitation, so they can spot the signs and have an open dialogue with their students.”

DID YOU KNOW?

If you've joined our mailing list recently, over the last 10 weeks we have covered a variety of outcomes, highlighting best practice models and frameworks. You can access them all [here](#).

Please forward MSCOS to any colleagues or network connections that you think may be interested in our work, and they can sign up to receive newsletter invites via our contact form [here](#), or by a direct email to mscos@kcl.ac.uk.

The MSCOS Community of Practice content is designed and directed by Queenie Sit and Rachel Witkin.



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[Finding purpose
in life and self-
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[Access to
education](#)