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# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

Facilitators' Guide

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Global Initiative to Fight Human Trafficking

(cd-rom)





# **TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION**

**Facilitators' Guide**

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## Messages to Facilitators

1. This facilitators' guide is a moveable feast. It can only improve as it is used and reflects the experience of the classroom. End users may send suggestions for improvement to [childtrafficking@ilo.org](mailto:childtrafficking@ilo.org).
2. As the training course is run, there will undoubtedly be a growing number of classroom aids (PowerPoint presentations, different methodologies for running the exercises, visual aids etc). These will be made available in the section on child trafficking on the ILO website [www.ilo.org/ipec/areas/Traffickingofchildren](http://www.ilo.org/ipec/areas/Traffickingofchildren) and you should check what already exists before starting from scratch.
3. The facilitators' guide is exactly that – a guide. It does not repeat information available in the two main texts accompanying the course. Rather, it references:
  - *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation*, which is composed of 3 textbooks and an exercise book, and is the main classroom tool the participants in the training course will have;
  - *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, ILO-IPEC, Geneva 2008, which is the main text to which participants are referred.

You should obtain and acquaint yourself thoroughly with these two texts.

Additionally, the resource kit contains more than 170 'resources' – copies of conventions, good practice notes, guidelines, publications, website links etc – with which facilitators need to be acquainted. You may wish to download/print out extracts from some of these and use them as handouts in the classroom. You should look upon the resource kit, in short, as the pool of resources that you can use in preparing the classroom sessions.

4. It is important that you tailor the course that you run and the individual elements that you emphasize according to the needs of the course participants. The participants may come from one country, different countries in a single region or from a broad range of different countries. They may represent a single 'sector' (for example all government, workers' or employers' group representatives, or all NGO/civil society/UN agency staff) or the class might include participants from several or all of these groups. Your first task as a facilitator will be to assess the make-up and needs of the course participants and use the many exercises and classroom aids available in the training manual, resource kit and additional aids to put together the course that will suit them best. If you produce additional materials (assignments, handouts or visual aids), please make sure that you signal this and make them available for others to use in future by sending them to [childtrafficking@ilo.org](mailto:childtrafficking@ilo.org).
5. The 'basic' course on which the training manual is predicated presumes a 'mixed' group of participants, and the timings given for each part of each 90-minute session are designed to indicate the relative weight considered appropriate for the different elements. You may modify this, in particular if the make-up of the participants suggests that some elements need more time, or an exercise is appropriately shortened or lengthened. You may wish to leave out some

exercises or spend more time on others. You may choose to ask students to complete an assignment overnight. It is essential, though, to adhere to the flow of the contents, since the material is carefully presented to build understanding and encourage participants to move from theory to application in their own context. Within the sections – particularly related to textbook 2 – you will find customized text and exercises aimed at the four main participant groups: G, W, E, N (government, workers' organizations, employers' associations and NGO/civil society/UN representatives).

6. You may also, where possible, include more country- or region-specific resources to complement those provided (check the resource kit first, since it does include some country and regional examples). This is particularly true in those sections that deal with legal or action frameworks (such as regional memorandums of understanding, or National Action Plans).
7. Note that, throughout the Training Manual, there are often several exercises for you to choose from. Depending on the time available to you, the weighting you wish to give to various issues, the nature of the participant group, or length of training course, you can use one or several of the exercises for any given session.
8. Note further that many of the assignments in this course can be used in different ways (individual work, in pairs, groups etc) and you should vary them and use them as you see fit. In the Training Manual, there are very few specific instructions to work in groups or pairs. This is because the Manual is designed as stand-alone. Suggestions on the configuration for each exercise are given in this Guide, but you may find other ways to run an exercise and, again, it will be helpful to future course facilitators if you report back on this - i.e. to [childtrafficking@ilo.org](mailto:childtrafficking@ilo.org).

## Course structure:

The course is structured to move from understanding and knowledge to action, with the vital intermediary stage of planning. It is organized into three textbooks (and a related exercise book):

**Textbook 1** covers **understanding of child trafficking**, and aims to cover the main concepts involved so that there is clarity and common understanding but also so that variations (for example national variations in legal definitions) can be shared and considered. It also includes facts and figures designed to give a 'snapshot' of child trafficking across the world, and looks at how statistics and data can be gathered and used so that such a snapshot is clear and usable. The final session in this book explores the people involved in anti-trafficking efforts. Once all this is covered, the group is ready to move on to plan effective action. Note that it is important to ensure that there is a smooth transition between this theoretical section and the action-oriented section that follows; the link is through National Action Plans (NAPs), which take all the theory/research/mapping/data and formulate them into a plan for action. It is important, throughout the course, to keep referencing policies and actions within the framework of the NAP (and other equivalent frameworks, including at local, regional and other levels).

**Textbook 2** will differ according to the course participants but is generally organized around the **actions** that can be taken by the various groups under four main headings: Broad **protection** of children/building a protective environment; **prevention** of the crime of trafficking; **law enforcement**; and **victim assistance**. The principal sectoral roles and responsibilities of each group are examined in more detail. For each topic, there is a generic section, followed by 'GWEN' – individual notes for Governments, Workers' organizations, Employers' organizations and NGOs/international organizations. It is useful, of course, for all participants to consider all the roles, but you will want to concentrate – depending on the participants in the course – on the specifics. For government representatives, for example, there is a focus on policy and action on social issues such as poverty reduction, education and youth employment, as well as important trafficking-specific policy areas like migration, recruitment and labour. For workers' organizations, the focus is more obviously on workplace actions including monitoring and standards, reporting, combating discrimination and protecting migrant workers. Employers will look at some of these areas too, as well as social auditing, codes of conduct and sectoral agreements. NGOs, international agencies and civil society representatives will focus on their role in influencing and informing policy, and the kinds of direct assistance that can be implemented.

**Textbook 3** focuses on '**matters of process**' to underline the message that not only what you do is important, but how you do it. It covers areas such as advocacy and mobilization, working with the media, building partnerships, child participation, monitoring and evaluation, and learning and sharing lessons.

Throughout the course, the focus is on child trafficking as a violation of the rights of the child, and a worst form of child labour. The analysis is rooted in labour exploitation and the links between unsafe labour migration and trafficking. However, the best interests of the child are underlined as the ultimate bench mark of all policy and programme action as well as planning and analysis. Child trafficking is also described as a serious issue of law and order and a threat to domestic and international financial and structural security. These different approaches are not mutually exclusive and indeed are complementary.





## 1: Understanding child trafficking



(2 days – 8 sessions x 90 minutes per session)

### Day 1 - Session 1



Introduction (30 minutes)

#### Introduction of participants

Begin with this, because it is essential to understanding how the course is put together. Participants should be asked to 'describe' themselves in relation to: (1) whether they are from government, NGO, UN agency, researcher, workers' organization, employers' organization etc; (2) whether their work is primarily policy- or practice-focused; (3) whether they have worked in/currently work in the area of child trafficking or in other areas (specify). They should also, of course, give their name and how they prefer to be addressed, and say where they are from and/or the country in which they work (if they are based outside their country of origin).

#### Course objectives

Among other things, mention that the course is designed to help each participant to find their place in anti-child trafficking efforts; throughout the course, it will be important for each participant to regularly 'place' her/himself in the context being discussed and to keep asking the question 'what does that mean for me?' If the answer is not clear, then they should feel free to raise it with the group as a whole. Each participant should leave the course not only understanding trafficking better and equipped with knowledge and tools, but also empowered to play a part in combating trafficking in accordance with her/his role, responsibilities and level of influence. The first few assignments are also designed to 'identify' the participants and to get them to position themselves in relation to the issue of child trafficking and their work.

## Section 1.1: Definitions



Definitions (30 minutes)

A first imperative is to make sure all participants have a good understanding of the various concepts involved in child trafficking, and that national, sectoral and even individual differences in perception/understanding/definition are laid on the table so that they can be examined, understood and accepted.

The introductory text strongly emphasizes that child trafficking is an issue of human rights first and foremost. It is important to recognize from the outset, however, that different players will take different approaches and that there may be some disagreement on definitions, including the definition of child trafficking itself. Emphasize, though, that all anti-child trafficking actors are ultimately working to ensure the rights of the child and their best interests.

Additionally, in relation to the sub section 'Trafficking versus migration and people smuggling' (textbook 1, section 1.1), it is very important that, from the outset, all participants understand AND AGREE that trafficking is not the same as migration (whether legal or illegal/regular or irregular) or people smuggling. This is a fundamental point to underline because of the importance of children (and indeed adults) who have been trafficked having the recognized status of 'trafficking victim' in law and thus receiving appropriate treatment in legal processes and in relation to support services to be provided.

You may find that there is some resistance on use of the term 'victim' (many people prefer to emphasize that those who have experienced trafficking are 'survivors' and should not be 'patronized' by being labelled as 'victims'). Do not dwell on this but explain simply that 'trafficking victim' is a recognized status in law and that it should be used wherever the trafficked person would otherwise lose out on services or support available to a victim of crime.



### Key words and concepts for this session:

- ▶ Child trafficking is a gross violation of human rights in general and the rights of children in particular.
- ▶ There are different approaches to child trafficking, but they are all relevant and complementary.
- ▶ Child = any person below the age of 18 years.
- ▶ Child trafficking is the recruitment, transportation, transfer, harbouring or receipt of a child for the purposes of exploitation.
- ▶ Forms of exploitation include forced labour and sexual exploitation, and for children also other forms of child labour depending upon the age of the children (in line with ILO Convention No.138 (1973).
- ▶ Trafficking is not the same as migration or people smuggling. It involves a third party that intends to exploit; without this it would be migration into child labour.

## Approaches to child trafficking



(15 minutes)

The most important principle to reinforce through this presentation of different approaches to combating child trafficking is that all approaches are relevant and, if there is appropriate cooperation and planning (ideally around a NAP, of which more later), the approaches can be complementary.

Defuse any suggestions that one approach is 'better for children' and underline that, whatever the approach taken, the best interests of the child must prevail. You may wish to give examples of this from time to time – for example, if a law and order approach is taken and the emphasis is rightly on identifying and bringing traffickers to justice, then the interests of the children involved must be taken into account. Their safety should never be put at risk in law enforcement actions, their status as victims should be acknowledged and provided for, and they should not be disadvantaged in any decisions relating to their status as potential witnesses, or as potentially undocumented migrants and so forth.

The following approaches to combating child trafficking are covered:

### Trafficking as a violation of the rights of the child

Underline the fact that the rights mentioned in the CRC are indivisible and equal – although there are some specific articles relevant to the specific situation of trafficked children, one right is not more important than another, and children should enjoy all the rights guaranteed to them.

Again, the CRC is covered later in this session but, depending on the progress of the session, you may wish to go into more detail on the rights that are clearly violated during child trafficking.

It may be helpful to have copies of the CRC available to hand out (you can download a copy from the resource kit), just in case some participants are not familiar with it.

### Trafficking in the context of labour migration and exploitation

The key element here is 'movement for exploitation' and you should explain this briefly. Stress that the movement does not necessarily have to be across a border but can occur within a country and that it is the configuration of movement (migration) and exploitation (abuse of labour) that sits this approach firmly within the mandate of the ILO.

Underline the important lesson learned from the ILO's work in labour migration and trafficking that, where legal migration channels are closed, difficult to take or not known to people who want to migrate for work, then illegal migration, people smuggling and human trafficking are more likely to happen.

In the case of children, additionally, age is often a factor since most countries do not accept immigrant minors – Europe is a good example to quote because EU Member States have enormous problems of 'UMMs' – Unaccompanied Minor Migrants – who migrate through the EU (by themselves or with 'help') to find work or a better life and who fall victim to traffickers. Keeping migration channels open and helping people to use them in a regular, safe and easy way

is an important step in preventing illegal migration, smuggling and trafficking. Underline here also the gender dimension of migration: many countries have migration policies that do not allow women to migrate without a male partner (leaving a gap for a male trafficker to fill or pushing women to seek irregular channels for migration) and conversely some countries have an active policy of encouraging women to immigrate into sectors such as domestic service, which is extremely risky if not properly regulated and monitored.

It is important to stress that ‘exploitation’ is an essential part of child trafficking. Trafficking is always made up of both movement and exploitation. If there is only movement and no exploitation, then this is not trafficking (it is migration – legal or illegal). If there is exploitation but no movement, then this is not trafficking either (generally it is forced labour).

### **Trafficking as a worst form of child labour**

ILO Convention No.182 is discussed later in this session but, depending on the progress of the session, you may wish to consider here the article relating to the definition of the WFCL, to make sure that all participants thoroughly understand the categories of child labour, and the determinant factors of age and hazard.







### **Trafficking as a criminal act and issue of national security**

This is an important approach to consider, although it is often neglected by those focusing on children’s welfare and/or rights. It is important not least because more and more governments – including donor governments who make available the resources for anti-trafficking programming – are becoming aware of the serious security and (especially cross-border) crime challenges of human trafficking. It is vital that, as this approach moves up the political agenda, it does not do so at the expense of child protection, social development and child rights programming. It is therefore imperative for all those working to combat trafficking to be aware of the issues involved in the crime of trafficking and the threats to national security, and they should be able to articulate these for advocacy purposes and for inclusive debate and analysis.

### ***Classroom assignments for section 1.1***



(approximately 45 minutes)

Exercise 1		Definitions in your country
	<b>When</b>	Do this exercise at the end of the first session on Day 1
	<b>Duration</b>	10 minutes individual work + 20 minutes group presentations/discussion
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ to prompt participants to begin to think about the context in their own country and so to begin to make links between the course and their own experiences;</li> <li>■ to prompt participants focus on definitions of 'child' and 'child trafficking';</li> <li>■ to prompt participants to begin to consider the loopholes that can arise if the age of majority is not well defined and if boys and girls are treated differently.</li> </ul>
	<b>Methodology</b>	<p>The students should work on the task individually for the first 10 minutes. If they do not have the answers, they can consult with someone else from their country. This is not a 'test', it is a means to get the answers down on paper so that they can be discussed, and so that thought processes around this issue are prompted.</p> <p>For the remaining 20 minutes, the answers should be read out and discussed.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	<p>Pay attention to discrepancies, areas where the age defined might give rise to protection issues.</p> <p>Note any gender discrimination and discuss how this impacts upon protection.</p> <p>When discussing child trafficking, emphasize that the course focuses on CHILD trafficking and reiterate the fact that the Palermo Protocol takes particular account of the rights of children (all people under the age of 18) not to be trafficked. Emphasize that with regards to children the end result can be broader than forced labour or sexual exploitation, as per ILO Convention 138.</p> <p>Use the opportunity to emphasize again the differences between child trafficking, migration and people smuggling.</p> <p>The last question asks participants to consider whether and how the differing definitions affect their policy or programme work – this is a first opportunity to relate the theory of the session to the practical outcomes for their work. It may be, for example, that an NGO working with children who are trafficked into commercial sexual exploitation is hampered because the age of consent to sexual activity in the receiving country is 16 whereas a 17 year-old who has been trafficked into prostitution should still be considered a trafficking victim – making it difficult to get law enforcement involved if they do not believe there has been exploitation.</p>

**DEVELOPMENT**

Share any experience of running this exercise

*In this box, please add anything you wish to share regarding your experience of running this exercise in the classroom (e.g. how you configured the participants – pairs, regional or thematic groups, individuals; how long the exercise took; any 'hiccups' or surprises etc.) Please date your comment and, if you wish, add your email contact so that your comment can be followed up.*






**LIVE ELEMENTS**

Classroom materials that you may wish to use

*Add here any materials that you developed and that are to be shared with others.*

## Exercise 2

## Terms related to the trafficking of children

	<b>When</b>	You could use this at the beginning of the training as an icebreaker or at any point on Day 1 when you feel that participants are beginning to 'zone out'.
	<b>Duration</b>	5-10 minutes in small groups 20 – 30 minutes in plenary
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ to reach some consensus on the language that will be used during the training course;</li> <li>■ to clarify terms that are relevant to the contents of the course.</li> </ul>
	<b>Methodology</b>	<p><i>Before the training:</i></p> <p>Prepare a list of terms related to child trafficking, children's rights etc (see below) in the form of a glossary, using internationally accepted (legal) definitions where possible. You may wish to use this as a handout to distribute at the end of the session so that students can read it again overnight.</p> <p>Prepare coloured cards featuring individual terms.</p> <p><i>During the class:</i></p> <p>Organize the participants into pairs.</p> <p>Give each pair one card/term.</p> <p>Ask the pairs to discuss the term (what it means, whether there are disagreements/discrepancies in its use, why it should be used as opposed to other terms etc) and prepare to share their results in plenary.</p>
	<b>Answers</b>	Be sure to let everyone have their say but where necessary refocus the discussion towards the meaning and use of terms as per the relevant instruments.
	<b>Things to note</b>	<p><i>Possible terms:</i></p> <p>Child/childhood; Adolescent/Young person; Adult/adulthood; Victim/ victimization ; Perpetrator ; Exploiter ; Trafficker; Trafficking/child trafficking; Migration/migrant; People smuggling; Sex/gender; Family/ extended family; Child labour/worst forms of child labour; Slavery; Decent Work/employment; Education/learning; Vocational/skills training; Poverty; Racism; Discrimination; Exclusion; Displaced person/refugee; Disability; Commercial sexual exploitation of children (CSEC)</p>
		<p>This exercise should help you to gain a sense of the level of understanding of the participants on trafficking and related issues.</p> <p>It may help you to identify bottlenecks in the group so that you can identify participants or issues that need more attention.</p>

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 3

## Defining trafficking

**When**

At the end of the first session on Day 1.

Alternatively, this could be set as an assignment during the lunch break (to encourage participants to get together with other participants they may not know yet) or overnight.

**Duration**

15 – 20 minutes to work on the answers

15 – 20 minutes to present and discuss in plenary

**Objectives**

- To explore participants' grasp of the definition of 'child trafficking' and the variables that need to be taken into account to arrive at the conclusion that the cases presented do/do not represent child trafficking incidents.

**Methodology**

Participants should work in groups of three/no more than five (try and keep the number odd, rather than even, since it makes for less combative groups).

Allocate *two* of the questions to each group, ideally using all the questions.

Each group should present their answers, with explanations, in plenary. Ask those who disagree to wait until the end of the presentation and not to interrupt the flow.

Discuss the answers and any disagreements in plenary. Be sure to emphasize the reasons for arriving at each conclusion and do not over-emphasize 'wrong' responses.

**Answers****Child A:**

1. Yes, child A is a victim of trafficking because he is only 14 years old and work in the coalmine is considered as hazardous work, which is not permissible. It is exploitation and, in combination with the movement, is trafficking.
2. Yes, the employer can be charged as a trafficker. He is a part of the whole system of recruitment/exploitation. However, it may be difficult to prove the employer's involvement as part of an organized process. Even if he cannot be shown to be a trafficker, the fact that he is employing a 14 year-old underground – ie in hazardous conditions — should be punishable in itself.
3. This third question is tricky. If the minimum working age is 14 in the country where A works, and the work in the factory is not hazardous/exploitative, then it would be difficult to demonstrate trafficking, because the element of exploitation is no longer present. If the minimum working age is 15 or higher, then the 14 year-old is clearly in a situation of child labour even if the work is not hazardous and he would be considered to have been trafficked. Another possible consideration is whether the advance payment to the parents might restrict the boy's freedom to leave the job. If that is the case, then he could be considered to be in bonded/forced labour, regardless of the tasks he carries out.
4. If the boy is taken out of the country against the parents' will, there is likely to have been an element of deception or force. If this can be demonstrated, then the child has been trafficked. Laws covering abduction may also be applicable.
5. No, it would not make a difference if the recruiter had charged the family a fee for arranging the job for A, instead of paying for his labour. Sometimes victims are trapped in forced labour because of a real debt to the intermediary, but sometimes also they may believe (or be told) that they 'owe' fees for travel or other 'services' even when they do not.
6. No, it would not make a difference if the boy were 16 years old, because he would still be under the age of 18 and a victim of trafficking if he ends up in hazardous labour in the coalmine.

**Child B:**

1. Yes, girl B is a victim of trafficking. She was deceived and the picture painted of the 'job' was designed to disguise the true nature of the work. Girl B is considered to be in sexual exploitation, a worst form of child labour. This is true even if she has reached the minimum working age.
2. Yes, the recruiter is a trafficker, as a part of the chain of people involved in leading the girl into a situation of sexual exploitation.
3. No, it would not make a difference if B were aware that the assignment would be pornographic, but still agreed because it would pay good money. B is a minor and cannot in law 'consent' to being exploited.





## Exercise 3

## Defining trafficking



### Answers

#### Child C:

1. No, boy C is not a victim of trafficking. The child has not moved or been moved. However, he is clearly in a situation of bonded labour, which is one of the worst forms of child labour.
2. There are clearly issues of child protection that must be addressed: boy C should be removed from the bonded labour situation and helped to (re-)enter education or have access to alternative means of learning (for example NFE). His family needs support so that they can cope with the financial stress resulting from the father's illness without entering into more debt. They will need immediate help to pay back the loan from the plantation owner in order to remove the threat it represents. Mention that what is needed is a thorough 'risk analysis' for both the boy and the family unit – this will be covered in Section 1.3 – and then appropriate responses based on that analysis. Mention in particular that, although the boy has not been trafficked, he is at risk of trafficking (see answer 3).
3. It might make a difference to the conclusion if the owner makes boy C work for a third person, if working for that third person means that the child has to be moved. In this case, he would be considered to have been trafficked. Note also that by 'disposing' of the boy as if he owned him, the plantation owner is putting him in a slavery-like situation and this is a worst form of child labour.

#### Child D:

1. No, girl D is not a victim of trafficking, as long as she is in no way exploited by her aunt (helping with some light household chores after school is no more than giving a 'helping hand').
2. It is important to check that the aunt does not begin to exploit D's labour (for example by requiring her to do household work as if she was a servant and not sending her to school). This would be a situation of child domestic labour, although it would be difficult to prove that this was trafficking.
3. Tradition is never an excuse for exploiting a child, either through domestic labour or child trafficking. It is always important to ensure that long-held traditions that were once beneficial for the child (for example, temporary guardianship by an extended family member when the child's family is in crisis and cannot look after her/him) do not over time become corrupted and get transformed into pathways to exploitation and trafficking.

#### Child E:

1. No, baby E is not a victim of trafficking. Adoption of a child as such is not trafficking. The Optional Protocol to the CRC on the Sale of Children covers cases of adoption that do not comply with applicable laws and standards, but this would have to be demonstrated. Of course the status of the baby and the broker also have to be examined to ensure that all laws are being respected.
2. The answer relating to the adoptive family's wealth, or their intention to take the baby for begging, depends on the time that passes between the adoption and child's beginning to work, and the conditions under which that happens. No child should be put into child labour and, if that does occur, then there may be a case for demonstrating that the child was exploited, however the element of movement is not necessarily present (we do not know from the example where the adoptive family came from – they could be locals) so there is no clear case of trafficking.
3. If the baby is exploited immediately (for example in begging), then that is definitely exploitation but, again, there is no trafficking unless we are sure that the baby is moved through a third party, say to another place from which the family came.

#### Child F:

1. The work F does involves long hours of heavy labour and is not suitable for children under 18, even if the pay is not bad. So if the process of migration was organized for that purpose, then it is trafficking. Additionally, the charging of money by the intermediary for illegal entry into the country can be considered as people smuggling.
2. No, it does not make a difference that F migrated illegally. Since F is a minor, he cannot in law 'consent' to this illegal act.





## Exercise 3

## Defining trafficking



## Answers

3. Yes, it would make a difference if F were aged 18, because he is now an adult and, for this to be considered as trafficking, there must be an element of deception, coercion etc. The actions of the intermediary who accepted payment to help him migrate illegally, however, may still be considered as people smuggling.
4. Yes, the employer is a trafficker if he is part of the system that organized bringing a minor into hazardous work.

**Child G:**

1. No, child G is not a victim of trafficking. He is a child of a migrant family and is working below the minimum age (in child labour). The legality of the family's stay in the country is not in itself determinant of trafficking.
2. No, child G's parents could not be accused of trafficking, although parents may be accomplices in some trafficking cases, for example if they know that the child is going to be exploited and hand the child over to an intermediary.
3. There are clearly issues that need to be investigated, including why child G is not attending school, whether he is being exploited by someone who acquires the items he sells and then takes the money earned (including, for example, whether this involves his parents), why his parents seem to need money from him etc.

**Child H:**

1. No, H is not a victim of trafficking. She is working illegally in Country Z, but has not been brought in.
2. No, H's brother is not a trafficker, unless he is part of a system of arranging to move children for exploitation in Country Z.
3. No, the employer in Country Z is not a trafficker, although he is an employer of child labour and, if the law sanctions that, he could be prosecuted.



## Things to note

Where participants believe the answer is not certain, ask them what other information they need to be able to arrive at a definite answer.

If you have time, you may wish to go through the examples again and focus on the services the trafficked children would require. The participants have not yet covered this in the course, and should not be expected to be able to give detailed answers, so focus on general principles, for example: "he needs to be taken to a doctor, because he has been working in conditions that are potentially hazardous to his health".

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 1 - Session 2

### Section 1.2: International and regional instruments



(20 minutes)

The instruments listed are the most significant treaties in relation to child trafficking. Check the resource kit for copies of the treaties mentioned here and other significant labour treaties.

In relation to regional instruments, there may be some not listed in the training manual (including perhaps some subregional or bilateral agreements) – be sure to ask participants if they know of others, so that any agreements with which they are familiar are not omitted.

In relation to national law, it is important to ensure that all participants understand the importance of national law ‘translating’ internationally and regionally agreed commitments, so that there is not a gap between international policy and national action. This may throw up the issue of sovereignty – especially in relation to regional commitments, which are often not binding – and you should be ready to discuss this.

You may wish to ask the participants to give examples of the kinds of national laws that they are familiar with and that are used in trafficking cases. If you have time, you may wish to discuss the merits of using a battery of existing laws versus a single anti-trafficking law.



#### Key words and concepts for this session:

- ▶ Child trafficking is a violation of the rights of the child
- ▶ Movement away from the home environment increases a child’s vulnerability and makes child trafficking a particularly despicable crime
- ▶ Where legal migration channels are closed or not accessible, people smuggling and human trafficking are more likely to occur
- ▶ Exploitation and movement are the key ingredients of child trafficking
- ▶ Child trafficking is a worst form of child labour
- ▶ Child trafficking is a criminal act and an issue of national security
- ▶ International and regional agreements relevant to child trafficking represent a country’s agreement to combat child trafficking

#### *Classroom assignments*



(20 minutes)

Exercise 4		Laws relating to children in your country
	<b>When</b>	At the end of the section on instruments or overnight, as an 'external' assignment.
	<b>Duration</b>	20 minutes, or Overnight (no time limit)
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To prompt participants to think about legislation in their own countries;</li> <li>■ To prompt participants to look more closely at the three instruments used in the exercise.</li> </ul>
	<b>Methodology</b>	<p><i>Before the class:</i></p> <p>Print out copies of the three treaties for participants to use (they are available in the resource kit).</p> <p><i>In class:</i></p> <p>If this exercise is used as a classroom assignment, ascertain first whether there are participants from the same country.</p> <p>If there are two or three from each country, let them work together and ask them to look at all three instruments.</p> <p>If the participants all come from the same country, then divide them into three groups and ask each to look at one of the instruments listed.</p> <p>The participants should discuss the questions and make brief notes. If you have enough time, one person from each group can present these to the class.</p> <p><i>Overnight assignment:</i></p> <p>Ask participants to work individually or with a partner and to choose just one instrument to look at. They should write out their answer. At the beginning of the next session, if you have time, you can go through these in class. Alternatively, you can set this just as a written exercise that you will go through and comment on.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	Use the third part of the exercise, on coordination /national referral mechanisms to introduce consideration of this important element of effective action.

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 5

## Applying the international instruments

	<b>When</b>	At the end of Section 1.2.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To prompt participants to look more closely at some parts of the international instruments concerned and to think about them in some depth. It is very common for people to know and quote conventions, for example, without ever really considering what they mean in practice and what their value is as a practical tool:</li> </ul>
	<b>Methodology</b>	<p><i>Before the class:</i> If you run this assignment, you should make sure that you have printed out copies of these international instruments for participants to use.</p> <p><i>In class:</i> This exercise is best run in small groups of people from the same country, since it requires some debate.</p>
	<b>Answers</b>	<p><b>ILO Worst Forms of Child Labour Convention No. 182 (1999), Art.7(2):</b> Answers here should cover the links between education and child labour (form of exploitation that becomes trafficking if the child is moved into it through a third party who intends to exploit). Getting and keeping children in school, of course, is one of the most important components of protection from trafficking; equipping the child with skills that improve her/his employability as s/he grows; exposing the child to positive lessons and messages on risk etc).</p> <p><b>UN Convention on the Rights of the Child (1989), Art. 34:</b> Answers should cover the fact that children who are sexually abused or exploited are at increased risk of being moved around by their exploiters (or, in the case of sexual abuse by someone they know, of leaving home to escape this and therefore being at increased risk of being trafficked). The gendered nature of sexual abuse/exploitation should be mentioned. Although boys do become victims to sexual abuse/exploitation, it is overwhelmingly girls who are exploited or trafficked into prostitution. The abuse of drugs to keep prostituted children compliant is also relevant and the links between drugs, exploitation and crime is an interesting discussion.</p> <p><b>Palermo Protocol (Article 5):</b> The main thrust of answers here should be on the need for specific anti-trafficking legislation and the need for both laws and national approaches to include intermediaries as traffickers (an important deterrent). ‘Accomplices’ could include, for example, counterfeiters, transporters, unscrupulous employers of trafficked labour etc.</p> <p><b>ILO Minimum Age Convention No. 138 (1973), Art. 3:</b> <i>The key phrase here is ‘the circumstances in which it is carried out’ – because trafficked children are separated from their support structures, often cowed into submission, often abused, malnourished, dependent etc – essentially in slavery-like conditions.</i></p>
	<b>Things to note</b>	

**DEVELOPMENT**





Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 6

## Protecting the rights of the child

	<b>When</b>	At the end of Section 1.2.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To consolidate understanding of the rights of the child and to consider these in relation to their practical application.</li> <li>■ To shift focus from the act of trafficking to the trafficked child.</li> </ul>
	<b>Methodology</b>	<p><i>Before class:</i></p> <p>Prepare cards with the individual rights as named in the CRC, along with the relevant article:</p> <p>Non-discrimination (Article 2)</p> <p>Best interests of the child (Article 3)</p> <p>Right to life (Article 6)</p> <p>Right to a name (Article 7)</p> <p>Right to a nationality (Article 7)</p> <p>Right to know and be cared for by parents (Article 7)</p> <p>Right to an identity (Article 8)</p> <p>Right to non-separation and contact (Article 9)</p> <p>Right to leave a country and enter their own country (Article 10)</p> <p>Right not to be illicitly transferred abroad (Article 11)</p> <p>Right to express views and be heard (Article 12)</p> <p>Right to freedom of expression – to seek, receive and impart information (Article 13)</p> <p>Right to freedom of thought (Article 14)</p> <p>Right to freedom to manifest religious beliefs (Article 14)</p> <p>Right to freedom of association and peaceful assembly (Article 15)</p> <p>Right to privacy (Article 16)</p> <p>Right to access information (Article 17)</p> <p>Protection from violence, injury or abuse, negligence, maltreatment, exploitation, including sexual abuse (Article 19)</p> <p>Right to alternative care (Article 20)</p> <p>Right to protection during adoption (Article 21)</p> <p>Rights relating to refugee status (Article 22)</p> <p>Right of special care for children with a disability (Article 23)</p> <p>Right to health (Article 24)</p> <p>Right of review for institutionalized child (Article 25)</p> <p>Right to social safety nets (Article 26)</p> <p>Right to an adequate standard of living (Article 27)</p> <p>Right to education (Article 28 and 29)</p> <p>Minority rights (Article 30)</p> <p>Right to rest and leisure, play and recreation (Article 31)</p> <p>Right of protection from economic exploitation (Article 32)</p> <p>Right of protection from illicit drugs (Article 33)</p> <p>Right of protection from sexual abuse and exploitation (Article 34)</p> <p>Right of protection from abduction, sale or trafficking (Article 35)</p>



## Exercise 6

## Protecting the rights of the child



### Methodology

Right of protection from other forms of exploitation (Article 36)  
 Right of protection from torture, cruel, inhuman or degrading treatment/punishment (Article 37)  
 Right not to be deprived of liberty (Article 37)  
 Rights in situations of armed conflict (Article 38)  
 Right to physical, psychological and social reintegration of a child victim (Article 39)  
 Right to appropriate treatment under the law (Article 40)

#### *In class:*

Hand out the cards to participants at random. As you do that, make sure to reiterate the CRC overarching principle that the rights of the child are indivisible – all children have all rights and they should be considered holistically.

Ask one participant to read out the first case (child C) and then ask who is holding the card that has the 'right' that is violated. If the person holding the card does not respond, ask the class to shout out which 'right' they think is being violated. Acknowledge the right and explain, or ask a participant to explain, why that right is being violated.

Repeat for all the case studies.

#### *Optional:*

If you have time, go through cards listing 'rights' that have not been used as answers and ask participants to give examples that might arise during child trafficking that violate those particular rights also.



### Answers

**Child C** – has been deprived of his right to an education (CRC Art. 28); perhaps to rest and leisure (Article 31); to be protected from economic exploitation (Art.32); from exploitation harmful to his welfare (Art. 36). The child is also, of course, in a situation of bonded labour, which is a WFCL.

**Child D** – this is not a clear-cut case, since it depends very much on the aunt's treatment of the girl, the extent and nature of those 'household chores' and whether or not the promise is kept to send her to school. However the girl is certainly at risk of being deprived of education (Art.28); perhaps to rest and leisure (Article 31); to be protected exploitation harmful to her welfare (Art. 36). In this case it is important to remember that Article 20 of the CRC gives States the responsibility for ensuring adequate care for children separated from their families, and that such separation is itself an issue of concern (Art.9).

**Child G** – is not enjoying his right to an education (CRC Art. 28), although it is not clear why that is – he may just be playing truant rather than being forced to work. Similarly, it is not clear whether his right to freedom from economic exploitation (Art.32) is being violated intentionally.

**Child H** — has been deprived of her right to an education (CRC Art. 28); perhaps to rest and leisure (Article 31); and to be protected from economic exploitation (Art.32). Remember that her age means she cannot 'consent' to be deprived of these rights.



### Things to note

#### DEVELOPMENT

Share any experience of running this exercise

#### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 1 - Session 3

### Section 1.3: Key concepts

#### Geography, supply and demand of child trafficking



(10 minutes)

This session is fairly self-evident, although you should be ready to deal with any disagreements that arise because of variations in usage of some of the terms.

In particular, there is much confusion generally about the concepts of 'supply and demand', and you may need to take more time to ensure that everyone understands the approach used. This is particularly important in the context of labour migration/exploitation, since 'demand' occurs not only at the level of the recruiter/trafficker but also at the level of the unscrupulous employer. Many people see 'demand' as occurring only at the level of the consumer, but this should be distinguished from 'derived demand'.







#### *Classroom assignments*



(10 minutes)

## Exercise 7

## Grasping the key concepts

	<b>When</b>	It is useful to do this exercise straight away to consolidate understanding of the concepts before moving on.	
	<b>Duration</b>	10 minutes	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>For a lively 'punctuation' in the rather descriptive parts of the training but also to make sure key concepts are firmly grasped.</li> </ul>	
	<b>Methodology</b>	<p>Run this as a 'speed' exercise, so that the concepts are repeated but you move on quickly from description to application.</p> <p>You may choose to run this assignment as a 'competition', with two teams competing against each other to come up with the answer first for each definition/concept.</p> <p>Alternatively, work in plenary and get students to 'buzz' when they have the answer.</p> <p>Students could also work on this individually or in pairs in less 'animated' mode if the make-up of the group requires that.</p>	
	<b>Answers</b>	People whose exploited labour becomes a factor of production from which traffickers make a profit.	Supply (anticipate other answers, for example 'workers')
		A route or a point on that route which is between the source and the destination.	Transit place
		The place where the child ends up in exploitation – another word for 'destination' country.	Receiving (anticipate, for example, 'workplace')
		Trafficking that takes place from one country to another.	Cross-border/external (in some regions also called 'transnational', so this may come up also)
		Labour that is not hazardous but that is undertaken by a child who has not reached the legal minimum working age.	Child labour
		The country, town or village of the trafficked child – another word for 'sending' place.	Source (anticipate 'origin')
		Trafficking that is confined within a nation's borders.	Domestic/internal
		Labour that is hazardous, putting the child's safety or morals at risk, or that involves slavery or slavery-like practices, sexual exploitation, illicit substances, trafficking or recruitment into armed conflict.	WFCL
The active 'pull' of exploitative employers or other exploiters of trafficked labour.	Demand		
	<b>Things to note</b>	If participants offer different responses that are not among the key concepts but that do, in fact, make good sense, take this as an opportunity for brief discussion and to reinforce the key concepts again.	







### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.



Exercise 8		Illustrating trafficking in your country
	<b>When</b>	After the key concepts session or, in fact, at any appropriate place on the first afternoon. You could also set this as an assignment to be done overnight.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To focus on concepts (such as source, transit, destination, internal/crossborder) and apply these to the participants' own experience.</li> </ul>
	<b>Methodology</b>	<p><i>Before the session:</i></p> <p>Prepare large sheets of drawing paper or flip chart pads so that participants can draw large maps.</p> <p><i>In the class:</i></p> <p>Participants should work in groups, if there are several participants from the same country/state, to prompt discussion among them about their situation.</p> <p>Alternatively, students can work on this assignment individually.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	In case participants are nervous about drawing, have an atlas handy so that they can copy the outlines of their country/state, or copy maps beforehand.

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Risk and vulnerability



(15 minutes)

The text is self-explanatory. The exercise for this section is key to ensuring that participants have a chance to think through the various risk factors, so ensure that there is time to spend on the assignment and going through the answers. Understanding of risk and vulnerability is so important that the next session reprises it in another assignment. This is also an appropriate point at which to remind participants that there is fuller detail on all of the issues in the resource kit.








### Key words and concepts for this session:

- ▶ Child trafficking events have a beginning, a middle and an end – like a straight line
- ▶ Because some children are re-trafficked, child trafficking can also be seen as a loop, where one trafficking event ends only for another to begin
- ▶ Source/sending
- ▶ Transit
- ▶ Destination/receiving
- ▶ Domestic/internal vs Cross-border/external
- ▶ Supply and demand
- ▶ Demand is not a single phenomenon; there are different kinds of demand, generated at different points. These include consumer demand and derived demand
- ▶ It is important to map and understand the levels of risk that children face in regard to trafficking. This reflects their level of vulnerability to being trafficked
- ▶ Poverty plus
- ▶ Trigger factors
- ▶ Child-, family-, community-, institutional- and workplace-level risk factors

## Classroom assignment



(30 minutes)

Exercise 9		Risk and vulnerability
	<b>When</b>	At the end of the session covering risk and vulnerability. Could also be set as an overnight exercise.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To prompt analysis of risk and vulnerability within the context of case studies.</li> </ul>
	<b>Methodology</b>	<p>Participants can do this exercise individually, in pairs or in small groups. Depending on available time, it may be best to allocate just one of the case studies to each pair/group, to give plenty of time for discussion afterwards.</p> <p>Give participants 15 minutes to read through their allocated case study and decide on the answers.</p> <p>Then take a few minutes to read each case study out to the group as a whole before asking participants to give their answers.</p>
	<b>Answers</b>	<p><i>Individual, family and community-level risk factors are (Q1):</i></p> <ul style="list-style-type: none"> <li>■ Belonging to a marginalized ethnic group;</li> <li>■ Low income work (street trading and farming but not owning the land);</li> <li>■ Lack of birth registration;</li> <li>■ Lack of official status;</li> <li>■ History of illegal migration;</li> <li>■ History of moving to work in entertainment sector;</li> <li>■ Recruitment by older girls who belong to the village, and may therefore be trusted;</li> <li>■ Presence of unregistered recruitment agencies;</li> <li>■ Drug and alcohol abuse;</li> <li>■ Domestic violence;</li> <li>■ Inaccessibility of basic services;</li> <li>■ Large family size;</li> <li>■ Patriarchal family structures;</li> <li>■ Premature school drop-out (girls);</li> <li>■ Abuse of extended family system.</li> </ul> <p><i>Individual, family and community-level risk factors (Q2):</i></p> <p>It is not entirely clear whether the BeloBeloan children are at risk of trafficking, since we do not have sufficient information about them. The fact that SoSo is a more affluent neighbour does indicate that there might be movement for work/migration and, if this is not safe and legal, that might put adolescents in particular at risk.</p> <p><i>Institutional-level risk factors are (Q1):</i></p> <ul style="list-style-type: none"> <li>■ Population density;</li> <li>■ Youthful demographics – indicator of high youth unemployment also (another risk factor);</li> <li>■ Gendered nature of youth unemployment particularly high risk for girls;</li> <li>■ Dependence on agriculture coupled with regular destruction of crops;</li> <li>■ Skewed birth ratio;</li> <li>■ Gendered nature of school drop-out figures;</li> <li>■ Gendered nature of depression/suicide rates in rural areas;</li> <li>■ Proximity of Booming Province coupled with transfer of information on higher standard of living there via television;</li> <li>■ Attraction of port cities (high risk destination because of nature of commerce there);</li> <li>■ Inaccessibility of the one registered recruitment agency and limits on services offered;</li> <li>■ Availability of unregistered agencies.</li> </ul>



## Exercise 9

## Risk and vulnerability



### Answers

#### *Institutional-level risk factors (Q2):*

Clearly the situation is different for boys and girls, although some risk factors apply to both.

- Girls are most likely to be unemployed;
- Girls drop out of school earlier;
- Girls in rural areas clearly have problems of depression/inability to cope;
- Boys are disadvantaged by the skewed birth rate, which limits their marriage prospects and likelihood of remaining in BeloBelo province;
- Given that boys are more likely to seek to move because of this, they may be disproportionately influenced by television reports of opportunities elsewhere.

#### *Workplace risk factors (Q1):*

- Child labour common in hairdressing salons – gendered;
- Fact that girls arrive alone is a significant risk factor in the workplace;
- Expectation that girls will perform sexual services – again, gendered;
- Conditions of work/living;
- Enticement of promised higher wages;
- Free drugs and alcohol leading to dependence which then has financial repercussions also;
- Dependent relationship on the employer goes beyond work and includes migration status;
- Lack of healthcare and social services;
- Possible collaboration of police and employers;
- Non-payment of wages before home leave.

#### *Workplace risk factors (Q2):*

(Q2) It does not make a difference if the girls are older, as long as they have not reached the age of 18 and are therefore still children in international trafficking law.

If they are over 18, since they have arrived alone and unaccompanied, they are migrant workers (legal or illegal – it is not clear) but are in a situation of forced labour.



### Things to note

#### **DEVELOPMENT**

Share any experience of running this exercise

#### **LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 1 - Session 4

### Section 1.4: How child trafficking works



(20 minutes)

No particular problems to anticipate here, although it may be that participants wish to provide additional examples based on their own experiences. Keep this to a minimum in order to stay within the time allocated for this part of the session, since the assignment that follows will allow for these personal experiences to be covered.

It is essential to underline that trafficking involves both movement and exploitation. If there is exploitation but no movement, then this most likely involves child labour, WFCL or forced labour, depending on the circumstances and the age of the child. If there is no clarity on this, you may wish to prepare a summary of the definitions of light work, child work, child labour, and WFCL and discuss some examples of these.

This session is particularly suited to classroom discussion – Exercise 11 can be used to prompt this, or you may wish to promote discussion during the body of the lesson. Focus on the different kinds of recruitment that participants have come into contact with in their countries, the nature of the movement of children in, from and through their countries, and the sectors into which children are trafficked. For completeness, baby trafficking is included in the text but obviously it differs from other forms of child trafficking because generally both the intent and the end result are different. Make sure that participants understand that legal cross-border adoption is not the same as baby trafficking.



#### Key words and concepts for this session:

- ▶ Child trafficking begins with recruitment, and this can take different forms
- ▶ Movement is an essential element of child trafficking
- ▶ The purpose of child trafficking is to profit from children's exploitation
- ▶ Trafficking is not only for prostitution but into a range of exploitative work, generally demanding, dangerous work for little or no pay and in atrocious conditions
- ▶ The prostitution of people under the age of 18 is known as commercial sexual exploitation of children, CSEC, and is a worst form of child labour
- ▶ Children who may commit criminal offences while they are being trafficked should not be seen as criminals but as victims, and should not be re-victimized in justice systems







#### *Classroom assignments*



(70 minutes)

## Exercise 10

## Presenting your experience

	<b>When</b>	In the final session of the first day.
	<b>Duration</b>	15 minutes preparing the outline + 20 minutes discussion
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>Exercises 10 and 11 are designed to complement each other and to provide an opportunity to consolidate much of the learning of the first day.</li> </ul>
	<b>Methodology</b>	<p>Participants can do this exercise individually or in pairs or small groups from the same country. The preparation of the outline should take approximately 15 minutes.</p> <p>Follow and reinforce by classroom discussion of the participants' responses (20 minutes).</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	If participants have not had any experience at all in trafficking and so cannot provide an outline, they could reconstruct 'hypothetical children' from the BeloBelo case studies given in Exercise 9 and then profile them and suggest a potential trafficking scenario.







### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

**Exercise 11****Reviewing risk factors in relation to your experience**

	<b>When</b>	At the end of the first day.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>Exercises 10 and 11 are designed to complement each other and to provide an opportunity to consolidate much of the learning of the first day.</li> </ul>
	<b>Methodology</b>	Participants can do this exercise individually or in pairs or small groups from the same country.
	<b>Answers</b>	N/a
	<b>Things to note</b>	Spend any extra time available discussing the various risk factors again, to make sure that they are all fully understood.

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 12

## The case of trafficked children and criminal activities

	<b>When</b>	At the end of the first day.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ This assignment is included not only to introduce the importance of equal rights for all children but also to allow the class to consider the situation of children who commit a crime in the course of being trafficked.</li> </ul>
	<b>Methodology</b>	This exercise can be done individually, in small groups or in plenary. Avoid running the exercise in pairs, since if the pairs put together do not know each other, and find the content of the case study sensitive, this could lead to embarrassment.
	<b>Answers</b>	<ol style="list-style-type: none"> <li>1. Yes. Although the two boys moved of their own accord, they are clearly in a situation of exploitation and the bar owner displays intention to exploit and uses threats to keep the boys working for him. Their exploitation as drug dealers represents a worst form of child labour.</li> <li>2. The intermediary and the club owner. The club owner exploits the boys in forced labour (using threats to keep them working). He has also enticed them into selling drugs and could be said to be pimping them, since he takes half of the money they earn selling sex.</li> <li>3. Boys M and Q have probably committed crimes relating to their involvement in drugs and in prostitution (depending on national laws), but did so in a situation of forced labour.</li> <li>4. (i) Law enforcement should pursue the bar owner and recognize the boys as victims of exploitation. They should consult with social services to ascertain what will become of the boys, who would almost certainly face violence at the hands of their fathers if they are returned home.  (ii) Social services should assess the boys' needs – immediate, short- and longer-term – and move to provide or make available the various services the boys need. Because they have committed crimes in the course of being trafficked, they will certainly need legal advice and accompaniment. They will also need medical care because of the drugs/prostitution in which they have been involved. Social services will need to take action to ensure that the boys do not suffer violence at the hands of family members, and that they have somewhere to live if returning home is too risky.  (iii) Other agencies should, according to their portfolios, deal with the principal issues evident here: violence in the home; the situation of the two boys discovering their sexuality and suffering possible trauma as a result of being rejected because of it. Schooling/NFE/vocational training needs should be assessed and a medium-term plan drawn up for both boys so that they can continue their education/training and in time find meaningful work that allows them to support themselves independently if home life is not safe for them.  Agencies might also check the status of the mother and sisters of Boy M, since they too seem to have been subjected to M's father's violent behavior.</li> </ol>
	<b>Things to note</b>	<p>You will need to consider the make-up of the participant group before running this exercise, since some individuals or groups may react negatively to the fact that the case studies relate to children who are homosexual/trans-sexual.</p> <p>Where possible, however, do try and complete the assignment. If necessary, discuss up-front the importance of considering all children, regardless of their sexual orientation, and underline that the boys in the case study have the same rights as all other children, and that their sexual orientation may trigger them to leave home early which puts them at risk of trafficking.</p> <p>You may wish to discuss other crimes that may be committed by trafficked children (petty crime, drug dealing etc but also breaking of migration and other laws) and the importance of the status of 'victim' of trafficking mitigating these.</p>





**Exercise 12**

**The case of trafficked children and criminal activities**

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**DEVELOPMENT**

Share any experience of running this exercise

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**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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## Day 2 - Session 1

### Section 1.5: The people involved

#### Traffickers and intermediaries



(20 minutes)

Most participants will probably be unfamiliar with the trafficking models that are explained, and may want to suggest that trafficking 'doesn't work like that' in their experience. Allow alternatives to be discussed and explain that the models presented are quite general (you will probably find that the variants participants present are just that – variants that can in fact be fitted into the models given).

Cutting off profits is a strong deterrent against trafficking and of course a rights-based approach would underline the value of using confiscated assets and profits to compensate victims.

You may be asked what people should do if they 'sight' traffickers, or if they think they have encountered traffickers but are not sure. As a first comment, you might wish to underline that traffickers are criminals and that the police should be involved and that, above all, people should not attempt to tackle traffickers themselves, but should pay attention to their safety and to the safety of any children involved (desperate criminals may well elect to get rid of the children – abandoning them or worse – if they think they have been 'spotted'). Explain that there is more on interrupting trafficking events in the part of the course that covers law enforcement (sections 2.5 and 2.6).



#### Key words and concepts for this session:

- ▶ Traffickers are people who contribute to child trafficking with the intent to exploit – they include recruiters, intermediaries and others, no matter how small their contribution
- ▶ Governments have a duty of due diligence to ensure that their employees – at all levels – are not involved in child trafficking in any way
- ▶ There are several models of trafficking involving organized criminal groups, service providers, amateurs etc. It is important to understand how they work in order to dismantle their operations
- ▶ Child trafficking is a lucrative business and one approach to interrupting or eliminating it is to target the profits made – through confiscation, freezing of assets, compensation and by dismantling trafficking operations and generally making child trafficking an expensive option by erecting hurdles to it







#### Classroom assignments



(70 minutes)

## Exercise 13

## Putting together a snapshot of trafficking in your country

	<b>When</b>	At the end of session 1.5.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To check that participants have understood the different kinds of risk factors at play in their own country;</li> <li>■ To apply some of the learning so far to the specific example of child trafficking in the participants' countries.</li> </ul>
	<b>Methodology</b>	<p>Participants work individually and build up further their notes on child trafficking in their country.</p> <p>If there are several participants from the same country or region, they could then compare notes before class discussion.</p> <p>Class discussion should include presentations of the answers and of the concepts involved.</p> <p>If the participants include a mix of governments, workers, employers and NGOs from one country, you may wish to run the exercise in mixed groups (one representative of each of these sectors) and see whether their perceptions of the issues in their country differ.</p>
	<b>Answers</b>	<p>N/a</p> <p>In relation to question 2: you may wish to ask how the participant came to know the answer, ie did they read this in a newspaper (in which case, could it be anecdotal?), or did it come from interviews with trafficked children (in which case, is it more reliable?) etc. Use this opportunity to have a brief discussion on reliability of sources and the need to check anecdotal evidence.</p>
	<b>Things to note</b>	<p>You may wish to assign this exercise overnight between Days 1 and 2 (particularly if participants do not have much experience of trafficking in their country and need to do some research on the Internet).</p> <p>Exercises 13 and 14 are intended to be complementary.</p>







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

**Exercise 14** **Responding to the problem – some first thoughts**

	<b>When</b>	At the end of session 1.5.
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ This is a first opportunity to consider responses to trafficking (policy and programming). Since that material is yet to be covered, do not aim for absolute accuracy – rather use this as an opportunity to begin to consider the broad range of responses available and, above all, to discuss how important it is to match ‘cause’ and ‘effect’ and to identify and target the crux of the problem.</li> </ul>
	<b>Methodology</b>	<p>Spend 20 minutes first in plenary listening to answers to Exercise 13.</p> <p>Then move the participants into groups in which they have the opportunity to discuss the possible responses (20 minutes). This is the first assignment in which they have looked at responses. Do not question these nor criticise them, however do stress that, in textbook 2, they will have a chance to look at alternatives that they may not yet have considered.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 2 - Session 2

### Section 1.6: The scope and impact of child trafficking

#### How many children are trafficked?



(15 minutes)

It is vital in this session to emphasize the problems associated with statistics generally quoted, in particular if they are not based on methodologically sound modelling.

Stress also the importance of always quoting sources when giving statistics, of checking reliability of sources and of making sure that estimates are updated (some global estimates regularly quoted are more than a decade old and are quoted from a source that quoted a source...)

Point out that the value of statistics lies in being able to look at trends – when data are collected regularly from the same/equivalent sources and with the same variables – and that this allows us to have some idea of the effectiveness of interventions, or of shifting/changing patterns.

#### The impact of child trafficking



(15 minutes)

This is a straightforward section but, according to the make-up of the group, you may find that participants' perceptions of the impact of child trafficking differ. It is likely that those in positions of national authority will have a broad view of the impact of trafficking on the country, perhaps in relation to law and order or transnational criminal activity. NGO representatives may stress the impact on the child and/or family, and agencies working in broad social development may see the relationship between child trafficking and attainment of social development goals more clearly. Employers' and workers' organizations may well have a clearer view of the impacts of child trafficking on labour markets and the broader economy.

If this is the case, it would be interesting and useful to allow an extra 10 minutes at the end of this session for discussion of the impact of child trafficking, to allow these different but complementary viewpoints to be explored.

At the same time, you should be sure to stress that, whatever the particular approach taken to assessing impact, the best interests of the child are always paramount.



## Key words and concepts for this session:

- ▶ It is difficult to obtain reliable statistics on the numbers of children trafficked, but there are ways to develop informed estimates that are useful for advocacy and for planning
- ▶ The impact of child trafficking is wide-ranging and affects the child and family, her/his community, and the country's social development







## *Classroom assignments*



(60 minutes – or 50 minutes if you have allowed an extra 10 minutes for discussion, as above).

## Exercise 15

## From country to region

	<b>When</b>	At the end of section 1.6.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ This exercise is designed to move from the work done on national characteristics to look at regional patterns.</li> </ul>
	<b>Methodology</b>	This exercise works best if you have several participants from each region, so that they can be grouped to work together.
	<b>Answers</b>	<p>This exercise asks for quite advanced understanding of the reasons for similarities and differences in the context of child trafficking in various countries or localities in a region. Some of the elements that may arise include:</p> <ul style="list-style-type: none"> <li>■ Common ethnic origins (historical, linguistic etc);</li> <li>■ Similar climates and agricultural bases (e.g. several countries experiencing long-term drought);</li> <li>■ Similar or differing levels of economic development and affluence;</li> <li>■ Differing population densities and levels of work opportunities.</li> <li>■ Push-pull of labour markets (i.e. work available in one country and not another);</li> <li>■ Internal conflict in one country and not another.</li> </ul>
	<b>Things to note</b>	

**DEVELOPMENT**





Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 16

## The costs of trafficking

	<b>When</b>	At the end of section 1.6.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To prompt deeper consideration of the impact of child trafficking beyond the impact on the individual child.</li> </ul>
	<b>Methodology</b>	<p>Divide the group into four smaller groups and assign one of the topics to each group. Ask them to list the different elements of impact they think of, and prepare to present these to the group in plenary.</p> <p>Allow 15 minutes for this preparation.</p> <p>Discuss in plenary for 10 or 15 minutes, depending on the duration of the exercise. During discussion, ask the class to fill in any missing answers.</p>
	<b>Answers</b>	<p>Some of the elements that should arise include:</p> <p><b><i>Impact on the individual child:</i></b></p> <ul style="list-style-type: none"> <li>■ Loss of education and the long-term harm this causes to the child, i.e. ability to earn a decent living, support a family, fulfil potential etc.;</li> <li>■ Separation from family and community and the psychological damage of isolation and fear;</li> <li>■ Physical and psychological harm caused by being put to work prematurely and in unacceptable circumstances;</li> <li>■ Potentially malnourishment and other threats to health;</li> <li>■ Possible repercussions of violence, including sexual violence.</li> </ul> <p><b><i>Impact on all children:</i></b></p> <ul style="list-style-type: none"> <li>■ Successful trafficking of just one child from a particular community increases the risk to all children in that community because it puts it 'on the map' as a potential source of vulnerable children;</li> <li>■ In the case of adolescents in particular, the successful trafficking of a child without information getting back on the nature of that child's exploitation may promote the perception that it is safe and desirable to leave a community for 'greener pastures';</li> <li>■ Each case of successful child trafficking contributes to potential growth in the 'trade' and so heightened risk for all children.</li> </ul> <p><b><i>Economic costs to a country:</i></b></p> <ul style="list-style-type: none"> <li>■ Direct costs of law enforcement, rescue, rehabilitation and reintegration of the child, investigation, prosecution and sanctioning of the traffickers (e.g. costs of maintenance during detention);</li> <li>■ The opportunity costs of these children not earning a decent living and thus not stimulating the economy.</li> <li>■ Short-, medium- and potentially long-term costs associated with the health needs of the trafficked child;</li> <li>■ Short-, medium- and longer-term costs associated with reintegrating the child into the education/training system through specialized pathways;</li> <li>■ Potential loss of child and therefore her/his economic contribution to the country (productive work).</li> </ul>





## Exercise 16

## The costs of trafficking



## Answers

**Impact on social development goals:**

- Redirecting of scarce resources to preventing trafficking, pursuing traffickers, funding victim assistance etc.;
- Diversion of revenue from regulated to grey markets, undercutting of prices, instability in demand/supply of goods and services etc;
- Destabilization of workforce through exploitative use of trafficked children, undermining wages and social welfare systems etc;
- Undercutting of Education for All goals as trafficked children are denied an education – long-term effects of this;
- Undercutting of health development goals as resources are necessarily diverted to cater to the exceptional needs of trafficked children;
- Instability of family structures when children are taken or sent away from the family etc.

**Impact on broader commitments:**

Discussion here will depend on the nature of the group and the international, regional and national commitments they identify as relevant.

- Anticipate discussion on the MDGs (see social development goals, above);
- CRC and other human rights-related commitments (trafficking as clear violation of these – there may also be mention of the 'tiers' of the US TIP system and the impact that being in Tier 3 may have on a country's access to aid support);
- Commitments related to WFCL, TBPs etc and how trafficking adds another layer of complexity to efforts to eliminate child labour, forced labour and undercuts efforts to achieve Decent Work goals.



## Things to note

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 2 - Session 3

### Section 1.7: Research and knowledge for planning



(45 minutes)

There is a lot to cover in this session, so you may wish to do it all in one hit or divide the material and give time for Q & A in between sections. Participants don't need to be researchers but need to understand the importance of research when planning interventions.

The resource kit has a number of substantial resources that include methodological guides to the various research methods listed here and participants should be referred to these. Make sure you have read through them in case questions come up about methodologies.

There are three interesting assignments available to you to consolidate the learning in this section. If you feel that participants are struggling with the quantity of the information included under this heading, you may wish to forego the exercises and spend more class time in discussion of the different sections as 'punctuation points' during the class. You could then suggest to the participants that they might attempt one or more of the exercises as outside assignments to discuss with you the next day.



#### Key words and concepts for this session:

- ▶ Gathering information and data is the first step in combating child trafficking because it underpins analysis and planning
- ▶ It is vital, before embarking on an information-gathering exercise, to know what kind of information is needed and what will be done with it
- ▶ Statistics that are collected have to be disaggregated in order to be really useful – the key is to look beyond the numbers and see the profile of the child at risk or who has been trafficked
- ▶ Qualitative information, collated into a situation analysis, helps us to build up a detailed picture of child trafficking in a particular place at a given time
- ▶ It is important to agree common terms and definitions so that data can be shared, analyzed and used for comparative purposes
- ▶ Secondary data analysis
- ▶ Household-based surveys
- ▶ Establishment-based surveys
- ▶ Piggy-backing
- ▶ Rapid Assessment
- ▶ Participatory research
- ▶ Profiling (of children, traffickers)
- ▶ Mapping (of routes, locations and end results)
- ▶ Research protocols
- ▶ Child-focused interview techniques
- ▶ Ethical issues to be borne in mind in seeking, gathering, storing and sharing information
- ▶ Validation, reporting and dissemination



#### Classroom assignments



(45 minutes)

## Exercise 17

## Role playing

	<b>When</b>	See the note above. This exercise has no right or wrong answers and is something participants could do among themselves, in pairs or small groups, at any time.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To explore the techniques and issues involved in interviewing in a non-judgemental and creative way.</li> </ul>
	<b>Methodology</b>	<p>This exercise is best done in pairs, with two participants taking it in turns to be the interviewer and the interviewee.</p> <p>If the exercise is run as part of the classroom session, then depending on the number of participants, there may be time for the 'interview' itself to take place in front of other participants. Those observing the interview can comment on the questions asked, conduct of the interview and other issues that arise.</p>
	<b>Answers</b>	<p>Some issues that might arise:</p> <ul style="list-style-type: none"> <li>■ The 15 year-old began working in the factory at the age of 13 and was at that time below the minimum working age and so in a situation of child labour. Since the employer is present at the interview and presumably aware of this, s/he may be displeased at the disclosure of this fact and target the child for reprisals. This is a serious threat to the girl being interviewed. Should the interview go ahead? Probably not with the employer present. If it does, there must be consideration of what can be done to protect the girl from any repercussions (e.g. losing her job, physical violence etc)</li> <li>■ The employer has also, at some point, held the girl in slavery-like conditions because she was not allowed to leave and return to her village. The employer may be aware of this and, again, may fear disclosure and reprisals and therefore threaten the girl.</li> </ul> <p>Given these circumstances, the participants may decide that the interview should not go ahead. In that case, ask them to make changes to the conditions given in the assignment in order to eliminate the obstacles they have identified (the obvious one is to not have the employer present during the interview, although s/he may then feel threatened by not knowing what the girl has said). Discuss what participants would do if it is clear that there is no way the interview should proceed.</p>
	<b>Things to note</b>	If facilities are available, and with the permission of those involved in the role playing, it is a good idea to record the interview/discussion (vision or audio only) to use in future classes.

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 18

## Designing an information-gathering project

	<b>When</b>	At the end of section 1.7.
	<b>Duration</b>	25 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To focus on deciding whether an observed situation/anecdotal report is sufficient basis for initiating an information-gathering effort;</li> <li>■ To consider the kinds of information-gathering work that might be undertaken and the protection issues involved.</li> </ul>
	<b>Methodology</b>	<p>This exercise should be done in small groups.</p> <p>Allow about 10 minutes for the groups to prepare their answers and then spend 15 minutes going through them in plenary.</p>
	<b>Answers</b>	<p>Some possible areas participants should be thinking about include:</p> <p><i>Preparatory steps:</i></p> <ul style="list-style-type: none"> <li>■ Contacting the trade union involved and getting more information from them;</li> <li>■ Finding out if there are any corroborating sources for the truck drivers' reports (local NGOs, government officials, police sources, for example);</li> <li>■ Contacting local authorities/NGOs in the port city mentioned to see if they have become aware of girls being moved into the commercial sex sector along this route.</li> </ul> <p><i>What should NOT be done:</i></p> <ul style="list-style-type: none"> <li>■ Do not rush off to the transport café to check out the reports – this might put the girls at risk (if indeed they are in a trafficking situation) and at the very least just move the problem elsewhere;</li> <li>■ Do not comment on the situation publicly until it has been thoroughly researched (it may not be a trafficking situation at all).</li> </ul> <p><i>Answers:</i></p> <p>The issues to be reviewed include:</p> <p><b>1. Protection considerations</b></p> <ul style="list-style-type: none"> <li>■ Possible harm to the girls involved if they are indeed being trafficked and the traffickers feel they have been unmasked;</li> <li>■ Possible anger of the girls themselves if they are not being trafficked and consider that there has been an intrusion into their privacy;</li> <li>■ Possible reprisals against the truck drivers if traffickers identify the source of the reports. If the situation is not trafficking, the adults involved might still be angry enough to assault the truck drivers;</li> <li>■ Possible harm to those checking the situation if the traffickers realise what they are doing. If the situation is not trafficking, the adults involved might still be angry enough to assault researchers;</li> <li>■ Legal action by the adults involved against the observers and/or truck drivers if they feel they have been publicly maligned;</li> <li>■ Some form of action by the operators of the transport café on the basis that the reports/investigation have brought their business into disrepute.</li> </ul>



## Exercise 18

## Designing an information-gathering project



## Answers

**2. Issues of importance**

- Best interest of the child;
- Reliability of the reports;
- Observed frequency of the sightings;
- Contextual information gained (e.g. confirmation from an NGO in the source country of reports that girls are being trafficked along this route);
- Reliability of the media reports (e.g. is the journalist known for good investigative reporting or for repeating unconfirmed stories?);

**3. To explore further**

- Varied answers possible here. One important thing to do would be to encourage the actions of the trade union informants in future by strengthening the partnership with them and, for example, combining in further training/awareness raising.

**4. Research methodology**

- Rapid assessment – for example, at destination, with women working legitimately in the commercial sex sector to see what they know and also whether any of them were moved along this route when they were younger;
- Key informant interviews – more in-depth questioning of police, local NGOs, truck drivers, potentially the café owner (depending on the safety of that);
- Direct observations on site - without putting the girls at risk.

**5. Research team**

- Several possibilities, depending on the answers on the methodology. Potentially involve trade union representatives/trained workers; trained adolescent interviewers etc.

*Recommended actions*

- Will depend on outcome of the research. If it is a trafficking situation, then there might be opportunities for programming at the identified source of the girls, along potential routes and at the port city.

*Note:* Whatever the outcomes of the investigation, the results should be shared with the trade union that first raised the alarm, not least in appreciation and to further encourage the vigilance of the drivers.

**Things to note**

This exercise is suitable for N (NGOs and agencies) as well as W (workers' organizations). It may be of interest to Governments and Employers but is to some extent outside their remit.

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 19

## Learning from disaggregated data

	<b>When</b>	At the end of session 1.7.
	<b>Duration</b>	45 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To encourage participants to look beyond disaggregated data and understand more about the profiles of the children concerned;</li> <li>■ To encourage participants to make reasonable and well founded assumptions based on available data that will allow them to evaluate possible programming options.</li> </ul>
	<b>Methodology</b>	<p>This exercise can be done individually, in pairs or in small groups.</p> <p><i>Before the class:</i></p> <p>Prepare several sets of cards with the name of the sample children on one side and blank on the other (one child to each card).</p> <p><i>In the classroom:</i></p> <p>Give each individual, pair or group a set of cards and ask them to copy out the data available on each child and note any conclusions they draw from individual data. (Question 1)</p> <p>Then ask them to compare the cards and identify any common factors among the children.</p> <p>Alternatively, simply copy the assignments and have them discussed in groups of four followed by plenary discussion.</p> <p>Remind them to be sure to consider differences/similarities between boys and girls.</p>
	<b>Answers for Q1</b>	<ul style="list-style-type: none"> <li>■ All the girls in the sample are teenagers; the boys are generally younger. Is this of relevance? (It might be that the girls have been trafficked into sexual exploitation, since they are adolescents – one of the girls, Gillian, is HIV-positive, which indicates probable sexual activity).</li> <li>■ Most of the children are from large families.</li> <li>■ The only child to remain in school to age 15 comes from the smallest family (Consuela).</li> <li>■ Two of the three children with a disability were never sent to school.</li> <li>■ All children with disabilities are boys</li> </ul>
	<b>Things to note under Q2</b>	<ul style="list-style-type: none"> <li>■ Place of origin; ethnicity; religion; total family income; trafficked by whom/where/when; internal or cross-border; when did the children become disabled (before or after the trafficking); history of sexual abuse?</li> </ul>

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 2 - Session 4

### Section 1.8: Planning for coordinated action

#### National Action Plans



(10 minutes)

You should not anticipate any particular issues to arise during this brief presentation. If you have government participants, they may express some dissatisfaction with the plethora of NAPs countries are expected to prepare under various UN frameworks. This is a common and often valid comment but you may wish to emphasize that planning is important, no matter how it is done, but that NAPs allow for multi-stakeholder planning and coordinated action, and therefore offer a better chance of effective action.

This would be an opportunity to introduce the Paris Declaration of 2005 that moves us towards rationalization of various planning frameworks (pushed by donors, particularly, who often are asked to fund a number of 'competing' frameworks in a given country). This movement has been coming since the 1990s and of course makes good sense. You may wish to ask participants how many frameworks/plans/blueprints they know exist in their countries – NAPs on CSEC, trafficking, child labour, education for all, HIV/AIDS etc; TBP on the worst forms of child labour; general NAPs for children; PRSPs; MDG frameworks; social development agenda plans etc. Emphasize the complementarity of these and that, although they may be seen to 'compete' for funds, they are in fact underpinned by the same human rights/social development aims. Also make the point to integrate child trafficking concerns into existing NAPs where possible, rather than developing new plans.

The other issue that may arise is the question of resourcing NAPs. Emphasize that NAPs can ultimately only be useful if they are properly resourced and that governments should aim to allocate sufficient budget to cover the whole NAP, since it is most effective when it is implemented as a whole.

From this point on, you should use the NAP framework (or if necessary the 'coordinated' planning framework) as a reference point for all elements of planning and process covered during the course so that, for example, discussions on prevention or protection or victim assistance are referred back to the NAP, which should include them as major headings.

#### Stakeholder analysis and building the national team



(10 minutes)

Note that the chart illustrated in the section on stakeholder analysis already uses the four headings to be used in textbook 2.

The concept of 'broad protection' indicates the importance of protecting all children, not just those at risk of trafficking. It is equivalent to the ideas behind the protective environment also.

Sometimes the term ‘prevention’ is used to relate to stopping children from being trafficked too, but here we have used prevention in relation to the act of trafficking itself. To cover all bases, however you may wish to refer to the first category of action as ‘broad protection to prevent children from being (re)trafficked’.



### **Key words and concepts for this session:**

- ▶ Coordination, planning and action
- ▶ Multidisciplinary approaches
- ▶ Stakeholder analysis
- ▶ Planning frameworks, including NAPs, TBPs, MDGs etc.

### ***Classroom assignments***



(60 minutes)

### **Wind-up by facilitator**









(10 minutes)

This is the last session in textbook 1 and you should take time for Q&A and to recap any areas that you think may need to be reinforced. You can check understanding as you prompt free discussion, particularly in relation to key concepts. Reinforce, also, the importance of a national planning framework not only for a country’s anti-trafficking efforts but for textbook 2 analysis of the major areas of action.



## Exercise 20

## Stakeholder analysis

	<b>When</b>	At the end of session 1.8.
	<b>Duration</b>	60 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To get participants to focus on roles and responsibilities of different actors in different places and in particular identifying strengths and weaknesses and how these can be factored into planning processes.</li> </ul>
	<b>Methodology</b>	<p>In a mixed group, divide the participants into Government, Workers, Employers, NGOs (GWEN).</p> <p>Ask them to discuss the various categories of action and consider the stakeholders who might take on various roles within these categories, at source, transit and destination.</p> <p>Alternatively, if time is short, run this as a plenary exercise, seeking answers from the class and completing the table together.</p>
	<b>Answers</b>	Various.
	<b>Things to note</b>	Participants can think outside the G, W, E, N groups when they consider the different stakeholders who might be involved, but in practice you may find that they consider first the different branches of their own sector (i.e. governments are likely to think of various ministries or government agencies).

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 21

## Planning coordinated action

	<b>When</b>	At the end of session 1.8. Alternatively, as an overnight assignment.*
	<b>Duration</b>	60 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To consolidate understanding of ‘coordinated action’ as a basis for effective collaboration and maximization of resources.</li> </ul>
	<b>Methodology</b>	Divide participants into G, W, E, N and get them to fill in the table accordingly. Remind participants to look, when they have completed the G, W, E, N box relative to their own role, at the other sectors and add any ideas they may have.
	<b>Answers</b>	<p><b>1. Broad protection</b></p> <p><b>G</b> Ministry of Education Local and provincial education authorities Ministry of Youth and Family (or equivalent) Ministry of Labour/Youth Employment (or equivalent) — Coordination through an inter-ministerial task force or standing committee. <i>Main role will be to:</i> Investigate the causes of school drop-out (policy); Recommend actions to encourage children to stay in school (policy); Review legislation and policy relating to education (eg age for compulsory schooling) (policy). Monitor progress of actions and response of children in school (outreach).</p> <p><b>W</b> Any workers’ organizations focusing on the transition from education to training/work. <i>Main role will be to:</i> Negotiate and cooperate with employers to make available skills training, apprenticeships and mentoring for children at risk of dropping out (policy); Collaborate with schools in delivering awareness raising about employment opportunities and the links between education and employment (outreach); Cooperate with government and employers’ organizations in consideration of the problem and planning of any possible roles (policy).</p> <p><b>E</b> Employers’ organizations engaged in facilitating transition programmes for school leavers, and all employers’ organizations for awareness raising with their members. <i>Main role will be to:</i> Bring the problem to the attention of member employers and encourage their engagement, in cooperation with workers’ organizations where possible, to provide skills training and apprenticeships for children at risk of dropping out (outreach); Encourage and facilitate engagement of member employers in developing relationships with schools to provide bridging programmes, awareness raising and reinforcement of understanding of the links between educational achievement and employment (policy and outreach).</p> <p><b>N</b> Agencies involved in education initiatives, NFE, youth unemployment programmes, mentoring. <i>Main role will be to:</i> Work with schools, workers’ and employers’ organizations to deliver awareness raising and mentoring programmes to children at risk of dropping out of school (with a broader strategy to work with all children of secondary age) to reinforce understanding of the links between educational achievement and employment (outreach);</p>



## Exercise 21

## Planning coordinated action



## Answers

Provision of NFE/pre-vocational /life skills training to help prepare children for employment of their choice (outreach).

## 2. Victim assistance

### G Ministry of Justice

Ministry of Social Welfare (or equivalent)

Ministry of Children and Youth Affairs (or equivalent)

Ministry of Health (or equivalent)

Ministry of Religious Affairs (where appropriate)

Ministry of Women's Affairs

Department of Migration

Provincial anti-trafficking task forces (or equivalent) in receiving areas

— coordinated through a national referral mechanism (eg inter-ministerial taskforce on trafficking)

*Main role will be:*

Development of gender-specific policy in relation to the status of trafficked children (including provision of visas, residency provisions, provision of interim services etc) (policy);

Planning and coordination of gender-specific services for trafficked children (legal, medical, psychotherapeutic, basic needs, family liaison etc) (policy and outreach);

Budget allocation and disbursement of funds for services as above (policy and outreach);

Training and oversight of law enforcement processes and personnel to deal with trafficked children (outreach);

Oversight of gender mainstreaming into policies and practice in relation to services for trafficked children (outreach).

*Where the trafficked children are natives of the country trafficked to a third country:*

Negotiation of MoUs or other bilateral agreements with known receiving countries to ensure the best interests of the trafficked child (e.g. in relation to status/return, services provided etc.);

Provision of comprehensive services for returned children (outreach);

Budget allocation and disbursement of funds for services for returned children and their families (policy and outreach);

Rigorous investigation of recruitment/trafficking mechanisms involved in trafficking of the children and prosecution of perpetrators (policy and outreach).

### W National, local workers' organizations

*Main role will be:*

Collaboration in task forces or equivalent at all levels to ensure that trafficked children of working age who need/desire to seek work have mentoring, vocational training, access to apprenticeships, bridging NFE etc appropriate to their sex, age and status (outreach).

### E National, local employers' organizations

*Main role will be:*

Collaboration in task forces or equivalent at all levels to ensure that trafficked children of working age who need/desire to seek work have mentoring, vocational training, access to apprenticeships, bridging NFE etc appropriate to their sex, age and status (outreach);

Some sectoral associations (e.g. lawyers' associations) might specifically be involved in advocating for and cooperating in the development of migration/trafficking policy that is child-centred and takes the best interests of the trafficked child into account.



**Exercise 21**

**Planning coordinated action**



**Answers**

**N** International, national and local organizations focusing on child welfare, trafficking, youth employment, education etc.  
*Main role will be:*  
 Collaboration in providing services, and monitoring (case management) of trafficked children (outreach);  
 Participation in multi-sectoral task forces relating to the welfare of trafficked children;  
 Advocacy for trafficked children in relation to their status, provision of services etc (policy and outreach);  
 Family liaison, case management and provision of necessary family- or community-centred programmes to reduce the child's vulnerability to being re-trafficked (outreach).

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**Other** There may be a role for:  
 Media — for example in covering cases of child trafficking (taking the child's right to privacy into account) and advocating for the rights of trafficked children.



**Things to note**

\* If this exercise is run as an overnight assignment, delay going through the responses until the end of session 2.1, since participants will have had more time to consider protection actions and may wish to modify their answers.

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 22

## Coordinated action at subregional level

	<b>When</b>	At the end of session 1.8. Alternatively, as an overnight assignment.*
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To consider how multidisciplinary action can occur at cross-border level.</li> </ul>
	<b>Methodology</b>	<p>Participants should work in regional groups for this exercise. If that is possible, then they do not need to be divided into G, W, E, N but can work as a multidisciplinary planning group.</p> <p>If all the participants come from the same region, then organize them into G, W, E, N.</p> <p>The exercise should take approximately 20 minutes, with 20 minutes to discuss ideas in plenary.</p>
	<b>Answers</b>	<p><b>G</b> Representatives of countries X and Y at ministerial level (e.g. a nominated ministry or the head of an existing inter-ministerial task force on (child) trafficking</p> <p>At technical level:</p> <p>Coordinators of task forces of countries X and Y responsible for the child trafficking-related NAP of each country</p> <p>Ministry of Justice of countries X and Y</p> <p>Ministry of Labour of countries X and Y</p> <p>Department of Migration of countries X and Y</p> <p>Representatives of relevant arms of law enforcement of countries X and Y (including police, border control, customs and migration)</p> <p>- coordinated through a subregional referral mechanism (for example within a body like SAARC or the EU, or a specially formed/nominated secretariat as for COMMIT).</p> <p><i>Main role will be:</i></p> <p>Development and negotiation of policy and implementation/cooperation mechanisms for cooperation in the identification of trafficking victims and investigation/prosecution of trafficking cases (X and Y);</p> <p>Country X: research and sharing of information on recruitment and transportation of trafficked children, including people involved, trafficking routes, means used etc</p> <p>Country Y: implementation of agreed bilateral/multilateral policies on apprehension of traffickers and collaboration in their prosecution; and on receipt and services to trafficked children.</p> <hr/> <p><b>W</b> National and local workers' organizations in countries X and Y, especially those operating in relation to known receiving sectors, as well as sectors such as transport.</p> <p><i>Main role will be:</i></p> <p>Liaison and sharing of information on receiving sectors and movement of children into these;</p> <p>Monitoring of workplaces to identify possible trafficking victims, as well as focal point for reporting of potential cases from workers and others active in the workplace.</p> <hr/> <p><b>E</b> National and local employers' organizations in countries X and Y, especially those operating in relation to known receiving sectors, as well as sectors such as transport.</p> <p><i>Main role will be:</i></p> <p>Liaison and sharing of information on receiving sectors and movement of children into these;</p> <p>Monitoring of enterprises to identify possible trafficking victims, as well as focal point for reporting of potential cases from employers.</p>



## Exercise 22

## Coordinated action at subregional level



### Answers

- N** International, national and local organizations in countries X and Y focusing on child trafficking
- Main role will be:*
- Advocacy in countries X and Y to ensure that the best interests of the child are paramount in all policies and actions agreed between countries X and Y;
  - Cross-border liaison and cooperation between national and local organizations in relation to trafficking cases, especially in relation to identified children and their best interests;
  - Sharing of information (to include involvement of law enforcement) on the identity and actions of recruiters and traffickers and the movement of children between countries X and Y;
  - Provision of services for children of the partner country and liaison to ensure the welfare of the trafficked child in relation to legal proceedings, temporary stay, return etc.



### Things to note

- \* If this exercise is run as an overnight assignment, delay going through the responses until the end of session 2.1, since participants will have had more time to consider protection actions and may wish to modify their answers.

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 23

## Assessing partners' protection policies

**When**

At the end of Section 1.8 or at any time during textbook 2 if you have extra time.  
Could also be run at the beginning of textbook 3 (Section 3.1) as consideration of the NAP and stakeholders is reprised.

**Duration**

30 minutes

**Objectives**

- To prompt participants to consider the importance of 'corporate' or in-house child protection policies and the responsibility of all those working with/for children of considering their best interests at all time.

**Methodology**

This exercise can be run in small groups or (see 'Things to note') in plenary. If it is run in small groups, it might be helpful to organize these into G, W, E, N so that the specificities of these different actors can be taken into account.

**Answers**

Answers/discussion should cover the following elements:

Having a policy in place

All organizations (including government departments) that come into contact with children (all children, not just vulnerable children) should have a policy that puts the best interests of the child at the centre of their work.

A policy should be negotiated that covers permanent and temporary staff, volunteers and service providers. It should also include management and decision-makers (e.g. Board members).

Some elements of the policy might be:

- Protection of the physical integrity of the child (i.e. protection against physical – including sexual – abuse, corporal punishment, harassment etc);
- Protection of the psychological integrity of the child (i.e. protection against psychological abuse, humiliating or degrading treatment, harassment, language used etc.);
- Protection of the privacy and confidentiality of the child (e.g. address and family circumstances, HIV status and other health information, any involvement in criminal proceedings etc.).

Transforming policy into rules and regulations

In consultation with all those involved (including, where appropriate, representatives of children and families), the policy should be translated into rules and regulations governing the behaviour of all permanent and temporary staff, management and executive, service providers and others.

This might include, for example:

- Procedures for collection and storage of data, including protocols on who can access the data, when and how;
- Regulations on what sanctions can (and cannot) be used when staff contravene rules (e.g. unruly behaviour);
- Procedures for dealing with contraventions of the rules and regulations and who deals with these.

Training

The policy and rules and regulations implementing it should be clearly displayed on the premises of the organization and should be included in contracts for employment and provision of services (including agreements for volunteers and temporary staff). Sanctions for violation of the rules and regulations should be clearly spelled out.

All new permanent and temporary staff, as well as volunteers, executive and management, should receive training on the policy and its implementation as part of their induction to the organization and at regular intervals thereafter.



## Exercise 23

## Assessing partners' protection policies



### Answers

Monitoring	<p>Monitoring of the policy and its implementation should be done at regular intervals. A joint staff/management monitoring committee might be set up for this purpose (and for sanctions, see below). If appropriate, representatives of children might participate in this committee.</p> <p>There should be clear and publicized avenues for staff and others to make suggestions so that the policy and rules/regulations translating it remain relevant to all those involved.</p>
Reporting	<p>There should be clear and well publicized avenues for reporting violations of the policy, rules and regulations. Ideally reports should not be handled by a single person but by a group of nominated/elected representatives (perhaps the joint staff/management committee mentioned above).</p> <p>Reports should remain confidential and must respect the privacy, dignity and rights of the child(ren) involved and the accused person.</p>
Investigation and sanctions	<p>It must be remembered that any alleged contravention of the policy/rules and regulations that involves an accusation of criminal behaviour (e.g. sexual abuse) is a matter for law enforcement and not internal procedures. Law enforcement officers are best placed to investigate and should be called in at the earliest opportunity.</p> <p>For accusations of non-criminal violation (e.g. calling a child a rude name), there should be agreed sanctions and these should be implemented speedily and with regard to the rights of the child and the person concerned.</p>



### Things to note

The issues of in-house child protection policies is not covered in the body of the text so, if you have time, you may wish to first discuss the issue in general terms. Alternatively, you could run the exercise in plenary and include the questions and answers as part of the discussion.

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.



## 2: Action against child trafficking at policy and outreach levels



(2 days – 8 sessions x 90 minutes per session)

### Day 3 - Session 1

#### Introduction



(10 minutes)

1. As the course moves into its second textbook, it is important to make the link between the first eight sections and the next eight. Remind participants that the course 'grows' the subject of combating child trafficking – while the first textbook focused on understanding and preparation, the second textbook moves to the actions to be taken, whether at policy or outreach level.
2. The bridge between these two is the NAP (or equivalent 'coordinated' framework at national level, as well as frameworks at other levels), and the importance of this has to be emphasized. Understanding and preparation allow the NAP to be created as a coherent blueprint for action.
3. It is useful, also, to explain the four headings under which action is covered in textbook 2:
  - Broad protection (which focuses primarily on children, with a view to preventing their being (re)trafficked);
  - prevention (which focuses more on trafficking itself, so that it can be stopped before children become victims);
  - law enforcement (which, in the labour context, does not only mean 'police' but also enforcement of labour laws and standards); and
  - victim assistance, which covers the immediate, medium- and long-term needs of children who have been trafficked both to help them to recover and rebuild but also to reduce their vulnerability to being re-trafficked.

Two sections (two classroom sessions) are allocated to each of these topics.

4. Explain also that, throughout textbook 2, there are generic elements to each topic to be covered and also specific notes for the different actors involved, according to their particular roles and responsibilities. These are denoted as 'G,W,E,N' – G for government; W for workers' organizations, E for employers' organizations and N for NGOs, international agencies and other civil society organizations. Suggest also, however, that all participants may wish to look at the roles assigned to all groups, so that they have an overview of the actions that are taken to combat child trafficking. Do underline, though, that action is most effective when it is carried out by those actors best placed to do it and whose strengths are most likely to result in successful outcomes. In this regard, you may wish to refer back to the stakeholder analysis exercise in textook 1 (Exercise 20).

## Section 2.1: Broad protection to prevent trafficking of children at risk and former victims

### Identifying children at risk



(10 minutes)

While explaining why it is important to target children who are most at risk (a sometimes controversial concept, since it does presume ‘prioritization’ of some children ahead of others), stress that this targeting should be based on comprehensive vulnerability/risk analysis and that, since vulnerability shifts, the analysis needs to be regularly updated. You may perhaps wish to mention, in this regard, that it is not advisable (or acceptable) to simply ‘drop’ one group of children or a community because their vulnerability is reduced – there must be longer-term planning for these children and communities to ensure that the impact of the vulnerability reduction is sustainable.

Also, remind participants that ‘broad protection’ means providing protection for all children, regardless of their level of vulnerability/risk. This is reinforced in the concept of the protective environment and taking a rights-based approach to child trafficking which underline the equality of treatment of all children. This is why it is important to consider all children at all times. However the reality of scarce resources and limited funding means that there has to be some level of targeting of children and communities, to ensure that maximum impact is achieved as quickly as possible. For this reason, actions generally begin with the targeting of the most vulnerable children and families.

This is also a good moment to recall the concept of ‘displacement and replacement’ or ‘push down, pop up’ – both phrases have been coined to warn against the possibility of child trafficking being suppressed in one place/group only to be displaced to another place/group.

### Targeting vulnerable families



(10 minutes)

This topic covers economic vulnerability, but you may wish to begin by reviewing the family-level risk indicators covered in Section 1.3, and the concept of ‘poverty plus’.

An important lesson to emerge from ILO-IPEC programming is that programmes addressing family income levels must be ‘packaged’ with programmes that help them to understand the importance and means of safe migration, decent work, labour rights and the risks of trafficking. This is because improved financial status is often an impetus to the decision to migrate – if not the whole family, then some members, especially adolescents who may believe that migration offers better job prospects. It is vital to stress that erecting obstacles to migration is not a solution to this problem. The key is packaging income-generating programmes with actions to reduce the likelihood that any decisions made by the family will increase their vulnerability to trafficking or exploitation, while leaving open the option to migrate safely.







### *Classroom assignment*



(30 minutes)

## Exercise 24

## What is your role in protection?

	<b>When</b>	Work through this exercise mid-session, before the presentation on roles and responsibilities, since it is useful for participants to have already in their minds what they believe respective roles to be before being introduced to the issue more formally.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ The exercise is a 'gather your thoughts together' exercise, with the add-on discussion to allow the small group dynamic to prompt more thoughts.</li> </ul>
	<b>Methodology</b>	<p>Participants should work on this exercise individually.</p> <p>For the first 15 minutes, they should fill in the right-hand column of the table with notes on their own specific role in protection.</p> <p>For the remaining 15 minutes, participants share their responses and discuss these in plenary.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	Participants should keep their responses in order to cross-check them against the suggestions made in the next part of the class session.

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## The roles and responsibilities of different kinds of actors



(15 minutes)

Here you should choose the GWEN section that is appropriate to the specific group of participants taking the course (or any combination of them). If the group is mixed, you will need to cover all of the GWEN boxes. Whatever the 'mix', it is a good idea to briefly go through the roles and responsibilities of all the actors, in summary:

**G** – primary responsibility for overall social and labour market development and child protection policies and actions. To be able to carry this out effectively, they have responsibility for macro-level mapping of vulnerability, for example through national surveys. Government ultimately has responsibility for budget allocation. Remember to stress the accountability of all members of government and their agencies (due diligence).

**W** – access to workers allows them to take actions in micro-level vulnerability identification and to address this at the level of the individual workplace. Given their privileged access to workers, uniquely placed to conduct awareness raising/education on a number of issues of importance in protecting against trafficking, such as safe migration, decent work, labour rights, risky recruitment practices etc. Well placed to advocate for policy changes towards decent work.

**E** – also well placed to identify risk, especially at sectoral level (e.g. depressed sectors laying off workers, putting squeeze on wages etc). Able to generate employment opportunities and provide vocational training.

**N** – best placed to implement a broad range of community-level initiatives and to play a role in informing and forming policy, through a range of support actions such as advocacy, lessons learned etc (to be covered in textbook 3).



### Key words and concepts for this session:

- ▶ Child protection
- ▶ Broad protection
- ▶ Protective environment
- ▶ Targeting – of children at risk and vulnerable families in particular
- ▶ Livelihood strategies –including employment, CCTs, LED
- ▶ Minimum legal working age
- ▶ NFE
- ▶ Family poverty
- ▶ MDGs, PRSPs
- ▶ Governments' responsibilities – at different levels
- ▶ The role of workers' and employers' organizations
- ▶ The role of NGOs, international agencies and civil society
- ▶ Due diligence







### *Classroom assignments*



(25 minutes)

## Exercise 25

## Your experiences in protection

	<b>When</b>	At any time during the third day of the course (i.e. sections 2.1 to 2.4 inclusive) or overnight as a written assignment.
	<b>Duration</b>	25 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>The main aim of the exercise is to get participants thinking about their own work not in broad-brush terms but in the kind of detail that will allow the information in textbooks 2 and subsequently 3 to 'find a place' in what the participants already do.</li> </ul>
	<b>Methodology</b>	<p>Participants work on this assignment individually, since it relates to their individual experiences.</p> <p>The assignment should be written, and if there is time in later sessions, participants could use their written notes to make presentations to the group as a whole.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	<p>This exercise is not as easy as it looks. Many individuals and organizations have difficulties actually describing their own work and 'taking it apart' to describe the why's and how's of what they do.</p> <p>Take time going over participants' written responses to prompt more precision in the answers — in the first question on targeting, for example, ask for more detail: 'girls in a border village' is not adequate: what age are the targeted girls/are they all in school/what are their family situations etc? Pay particular attention to the third question, which asks for a 'cause and effect' answer. This is often a weak element in planning/programming and can only be fully articulated if the risk analysis has been appropriately undertaken and the programme response has been well tested.</p> <p>The fifth and sixth questions re-focus attention on roles and responsibilities and, if the participants are a mixed group, you should ask them also to intervene if they believe they have a role to play but have been 'left out' of an answer. The final question previews the concept of evaluation/impact/good practice. Do not go into detail here but refer forward to textbook 3, in which all will be revealed!</p>

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 26

## Parliamentarians and actions to combat child trafficking

	<b>When</b>	At the end of section 2.1. This exercise is specifically for participants who are parliamentarians or who work with parliamentarians (e.g. government advisors).
	<b>Duration</b>	25 minutes.
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To introduce parliamentarians and others to the UNICEF/IPU handbook and to reinforce the main recommendations of that publication.</li> <li>■ To prompt parliamentarians and others to think about the specific actions they might take in order to implement the recommendations in the handbook.</li> </ul>
	<b>Methodology</b>	Parliamentarians and those working with parliamentarians should be divided into small discussion groups. Alternatively, if the group is already small, the exercise can be done in plenary.
	<b>Answers</b>	N/a
	<b>Things to note</b>	

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 3 - Session 2

### Section 2.2: Protection (continued)

This section is a direct continuation of the preceding section, and you can adjust time available accordingly between the two.

#### Youth employment + Job counselling and placement



(10 minutes)

Youth employment (and more significantly, perhaps, youth unemployment) is not an issue that is commonly considered in relation to child trafficking. It is, however, an important element of vulnerability, because unemployed young people are not only unable to earn money to survive (and are as such at risk of entering illicit or informal activities), they are also likely to try and move illegally to find work. The numbers of young people involved are substantial – 86 million in 2006, almost half of the total 195 million unemployed – but more tellingly, the rate of unemployed young people stands at 13.6 per cent, three times the adult rate (4.4 per cent). In most regions, the rate is stable or growing. Many participants may not have considered this issue before, especially if they have not looked at child trafficking within a labour migration/exploitation framework.

Similarly, job counselling and placement are issues that belong in the labour framework. Many participants may have hitherto considered 'recruitment' (despite the use of the term) as a relatively informal process in the hands of women in the village or young men who turn up to take advantage of young girls' naivety. In many places, however, recruitment takes place in a more formal manner and services like job counselling and placement are important counter-actions to these avenues for traffickers. Point out, though, that corrupt recruitment agencies may also offer corrupted job counselling and placement, hence the importance of registration and monitoring these services, whether through government employment services, educational institutions or well regulated private companies.

#### Education



(10 minutes)

The ILO considers education as a primary element of protection, in line with Convention No.182. It is inextricably linked, of course, to the concept of minimum working age. It is important during this discussion to underline the gendered nature of interrupted (or non-existent) schooling and the increased risk to girls who have not had the chance to create an independently strong future through education.

For UNICEF, education is a key pillar of the protective environment framework, in particular in pillar 5 (children's life skills, knowledge and participation) and pillar 7 (basic and targeted services, including education). The UN Secretary-General's Study on Violence against children also emphasized the vital role of education.

You may wish to refer participants to materials produced for the 2008 World Day Against Child Labour, which focused on the role of education in combating child labour and the WFCL (including trafficking). These can be downloaded from the ILO website: [www.ilo.org](http://www.ilo.org).

## Beyond awareness raising: Behaviour change



(5 minutes)

There may be some sensitivity here, since so many kinds of organizations spend a lot of time and effort in mass public awareness-raising campaigns and believe that these are influential on behaviour. This is rarely the case. Behaviour change is a challenge and often needs professional input from behaviour change specialists, market analysts, and communication professionals.

## Addressing exclusion and discrimination, including gender inequality



(10 minutes)

Emphasize the cross-cutting nature of this imperative. The resource kit has more on this, including some valuable tools.

## The GWEN boxes



(15 minutes)

The information in the boxes is quite straightforward. They contain more discussion of initiatives focusing on migrant workers (an important factor in destination-side programming, which is discussed under prevention).



## Key words and concepts for this session:

- ▶ Youth employment and youth unemployment
- ▶ Decent work
- ▶ Job counselling and job placement, career guidance
- ▶ Hard to reach children
- ▶ Education for all
- ▶ Reasons why children are not sent to school or drop out of school
- ▶ School-based and other programmes to inform children and families about the value of education
- ▶ Programmes that move beyond information and engender changed behaviours
- ▶ Exclusion, discrimination, marginalization, gender inequality
- ▶ Mainstreaming gender into anti-child trafficking efforts: analysis, gender-specific programming, institutional change, giving girls and women a voice

## Classroom assignments









(40 minutes)



## Exercise 27

## Getting out the message

	<b>When</b>	At the end of Section 2.2. Could alternatively be used at any time during the first day of coverage of textbook 2.
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ This is a focusing exercise, designed to prompt concentrated effort in areas that are often cloudy. For example, it is not new to suggest that girls should go to school, but it is challenging to have to explain why in a single sentence.</li> <li>■ It is also intended to be a 'lively' exercise that can be used when energy is flagging.</li> </ul>
	<b>Methodology</b>	Participants should work in small groups of 'writer/producers' and develop the messages together. One or two participants in each group should be nominated to 'perform' the spots as in a radio announcement recording, before the group in plenary.
	<b>Answers</b>	N/a
	<b>Things to note</b>	







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

**Exercise 28** **Protection to prevent (re)trafficking**

	<b>When</b>	At the end of section 2.2. Could also be run later in the same day, i.e. between sections 2.3 and 2.4.
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To focus participants' attention on protection actions to be targeted to the most vulnerable children in their own countries (provinces, states etc.)</li> </ul>
	<b>Methodology</b>	<p>This assignment has specific sections for G, W, E and N.</p> <p>Participants can work through this exercise individually, in pairs or in groups. If the exercise is run in pairs or in groups, they should be made up of participants from the same sector.</p> <p>Participants should write out their answers (on paper or flip-charts) and then share them in plenary.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	Make sure that the answer to Q1, i.e. target groups, is sufficiently detailed and that the suggested services offered correspond to these target groups.

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 29

## Education, training and youth employment

	<b>When</b>	At the end of section 2.2 or at any time during that same day.
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To focus participants' attention on the realities of education, vocational training and careers guidance/job placement in their countries.</li> <li>■ To prompt participants to think about actions that might be taken to improve aspects of these three areas.</li> </ul>
	<b>Methodology</b>	<p>Divide participants into country groups so that they can complete the answers together. Participants could also be divided by sector – in that case, Education could be allocated to G and/or N; vocational training to E/W and career guidance to G/N.</p> <p>These questions should lead to discussion about participants' country situations.</p> <p>Depending on the size of the group, participants do not need to present their responses in plenary.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 3 - Session 3

### Section 2.3: Prevention of the crime of child trafficking

#### Strengthening the legal framework



(10 minutes)

You may wish to print out the OHCHR Recommended Principles and Guidelines on Human Rights and Human Trafficking from the resource kit and use it as a handout. (Note that some parts of these are reproduced in the exercises).

#### Promoting safe, legal migration for decent work for youth of legal working age



(10 minutes)

This heading may give some pause for thought, especially among government participants. Underline that it does not mean that people should be encouraged to migrate, but that those who do seek to migrate should be able to do so safely and legally if they are of legal working age (though children of working age should preferably migrate within national borders). This substantially reduces their risk of falling prey to traffickers and those who wish to exploit their labour.

You may wish to ask participants for examples of how labour migration is handled both into and out of their countries and, without judging these, pull out some areas to discuss – for example, relating to the kinds of sectors that migrant labour is to be found in (skilled/unskilled, for example).

#### Registration, licensing and monitoring of employment agencies



(5 minutes)

A further note that echoes the discussion on job counselling and placement but specifically related to job-finding facilitation for those seeking to migrate for work. Depending on the time available, you may wish to look at the ILO Private Employment Agencies Convention (No.181), 1997 (there is also an implementation guide to this convention, covered in Recommendation No.188, downloadable from the ILO website).

#### Promoting Decent Work



(10 minutes)

It is worth looking at the concept of decent work in more detail if you have time, as it could offer alternatives to labour exploitation. Bringing in the world of work is essential in fighting child trafficking comprehensively.

## Demand reduction



(10 minutes)

There is more on 'bad demand' in the resource kit and a number of publications from the ILO-IPEC subregional child trafficking projects in South Asia and the Mekong (TICSA and TICW).

## GWEN boxes



(15 minutes)

These also focus principally on safe migration and destination-side programming.



### Key words and concepts for this session:







- ▶ Prevention of the crime of trafficking
- ▶ Displacement and replacement
- ▶ Push down, pop up
- ▶ Legal frameworks that criminalize child trafficking and sanction traffickers
- ▶ OHCHR Recommended Principles and Guidelines – focus on the rights of victims
- ▶ Promoting safe, legal migration for decent work for children of legal working age
- ▶ Registration, licensing and monitoring of recruitment, migration and overseas employment agencies
- ▶ Tools of decent work: labour inspection
- ▶ 'Bad demand' and 'good demand'

## Classroom assignments



(30 minutes)

## Exercise 30 Acting against 'bad demand'

	<b>When</b>	At the end of section 2.3.	
	<b>Duration</b>	30 minutes	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To consolidate understanding of the concept of 'bad demand' and the appropriate responses to it.</li> </ul>	
	<b>Methodology</b>	Ask the participants to work in country groups so that they have a chance to discuss the answers, before presenting them to the whole group.	
	<b>Answers</b>	Some possible answers are suggested here. There are many more:	
		Characteristic	Action to be taken
			Principal responsibility of:
	Pressure for cheap and subservient labour	At destination: Negotiation with labour ministry to offset pressures on costs (depending on the source, for example a rise in petrol prices leading to a narrowing of profit margins)  Labour inspection to ensure that 'cheap' labour is not being exploited	Employers' organizations; Workers' organizations  Labour inspectors (cooperation from W and E)
	Weak or absent labour law enforcement	At source: Improved monitoring of recruitment agencies  At destination: Broader coverage of labour law  Improved resources for labour inspection, both financial and in terms of training	Governments
	Informal and unregulated forms of work	At destination: Monitoring of balance between informal and unregulated/formal, regulated labour markets and redress/intervention where necessary	Governments E to monitor also and report
	Restrictive migration policies	At destination: Review and revision of migration policy to improve governance of migration	Governments
	Lack of organization or representation of workers	At destination: Mapping of sectors where workforce is not represented and extension of organization to these sectors	Workers' organizations
	<b>Things to note</b>		

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 31

## The legal framework and human rights

	<b>When</b>	At the end of section 2.3 or 2.4. This exercise could also be set as an overnight assignment.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To focus participants' attention on the OHCHR Guidelines;</li> <li>■ To encourage participants to think about the specific situation of child trafficking as opposed to human trafficking in general.</li> </ul>
	<b>Methodology</b>	Run this exercise in plenary. Ask a participant to read out the point 1 and then pose the two questions to the whole class. Repeat for the remaining 10 points.
	<b>Answers</b>	<p>These points should arise:</p> <ol style="list-style-type: none"> <li>1. National legislation should also cover the specific case of child trafficking, and 'child' should be defined in law. The exploitation of children in labour should also be criminalized.</li> <li>2. In the list of businesses, child-specific businesses such as holiday camp and study tour organizers could be included.</li> <li>3. Child-friendly support services should be provided for all trafficked persons under the age of 18 years. This includes legal representatives trained in child-appropriate procedures (eg giving testimony).</li> </ol> <p>All the other elements are already applicable to child trafficking.</p>
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.











**Exercise 32****Children and the Guidelines on migrant recruitment policy and practice****DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

**Exercise 33****Safe migration for decent work**

	<b>When</b>	At the end of section 2.2.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To prompt consideration of how various actors can contribute to the achievement of migration for decent work.</li> </ul>
	<b>Methodology</b>	<p><i>Before the class:</i></p> <p>You may wish to prepare a copy of the grid sized to fit on A4 paper so that participants can write straight into the grid rather than redraw it as suggested.</p> <p><i>In class:</i></p> <p>Participants should work on this exercise individually or in country groups.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	Make sure to cover both the source and destination side, and where relevant the transit side. Also, ensure the gender dimension is covered.

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 3 - Session 4

### Section 2.4: Prevention (continued)

#### Supply chain interventions, Corporate social responsibility and Codes of ethics/practice



(30 minutes)

These topics may seem to be of relevance primarily to employers' organizations. In reality, they are areas where NGOs are engaging increasingly in debate and advice to employers and, are becoming active in negative campaigning where corporate social responsibility does not seem to be taken seriously.

These are also issues that are growing in coverage by the media and are rising up the agenda of both national and international companies. The information in this section is therefore of interest to all kinds of participants.

You may wish to choose some examples – a recent global focus in this area relates to the Harkin/Engels initiative in the Ivory Coast/Ghana cocoa sector (see Exercise 35). The Cocoa Manufacturers' Association, World Cocoa Foundation and the related Cocoa Industry Protocol (see [www.cocoainitiative.org](http://www.cocoainitiative.org)) are good examples to quote of how sector-wide action can be taken.

Many multi-national enterprises have a multi-pronged CSR policy, but very few include specific measures to prevent child labour and child trafficking.

There are examples of CSR policies on many company websites and you may wish to download an example to use as a handout to prompt discussion.

#### GWEN boxes



(15 minutes)



#### Key words and concepts for this session:

- ▶ Supply chain interventions
- ▶ Child trafficking-free supply chains
- ▶ Corporate Social Responsibility (CSR)
- ▶ Global Compact
- ▶ Codes of ethics, codes of practice







#### Classroom assignments



(45 minutes)

## Exercise 34

## Supply chains

	<b>When</b>	At the end of section 2.4.
	<b>Duration</b>	45 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To reinforce understanding of the issues involved in child-labour/trafficking-free production and supply practices.</li> </ul>
	<b>Methodology</b>	<p>Do this exercise in plenary.</p> <p>One member of the group should play the role of Sheila. S/he should act out the scenario described and, at the appropriate time, pose the questions listed to the class in plenary.</p>
	<b>Answers</b>	<ol style="list-style-type: none"> <li>Sadly, the window sticker is no guarantee that the statement is true, since stickers are often counterfeit. However, if the sticker is present and the Chamber of Commerce clothes label is also there, Sheila may decide to trust them.</li> <li>It should, in particular if the Chamber of Commerce has directives against child labour/trafficking for its members.</li> <li>The Med Tourist Board should have monitors who visit the manufacturer of the goods it certifies – however note the issue below relating to the supply chain. In some instances the Tourist Board might monitor the whole supply chain, but it is more likely that it will trust the final manufacturer with regards to his suppliers. The Med Tourist Board might also do 'spot checks' on retailers and/or manufacturers. The Board might profitably cooperate with the labour inspectorate on the workplace monitoring.</li> <li>Ensure that all production facilities are registered and therefore can be monitored by labour inspectors. Also, they could require their members to be held responsible for ensuring that their suppliers and sub-contractors offer child labour/trafficking free products.</li> <li>The red jacket has a number of elements that may have been supplied by sub-contractors or external suppliers. The 'made by hand' presumably relates essentially to the assembling of the jacket. The components of it may not be specifically covered: the fabric, any dies, the sewing cotton, the lining, any reinforcement inside the lining, for example, but most visibly the embroidery motifs, the silk trim and the silver buttons. These latter elements are regularly areas where child labour is used, because of the belief that 'small fingers do finer work'. Incidentally, the fact that Country Med seems to be a tourist destination should raise questions of whether there is pressure on prices because of keen competition and whether any of the factors associated with 'bad demand' are to be considered.</li> <li>There are some questions relating to the red jacket and child trafficking, but they are not easy to answer. Clearly questions must have been raised at some time, because the Med Tourist Board has intervened. A crucial element in supply chains is that they are monitored from start to end by neutral, independent monitors.</li> </ol>
	<b>Things to note</b>	

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 35

## Cocoa case study

	<b>When</b>	At the end of section 2.4. This could also be set as an overnight assignment.
	<b>Duration</b>	45 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To reinforce understanding of the responsibilities of governments and other actors in the monitoring of child-labour/trafficking-free work practices.</li> </ul>
	<b>Methodology</b>	Participants should work in small G, W, E, N groups to discuss the case study and answer the questions.  These can then be shared among the groups in plenary discussion.
	<b>Answers</b>	See the note below on possible audio-visual material that could be used. Articles could also be downloaded from media outlets' websites.
		If participants know this case, then you might expect answers that are 'correct' in relation to it. However, you should consider all plausible answers from participants who do not know the specific case, and then give them the right answer.
		<p><b>G:</b></p> <ol style="list-style-type: none"> <li>1. Under the Harkin/Engels initiative, the governments must initiate a certification scheme to demonstrate that cocoa is child labour-free. The certification scheme calls on the cocoa industry and government to determine the extent of child labour in 50 per cent of the country's cocoa growing zones. The governments must then tackle the problem through awareness campaigns, building schools and other means and then allow independent monitors to check progress. A continuous four-step process being undertaken in both the Ivory Coast and Ghana includes: (1) a diagnostic survey to collect data – pilot completed in both countries; (2) publication of the survey results - pilot completed in both countries; (3) remediation through the implementation of actions for social protection – under way in both countries; (4) independent verification.</li> <li>2. Governments in the subregion should work with the Ivorian and Ghanaian Governments to ascertain whether any of the children working in the cocoa sector have been trafficked from countries within the subregion. If they have, then governments should work together to ensure that the children are recognized as trafficking victims in law and are given access to all the support services required (legal, psychotherapeutic, accommodation or return, medical services, counselling etc). Their cases should be examined individually and the best possible outcome assured for each child depending on their circumstances. Governments should work together to ascertain the mechanisms used to traffic the children and work to dismantle these and bring traffickers to justice.</li> </ol>
		<p><b>W:</b></p> <ol style="list-style-type: none"> <li>1. International workers' organizations must of course ensure the labour rights of any workers who are their members. Since the sector is essentially smallholder-owned plantations, however, this is likely to be minor. They should also ensure that they are represented in any talks or processes initiated at a global level and particularly in the US, to represent the interests of their members but also to monitor and react to threats to the cocoa sector and possible fall-out on the sector in this and other regions.</li> <li>2. There has been some discussion of whether the smallholders concerned in Ivory Coast/Ghana might get more sustainable prices for their cocoa (and potentially have less recourse to putting their own children to work) if they came together in cooperatives. In this case, local workers' organizations might have a role to play in facilitating that and organizing workers.                      Local and international workers' organizations will need to monitor the impact on workers and their families/communities of any western-led boycott of cocoa products that affect cocoa exports.</li> </ol>



## Exercise 35

## Cocoa case study



## Answers

- E:**
1. The supply chain is essentially: smallholder to export agent to manufacturer.
  2. European – and other – chocolate manufacturers can contribute to programmes set up by the CMA or bilaterally in cocoa-growing areas. They should have in-house codes of practice to ensure that their products are child labour/trafficking-free and should monitor compliance with these. The codes should apply across their supply chains.
  3. Retailers' associations might also contribute to these efforts, as well as other sectors whose members use products that are cocoa-based (eg the cosmetics industry, since cocoa butter is a common ingredient of skin creams and bath products).

- N:**
1. There is always a concern, of course, that high profile media campaigns to remove children from child labour (including those children who have been trafficked into it) will result in a family not being able to survive and sending the child away into even higher-risk work. The key is removal accompanied by alternatives. However, it is interesting to discuss here whether it is wholly financial necessity that results in child trafficking in the cocoa plantations of Ivory Coast and Ghana. The Ivory Coast preliminary report, for example, suggests that one of the principal reasons why the children of the cocoa farmers do not go to school is that the nearest school to any of the farms is 12 kilometres away. There is also the question of 'habit' (rather than 'tradition'), which sees a cycle of children of the family joining adults in the work. It is important to note that non-working children may face increased risk if their siblings are removed from child labour without alternative means to provide income to the family.
  2. The answers here are many, but the key is providing a viable alternative and focusing on education. Although the question asks about programme for children, there must also be programmes focusing on the whole family's needs. It will be important to consider both children of the cocoa families and also any children trafficked in from elsewhere.



## Things to note

Since this case study is a recent, indeed ongoing story, there are a number of TV segments/current affairs features that have been produced by journalists in several countries (particularly the US and the UK). If you wish and have time, you might download/obtain some of these and show them in class (or in a separate 'side event' in the evening or over lunch).

This case study also is a good starting point for general discussion, time permitting, on similar situations in participants' countries.






**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

**Exercise 36**
**Education and Decent Work initiatives and responsibilities**

	<b>When</b>	As an add-on to exercise 35 if there is sufficient time at the end of section 2.4.
	<b>Duration</b>	25-30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To focus specifically on appropriate responses centred on the provision of education and to promote Decent Work.</li> </ul>
	<b>Methodology</b>	<p>Organize participants into small G, W, E and N groups to discuss the answer to the question (15 minutes) and report to plenary (10 – 15 minutes)</p> <p>Alternatively, discuss the questions and the answers in plenary (allowing for cross-sectoral consideration of the possible answers) (25 minutes)</p>
	<b>Answers</b>	<p><b>G:</b> Q1 Government has the overall responsibility for providing education at all levels to all children.</p> <p>In specific relation to the cocoa case study, it is clear that one of the reasons why children of farming families are not attending school is because the schools are too far away from the smallholdings. Governments at national and authorities at local level should address this, for example by providing mobile schools, decentralized teachers or other outreach education programmes. The challenge facing government in relation to children who drop out of school to start work is first identifying these children (including children from elsewhere); this requires policy and training, and appropriate reporting mechanisms, for teachers and other school staff. School inspectors might be appointed to follow up cases of children who have dropped out of school, to ascertain why and recommend appropriate actions to bring the children back to school (this might be done, for example, in cooperation with local NGOs who will work with the family and provide bridging NFE for the child) – this should be funded by government through appropriate budget allocation and disbursement. In relation to children who are in child labour in family businesses, the same ‘return to school’ initiatives will be necessary. Additionally, government must develop and implement policies relating to child labour that make child labour unlawful, and provide for sanctions for families that employ children. This might include first-infringement warning and education of parents. Ongoing monitoring of the child and family should be provided. Children who have been trafficked into the sector should be removed and, as part of the range of services that government should provide for them, bridging NFE/education should be included.</p> <p><b>W:</b> Q1 Workers’ organizations might provide NFE/education access to children, but are perhaps best suited to providing vocational/skills training for children approaching legal working age so that they have alternative paths to employment. They might also provide vocational training for working-age children who wish to continue to work on the family smallholding, accompanied by training and liaison with their families to eliminate hazardous elements of the work.</p> <p>Q2 In introducing and ensuring decent work conditions, workers’ organizations have a vital role to play in educating farmers, middlemen, exporters and their customers on labour standards across the board. In relation to the specific case of farming children of working age, workers’ organizations can additionally monitor the conditions of the children, encourage them to join the appropriate organization that will represent their rights, and represent them as appropriate.</p> <p><b>E:</b> Q1 Employers’ organizations might provide resources for NFE/education access to children, as well as funding and hosting vocational/skills training for children approaching legal working age so that they have alternative paths to employment. Employers can then make available apprenticeships and/or employment opportunities.</p> <p>Q2 In introducing and ensuring decent work conditions, employers’ organizations work alongside workers’ organizations to educate farmers, middlemen, exporters and customers on labour standards across the board. In relation to the specific case of farming children of working age, they can work with those sectors that are involved in the cocoa supply chain (middlemen, exporters, importers, manufacturers) to set up CSR and monitoring processes that respect decent work principles and in particular the need for the sector to be child labour-/trafficking-free.</p>

**Exercise 36****Education and Decent Work initiatives and responsibilities****Answers**

**N:** Q1 Agencies working on behalf of children can cooperate in government-funded mobile schools, decentralized teachers or other outreach education programmes. Where school inspectors or school staff have identified cases of children who have dropped out of school, N can cooperate in implementing appropriate actions to bring the children back to school (for example, working with the family and providing bridging NFE for the child). In relation to children who are in child labour in family businesses, the same 'return to school' initiatives will be necessary. Ongoing monitoring of the child and family should be undertaken. Children who have been trafficked into the sector should be removed and N can play a vital role in ensuring that their best interests remain paramount, in addition to providing guardianships and other services including bridging NFE/education.

**Things to note****DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 4 - Session 1

### Section 2.5: Law enforcement

This may be a suitable point to remind participants of the NAP framework. Law enforcement is often forgotten in that process, because so often people think that law enforcement = police. However, enforcement of laws also covers ensuring that international law (the conventions) are implemented, and that labour laws are effectively enforced at a national level through labour inspection and the efforts of workers' and employers' organizations.

When discussing law enforcement, it is important to underline the importance of having suitable, accessible and confidential processes in place for reporting violations. What is often labelled as 'indifference' to law-breaking is in fact often ignorance of how incidents can be reported. Reporting mechanisms may include telephone hotlines, drop-in centres, and police/public liaison officers or other law enforcement bodies. You may wish to ask participants what kinds of reporting mechanisms exist in their countries and whether/how they are used.

#### Identifying traffickers and trafficking incidents + Traffickers and exploiters at destination



(15 minutes)

It is important to make the point that law enforcement as generally understood – ie police and judicial interventions – is properly the responsibility of the police and judiciary, and not that of NGOs.

You may want here to reprise the 'geography of trafficking' and use this to plot the various points at which trafficking may become visible.

#### Improving law enforcement



(10 minutes)

There is some controversy over whether 'child rights' training is effective in this context. Avoid this debate – so much depends on the nature, content and quality of the training involved. Instead, concentrate on the practical needs of trainees, and in particular the need for law enforcement and judiciary to understand the specifics with regards to children and their needs, and the impact of their work on vulnerable children.



## Supervision of the implementation of relevant ILO conventions



(10 minutes)

In addition to the processes described here, you may wish to take this opportunity to review again the conventions concerned, including Nos.138, 182, 181, 29 and 105. Mention also the Committee on the Rights of the Child and the reporting system around the CRC. If you have time, you may also wish to remind participants of other processes that require governments to report, including resolutions of the UN General Assembly, for example the MDGs and the World Fit for Children commitments.

## GWEN boxes



(15 minutes)



### Key words and concepts for this session:

- ▶ Effective law enforcement is a major deterrent to child trafficking
- ▶ Public reporting of prosecutions to let traffickers know law enforcement is successful and to break down social tolerance
- ▶ Law enforcement is not only about criminal law but also labour law
- ▶ Identifying traffickers and trafficking incidents – at source, in transit and at destination
- ▶ Supervision of implementation of ILO labour conventions






## Classroom assignments



(40 minutes)

## Exercise 37

## Recognizing signs in the workplace

	<b>When</b>	At the end of section 2.5.
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To consolidate understanding of the elements that make up child trafficking and forced/exploitative labour, and the role of G, W, E and N in responding to them.</li> <li>■ To prompt consideration of the status and needs of children who have committed a crime in the course of being trafficked/exploited.</li> </ul>
	<b>Methodology</b>	<p>To vary the format of in-class assignments, begin this exercise in plenary. Read out the case study and ask participants to suggest answers to question 1 (10 minutes).</p> <p>Then divide the group into G, W, E and N to consider their answers to question 2. (10 minutes).</p> <p>Return to plenary to share the answers to question 2 and to consider question 3. (20 minutes)</p>
	<b>Answers</b>	<p>Question 1:</p> <p>(a) <i>Forced/exploitative labour</i>: intimidation of the workers; 12-15-hour working day; hourly wage below the appropriate rate; fact of being locked in (plus video camera surveillance); fear of employer; worst form of child labour.</p> <p>(b) <i>Trafficking</i> – the two girls are under the age of 18 and are from another country: They are in a Worst Form of Child Labour. If they ended up there through 3<sup>rd</sup> party involvement with the intention to exploit (which is likely) they are also trafficked. It may also be possible to prove coercion of the adults, in which case the four Romanian women may also be considered to have been trafficked.</p> <p>Question 2:</p>
<b>G:</b>		<p>(a) The German Government should prosecute the Jordanian employer and, depending on his/her status, may choose to deport him/her. The women and girls should all be provided with a full range of protection and support, and should not be returned to their countries of origin unless this is demonstrated to be a safe option.</p> <p>(b) The Lithuanian Government should assign consular staff to ensure the protection and support of the girls when they are recovered. The Government should furthermore investigate the situation that led to the girls' being trafficked and ascertain whether their return will be safe. Recovery and reintegration services should be put in place for them if/when they return to Lithuania.</p> <p>(Also) The Romanian Government should investigate the circumstances of the recruitment of the workers to ascertain whether they were coerced or deceived and can be considered to have been trafficked. They should investigate the mechanisms used in recruitment, e.g. were there recruitment agencies involved, or newspaper advertising?</p>
<b>W:</b>		<p>(c) The German garment workers' union may be able to provide help to the victims and may be able to provide information on the unscrupulous employer. The union may be able to ascertain whether there are other workers involved in this racket. The union may also use this case as an opportunity to promote its policy against child trafficking.</p>
<b>E:</b>		<p>(d) The German garment manufacturers' association should ascertain whether sanctions can be brought to bear on the rogue employer (although it is unlikely that he will be a member). The association may also use this case as an opportunity to promote its policy against child trafficking.</p>
<b>N:</b>		<p>e) Locally operating NGOs etc can cooperate in providing support services for the children and the women.</p>



**Exercise 37****Recognizing signs in the workplace****Answers****Question 3:**

The 16 year-old should be recognized as having the status of trafficking victim in law and should not be subject to prosecution or sanctions, including deportation. She is still a child under international law. However, because she has reached the minimum working age, there should be consideration of whether she could be found legitimate work and be given the opportunity to stay and work legally, with her migrant status also being regularized. She should also be given access to vocational training to widen her employment options.

The 14 year-old cannot yet work legally and will need to return to school or be provided with alternative means of continuing her education. An investigation of her home circumstances will have to be undertaken to ascertain whether she should return home or whether alternative care facilities will be found for her in Lithuania or Germany.







**Things to note****DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

**Exercise 38** **Law enforcement, human rights and the labour context**

	<b>When</b>	After section 2.5 or 2.6.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To reinforce understanding of the OHCHR Principles and Guidelines;</li> <li>■ To prompt consideration of the role of labour law and labour inspection.</li> </ul>
	<b>Methodology</b>	This exercise can be done individually, in pairs or in small groups, followed by plenary discussion.
	<b>Answers</b>	<p>The guidelines are in fact generally applicable in the labour context, except probably the articles relating to removal of victims and their safety during investigation (8, 9).</p> <p>One point that might be made is that training and cooperation could benefit from collaboration with workers' and employers' organizations.</p> <p>It is also relevant to note that many countries that do have functioning labour inspection processes nevertheless may not provide adequate funding for these to be as effective as they might be. The allocation of resources to labour inspection (including training of personnel and ensuring adequate trained staff are available) is important not only in relation to ensuring decent work but also contributing to the elimination of child labour and the WFCL including trafficking.</p> <p>It is important that police and labour inspectors have clarity on who does what and where with regards to monitoring the informal economy, and how they could strengthen each other and collaborate.</p>
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 4 - Session 2

### Section 2.6: Law enforcement (continued)

#### Identifying recruitment patterns + rapid response teams



(15 minutes)

No particular comments. There are examples of community surveillance and rapid response mechanisms in the resource kit. You may also wish to begin the session on a lively note by asking participants to say whether they have experience of community surveillance/neighbourhood watch or rapid response.

Make sure that participants understand, also, that 'community' is not confined to a group of people who live in the same place. It can be understood much more broadly and apply to people who work in the same place, or study together, or even who are brought together from time.

Some of the elements that define a 'community' are common interests, sharing of knowledge and experience, shared goals and means of reaching them etc. For example, the truck drivers who reported their concerns about a possible trafficking route in exercise 18 are part of the 'truck driving community' and it is their common concern and training on trafficking that has led to their reporting. Although most community-level initiatives are run in the home community, many may also be transferable to the workplace community. This is worth exploring in more detail.

#### GWEN boxes



(15 minutes)



#### Key words and concepts for this session:

- ▶ Grassroots vigilance mechanisms, community watch schemes, neighbourhood watch, vigilance committees
- ▶ Community = not only where people live but also where they work, study, come together for recreation etc.
- ▶ Reporting procedures
- ▶ Rapid response and multi-sector response teams
- ▶ Child-friendly police desks and trained personnel







#### Classroom assignments



(60 minutes)

## Exercise 39

## Recognizing child trafficking in your midst

	<b>When</b>	At the end of section 2.6
	<b>Duration</b>	40 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ This is an important consolidation point for much of what has already been learned, and exercises 39 and 40 can take into account a broad range of issues.</li> </ul>
	<b>Methodology</b>	<p>Divide the group into four groups, this time avoiding the G,W,E,N separation, so that each group is mixed.</p>
	<b>Methodology</b>	<p>Allocate one of the case studies to each group. Allow them approximately 15 minutes to read the case study and answer the questions.</p> <p>Share the answers from each group in plenary (25 minutes) and discuss.</p>
	<b>Answers</b>	<p><b>Case 1:</b></p> <ol style="list-style-type: none"> <li>1. There is no way of knowing whether the young worker is being or has been trafficked.</li> <li>2. We are not told his age, his nationality nor do we have any details at all about the circumstances of his employment. The fact that he is a 'loner' may just reflect his personality rather than fear. The bruise on his face could be the result of a robust game of football! And he may not reply just because he is timid.</li> <li>3. There is nothing to do in this case unless you pay him repeated visits, and over time, there are positive indications of the boy's situation.</li> <li>4. External factors that would be relevant would relate to the relationship between the boy and the adults accompanying him, and whether the construction sector is a known receiving sector in this country.</li> </ol> <p><b>Case 2:</b></p> <ol style="list-style-type: none"> <li>1. There is no way of knowing whether the children are being or have been trafficked.</li> <li>2. We do not know how the children got to the market nor where they came from. Even if they are from the out-of-town ethnic minority, their families may have migrated to the town or may be itinerant families (e.g. Roma, gypsies). The children may be used for begging or may just be children trying their luck! We do not know the relationship between the burly man and the children, nor why he threw the food to the floor. He may be their father, embarrassed that they had asked for money and been given the food.</li> <li>3. There is nothing to do in this case unless you pay him repeated visits, and over time, there are positive indications that the children have been trafficked or that they are being forced to beg (child labour).</li> <li>4. The man not allowing the children to eat the food should trigger our suspicion that he uses the child beggars to make money. Had he been their father he would most likely have allowed his children to eat.</li> </ol> <p><b>Case 3:</b></p> <ol style="list-style-type: none"> <li>1. There is no way of knowing whether the girls are being or have been trafficked.</li> <li>2. We do not know why the girls are not in uniform nor who the adults are. They could just be a family on holiday. The fact that the girl is crying could be caused by many different reasons, as could the adults' argument.</li> <li>3. You could approach the parents and ask whether their kids need help.</li> <li>4. The fact that the girls are not in uniform makes them 'different' and means they 'stand out from the crowd'. If the ferry route used is a known trafficking route, then this might also affect one's judgement.</li> </ol> <p><b>Case 4:</b></p> <ol style="list-style-type: none"> <li>1. There is no way of knowing for sure whether the girl has been trafficked. (If she is only 12 or 13, however, she is in a situation of child labour and this in itself constitutes an illegal act in most countries).</li> </ol>



## Exercise 39

## Recognizing child trafficking in your midst



## Answers

2. We do not know the girls' real age, her full situation, how she got to be in the house, her relationship with the friend's sister and family, nor where she came from. There could be reasonable answers and explanations for this, however the situation does warrant further investigation.
3. This case does require action, but without jeopardizing the safety of the girl. A first step would be to ascertain as many accurate details as possible about the girl and the situation she is in. Depending on these – and regardless of the friendship and the host family – the case should be reported to the authorities and, vitally, steps should be taken to protect and remove the child.
4. The fact that the girl does not know the language seems significant, as does her timidity and the fact that you are asked not to intervene. Since the other children are at school, it is worrying that this child does not also go to school. Something seems not right.



## Things to note

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 40

## Create a rapid response team

	<b>When</b>	At the end of section 2.6. This exercise could also be set as an out-of-class assignment.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>This is an important consolidation point for much of what has already been learned, and exercises 39 and 40 can take into account a broad range of issues.</li> </ul>
	<b>Methodology</b>	This exercise is best done in mixed groups if possible, or in pairs. If you run the exercise as an outside assignment, you might nevertheless ask participants to get together and work in small groups, or in pairs.
	<b>Answers</b>	<ol style="list-style-type: none"> <li>All of the workers are in a situation of forced labour given the working and living conditions they suffer and the fact that their eventual payment is not guaranteed. All six of the children are likely to have been trafficked (movement through third party + exploitation), however there may be some question about the girls, if they are 18 or above and were not coerced into moving.</li> <li>The traffickers are the employer, the boys' uncle (intermediary in their trafficking), and the two men who feed them (intermediaries).</li> <li>In the first 24 hours, the children will need legal advice in relation to any proceedings against the traffickers, safe accommodation, health check-ups and appropriate follow up services (including counselling and, for the two girls, checks relating to possible sexual violence), food and basic necessities. They may wish to contact their families but this must be assessed, given the possible involvement of the boys' uncle. Over the next month, these services should continue and checks should have been made on the status of their families and whether it is safe for them to return – including whether they are safe from reprisals from the traffickers/their contacts. At the very least, they should be allowed some form of contact with their families if possible. In the year ahead, their progress should be regularly checked and the risk of their being re-trafficked assessed. If any court cases are in progress, they will need additional legal and therapeutic support.</li> <li>The rapid response team should include a legal advisor (ideally trained in child-friendly procedures), a healthcare professional, a suitably trained person to accompany them through the processes involved.</li> </ol>
	<b>Things to note</b>	

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.



## Day 4 - Session 3

### Section 2.7: Victim assistance

#### Victim identification



(5 minutes)

Since participants have been through exercises in which they were asked to identify possible victims of trafficking, this is the point at which the difference between 'recognizing' a trafficking victim and acknowledging the victim status in law is discussed. There is considerable divergence in use of the term 'victim' – many NGOs, agencies and children/young people who have themselves been trafficked are quite vocal about not wishing the term to be used. In general, they ask that they be called 'survivors'.

This is fine in general usage, however in relation to legal status and the responsibility of governments to protect and support the trafficked child after the trafficking event has occurred, it is necessary that the status of 'victim of trafficking, i.e. crime' is recognized.

#### Needs assessment and appropriate response



(15 minutes)

The UNICEF guidelines are provided in the resource kit and you may wish to print out some parts of these (or make a reference copy available) for participants to look at them in more detail.

The appointment of a guardian is a central pillar of victim assistance. Although a multi-sectoral team may be brought in to provide a range of support services (legal, medical, psychotherapeutic, practical etc), the child needs to have one person who takes responsibility for ensuring that these are all in place and appropriate, and to whom s/he can turn as a trusted adult.

#### Case management and service packages



(15 minutes)

No specific comments. The resource kit has more information on case management and you may wish to look through that and download examples, depending on the make-up of the participants and their interests.

## Avoiding double victimization



(10 minutes)

Victims of child trafficking should be treated as such – i.e. be protected, and not punished for illegal migration or involvement in criminal activities after trafficking.

## GWEN boxes



(15 minutes)

There are more resources of interest to these areas of victim assistance in the resource kit and you may wish to consider downloading/printing or referring to these, depending on the nature of the participant group.



### Key words and concepts for this session:

- ▶ The label and status of 'victim'
- ▶ Identifying trafficking victims – in the physical sense and in law
- ▶ Needs assessment and customizing responses to those needs
- ▶ *UNICEF Guidelines on the protection of child victims of trafficking*
- ▶ Appointment of a guardian
- ▶ *ILO-IPEC Child-friendly standards and guidelines for the recovery and reintegration of trafficked children*
- ▶ Case management
- ▶ Service packages tailored to the needs of the individual child
- ▶ Double victimization and the importance of avoiding this







## Classroom assignments



(30 minutes)

## Exercise 41

## Case management: Needs assessment

	<b>When</b>	This exercise could be run at the beginning of the session and then reprised at the end, as a sort of pre- and post-test. It could also be used at the end of section 2.7.
	<b>Duration</b>	15 minutes.
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ If used pre- and post-session, to elicit participants' first thoughts and then consolidate learning on issues of relevance to victim assistance.</li> <li>■ If used at the end of the session, to consolidate learning.</li> </ul>
	<b>Methodology</b>	The exercise is best worked on individually, with answers being shared in plenary.
	<b>Answers</b>	<p>There are many possible questions to include here but, as an absolute minimum, make sure that the first questions relate to the child's name, where they come from and how old they are.</p> <p>These are essential to other areas such as whether the child is a minor, has come from elsewhere (i.e. been trafficked) etc. There should also be questions relating to whether the child understands the language and is willing to talk.</p> <p>Other questions should relate to essential basic needs: Are you hungry/thirsty? Do you have any pains/sickness? Are you comfortable? Are you too hot/cold? It is essential that the child feels safe and comfortable before being questioned.</p> <p>The 'substantive' questions would then cover the nature of the child's situation: Where are the parents? How did the child get here? What has the child been doing? Who has been telling the child to do those things?</p> <p>Remember to avoid jargon and use language that the child will understand.</p>
	<b>Things to note</b>	







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

**Exercise 42** **Your experiences in victim assistance**

	<b>When</b>	At the end of section 2.7 or as an out-of-class assignment followed up at the beginning of section 3.1.
	<b>Duration</b>	In class: 15 minutes.
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To apply learning about victim assistance to specific examples known to the participants.</li> </ul>
	<b>Methodology</b>	<p><i>In class:</i></p> <p>Choose one participant who you know has experience in victim assistance. Ask them to share their experiences and run a Q &amp; A session with the class.</p> <p><i>Out of class:</i></p> <p>Run this as a written assignment. Ask students to write no more than three paragraphs in answer to the question, and to be ready to share their notes in small groups at the beginning of section 3.1.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	This exercise is participant-focused and gives an opportunity for participants to share their own experiences. Note that those who have not worked directly in child trafficking may choose another related area (you may have to intervene here and there to relate the experience to the child trafficking context).

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 4 - Session 4

### Section 2.8: Victim assistance (continued)

#### Psychosocial counselling and support measures



(15 minutes)

No specific comments. The ILO materials mentioned are available in the resource kit. They are hefty volumes and you may wish to refer students to them in advance of this session.

#### Permanent or temporary residence status



(10 minutes)

It may be interesting to ask participants to indicate the situation in their countries. Do any of their countries, for example, have 'bridging visas', which allow trafficking victims to stay in the country while their case is being further assessed (for example whether it would be safe for them to return)? Do these have a time limit or are there other conditions?

#### Shelters and refuges + Return and reintegration + Life skills and (re) training/education



(10 minutes)

No specific comments – here you should just 'walk through' the various services that may be required.

#### Promotion of social integration through campaigns



(10 minutes)

This is an important element of victim assistance because it focuses on the receiving and sending communities and their acceptance/understanding of the victim who returns or is re-housed in their midst. This is particularly important where children have been trafficked into commercial sexual exploitation (or are believed to have been trafficked into CSEC), since many communities have concerns that may be built on fear of 'sick' children or of children whose morals are dubious.

In practice, there are very few examples of successful social integration public campaigns. Many focus on the moral imperative to accept trafficking victims without giving any reasons why this should be so, other than vague suggestions that such a response is 'right'. The more successful

campaigns have indicated that child trafficking is a threat to everyone because it allows traffickers and exploiters to prosper and undermines the economy, social development and human rights in general.

Campaigns for understanding of the special status of those who have been trafficked into sexual exploitation will need to take account of the (il)legality of prostitution in the country concerned. This is an emotional issue that is additionally often affected by religious beliefs and gendered views about sexual behaviour. It may be interesting to gauge the mood of the class on this issue and, if there is time, to allow some discussion.

## Economic integration of rescued children



(5 minutes)

This is an area of reintegration and support that is often forgotten. 'Rescue and return' do not end when the child is settled back home or in alternative care. The trafficked child will need support to (re) build her/his life, including by addressing the factors that contributed to her/his vulnerability in the first place. Often this includes economic factors and the need to address this is paramount. The child's age is an important variable here: children of working age who wish to find a job should be given help to do so, and to receive ongoing basic education and vocational training as necessary. Children below the minimum working age should be offered quality education. Workers' and employers' organizations can play a central role here, providing training, facilitating job placement and ongoing mentoring/monitoring of the child.

One important concluding comment to make here is the importance of all victim assistance actions contributing to ensuring that a child is not re-trafficked. The focus should again be on reducing the child's vulnerability, not just re-instating the vulnerability profile they had before the trafficking incident.









### Key words and concepts for this session:

- ▶ Psychosocial counselling and treatment
- ▶ Permanent or temporary residence status – bridging visas, access to support and services including education, and the importance of not making status or services conditional on the child giving testimony against traffickers
- ▶ Shelters and refuges
- ▶ Return and reintegration
- ▶ Lifeskills and (re) training/education
- ▶ Social integration – promoting this through well conceived and targeted campaigns
- ▶ Economic (re) integration of trafficked children – age-appropriate services

## Classroom assignments



(40 minutes)

Exercise 43		Good or bad practice?
	<b>When</b>	At the end of section 2.8.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To give participants a chance to think about the trafficked child and responses to her/him, and how these may be inappropriate.</li> </ul>
	<b>Methodology</b>	<p>Divide the participants into two groups and ask each group to take one of the two case studies. The group should consider and discuss the case study for 10 minutes and then each group should present their answer and reasons for 10 minutes in plenary.</p> <p>Alternatively, run the exercise in plenary.</p>
	<b>Answers</b>	<p><b>Case 1:</b></p> <p>Clearly Carmelita has good intentions, but she has given too much detail to the school principal. All the principal needs to know is that the 13 year-old has been trafficked, badly treated and needs support. It is of particular concern that the principal has been told that the child has been sexually violated, since this confidential information may be used against her if it is leaked into the wider community.</p> <p><b>Case 2:</b></p> <p>Clearly Ibrahim should ideally not have to move so far away from the refuge that has become his (albeit temporary) home to give evidence (in fact the advisability of having a centralized court in this case is questionable – it may have some advantages, for example allowing for specially trained child-friendly judiciary, but many children may find themselves in the same situation as Ibrahim). He also should be accompanied by someone he knows and trusts. Under no circumstances should he be held in the cell with adults (or indeed alone or with other children – he needs child-friendly accommodation, not a lock-up).</p>
	<b>Things to note</b>	

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 44

## Some questions for group discussion

	<b>When</b>	At the end of section 2.8.
	<b>Duration</b>	20 minutes or 40 minutes (see Methodology).
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To test and consolidate learning of the issues involved in victim assistance.</li> </ul>
	<b>Methodology</b>	<p>Run as a discussion in plenary (20 minutes).</p> <p>Alternatively, since this is the last exercise of textbook 2, you may wish to drop exercise 43 and instead prolong the discussion to cover other areas covered in this guide (40 minutes). You could do this as a simple Q &amp; A session among the group or go back over some of the exercises where you believe participants did not perform well.</p> <p>Alternatively, split the group into four, and ask participants to join the group that reflects an area they would like to discuss in more detail (protection, prevention, law enforcement, victim assistance). Ask them to look again at the materials and/or exercises and to discuss among themselves the areas they feel are not clear. You should circulate among the groups to listen in and provide clarification as needed.</p>
	<b>Answers</b>	<p>Q1: To ensure response actions appropriate to the child's need. Girls may have different needs from boys, and children of working age have different needs from children below that age.</p> <p>Q2: Possible disabilities, religious affiliation, family situation (e.g. possible abuse, alcoholism, illness, death), possible trauma.</p> <p>Q3: Not necessarily. It all depends on the family situation and whether a return is in the best interest of the child and does the child no harm. Note: Some family situations contributed to making the child vulnerable to trafficking and these situations need to be addressed before the child is possibly returned.</p> <p>Q4: Institutional care, community-based care, foster family or supervised group-living of a number of girls/boys. In choosing the best option we should consult the child and her/his interests and needs and where s/he will have the best opportunities to make a fresh start.</p> <p>Q5: Life skills should include self-awareness, problem solving, learning to negotiate, decision-making, creative thinking, critical thinking, effective communication, interpersonal relationship skills, conflict resolution, empathy, coping with emotions and stress management as well as money management, spotting danger, raising a family and running a home.</p> <p>Q6: Should allow the former victim to start a new life by being supportive and without stigmatizing the child. Where the child agrees, use his/her life story to prevent the same happening to other children in the community.</p> <p>Q7: A happy child that has opportunities to start a productive and meaningful life free of labour exploitation and further trafficking.</p>
	<b>Things to note</b>	

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.



## 3: Matters of process



(1 day – 4 sessions x 90 minutes per session)

### Day 5 - Session 1

#### Section 3.1: Bringing it all together

##### Introduction to 'matters of process'



(5 minutes)

Textbook 3 looks at what might be considered 'support processes' that underpin actions to combat child trafficking. Some of these, such as advocacy, could also be considered stand-alone programmes in themselves, but essentially they are all actions that reinforce the effectiveness of policies and outreach initiatives in general.

It is important to stress that these 'matters of process' are a vital part of effective action to combat child trafficking: they reinforce results, they contribute to improved actions in the future, and they are important for the efficient use of resources.

You should also continue stressing the importance of NAPs and the fact that support processes need to be built into them. Media work, monitoring and evaluation, lessons documentation and dissemination all need time and resources. A major error that many make is to somehow presume that they 'will get done' in the general line of work and do not need separate planning, time and resources. As a result they too often do not get done at all.

##### Constructing a (N)AP



(15 minutes)

This session begins with a reprise of the framework that brings together the four areas of action that participants have worked through over the preceding eight sessions, the NAP. It is important to reiterate the importance of having an agreed 'blueprint' at national (and other – provincial, subregional, regional, state-wide etc) levels, whatever the title given to it.

It is also worth reminding participants of the context in which these plans are developed: they reflect the fact that all actors, at every level, are essentially working towards the same end – to eliminate child trafficking – regardless of the role they play in that effort.

Similarly, within any participant group, everyone has the same objective in mind: to develop skills and understanding to be able to contribute, each in her/his specific way, to ending the trafficking of children.

Make sure this general principle is understood before you look again at the major elements of the NAP, stakeholder analysis and coordinated thinking and action.







##### *Classroom assignments*



(80 minutes)

## Exercise 45

## Starting to put a NAP together

	<b>When</b>	Immediately after reprising the NAP, i.e. towards the beginning of section 3.1.
	<b>Duration</b>	80 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To apply learning of the various elements involved in protection, prevention, law enforcement and victim assistance in the context of coordinated planning (the NAP in this case).</li> </ul>
	<b>Methodology</b>	<p>Divide participants into G, W, E, N groups – and allocate one section of the table to each group.</p> <p>Each group should complete their section of the table on a flip-chart sheet and, when they have finished, the sheets should be displayed together to form a single NAP.</p> <p>Go through the answers in plenary, making sure that you promote interaction among the different groups.</p> <p>Participants can also work on this exercise individually.</p>
	<b>Answers</b>	<p><b>Broad protection:</b></p> <p>There is a wide range of possible answers here. They should include laws and policies to protect children, policies and actions to reduce vulnerability, family-based interventions (for example livelihood strategies), actions targeted at improving economic status of families and communities, employment initiatives, awareness raising and education, etc.</p> <p><b>Prevention:</b></p> <p>Answers should cover legal frameworks, registration and monitoring of employment and migration agencies, promoting decent work, eliminating bad demand, promoting safe migration, CSR-focused initiatives,</p> <p><b>Law enforcement:</b></p> <p>Responses should cover identification of traffickers and trafficking, effective policing, prosecutions and punishment, supervision of implementation of labour conventions, reporting, identifying recruitment patterns, grassroots vigilance, rapid response.</p> <p><b>Victim assistance:</b></p> <p>This should include victim identification, needs assessment, case management, service packages, avoiding double victimization, multi-disciplinary teams and services (legal, medical, psychotherapeutic, basic needs, accommodation etc.), return and reintegration, life skills and (re)training/education, social and economic integration.</p>
	<b>Things to note</b>	<p>The answers will be different in each sector for G, W, E and N. When each group has given its suggestions, ask for one additional suggestion from each of the other three groups and, if appropriate, show how different kinds of actors have different approaches but all are valid and complementary. Ensure that source and destination side are both covered where appropriate. Make the point that cross-border issues need to be addressed where relevant.</p>

### DEVELOPMENT







Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 46

## Getting the timing right

	<b>When</b>	Optional exercise to follow exercise 45, if time allows.
	<b>Duration</b>	20 minutes.
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To prompt more detailed consideration of how a NAP or equivalent framework would be implemented.</li> </ul>
	<b>Methodology</b>	Work can continue in the same groups as for exercise 45, or the questions can be covered in plenary discussion.
	<b>Answers</b>	<p>The areas to be covered will depend on the answers given in exercise 45.</p> <p>It is important to stress the need for actions to build on each other, rather than work in isolation, and for lessons to be learned before moving on to the next stage.</p> <p>Stress that, although it is in reality often artificially imposed by reporting schedules or funding constraints, the duration of an action should ideally be decided by the rate of progress and the point at which achievement can be demonstrated.</p> <p>There has hitherto been little consideration of how the actions discussed are to be funded. Consideration of different sources of funding is crucial (national, local etc budgets, philanthropic bodies, bilateral and multilateral sources, self-financing actions etc.)</p>
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 5 - Session 2

### Section 3.2: Mobilization, media, social dialogue and involving children and young people

#### Ownership and mobilization



(5 minutes)

It is a good idea to reprise the importance of NAPs and how these – along with TBPs and other ‘framework’ processes and blueprints – are an essential tool for all anti-trafficking actors. This session, though, looks at individuals and groups who are not engaged in implementing the NAP but who can be mobilized to play a part in achieving its overall goals.

Stress the importance of involving children and young people, families and communities in all plans and actions that affect them. Underline not only their right to be consulted and to participate but also the practical results of this on sustainability, and lasting impact. Emphasize, also, how ownership can be built into the different stages of anti-trafficking work.

#### Advocacy + Research and knowledge for change



(5 minutes)

These are ‘tools’ that can be used to influence and engage people at different levels. They also involve practical skills, and Exercise 47 is designed to give participants a chance to understand this and test their own skills at this stage. To help them, it is useful to give examples – or ask them for examples and then reinforce/reorient their answers – in the section that looks at the phases of planning advocacy actions:

In discussing the stages of planning advocacy:

- First, you have to know whom you want to influence (‘who’) – here make sure that the target groups are well defined, not vague (for example, a common answer will be ‘the public’, but is that the target, or is it a particular section of the public such as ‘people who are afraid of migrant workers taking their jobs’? This makes a difference to the whole plan).
- Second, it is important to be clear about what they are to be prompted to do (‘what’) – introduce this notion of behaviour change because, ultimately, that is the goal of advocacy. The ‘what’ may range from allocating an increase in resources (target = finance arm of government), to not accepting under-age children in the workplace (borderline employers).
- Third, they may need indications of the best way to do that (‘how’) – in the example above, for instance, employers who do not necessarily prefer to take under-age workers would need to be helped to find an alternative and make this work for them).
- Fourth, there may be an optimal time when it should be done (‘when’) – timing is an important concept to include. Typical examples of essential timing elements would include, for example, the crucial stages during which influence is still possible as a law is being drafted and going through discussion and adoption stages; or of course the deadlines for submission for applications for funding, or for input to policy.

In the section on research for change, underline the main difference between this kind of research and research that aims only to study a phenomenon and document it. Research for change should point specifically to what the change should be, who is responsible for effecting it and, if possible, how and when it should occur.

## Working with the media



(5 minutes)

The most important points to stress here are that:

- The media are an intermediary between the message and the target group; they are not in general an 'end target' themselves;
- Editorial independence is a pillar of democratic debate and the media should not be looked upon as 'service providers' who can be manipulated to do the work of passing on messages at the request of others. In most places, treating the media as professionals, being a reliable source of information and demonstrating a willingness to learn the rules within which the media work is much appreciated by journalists and likely to promote better cooperation.
- Media does not only mean television, radio and print products – depending on the context, media can include performance (street theatre, songs, skits), traditional forms of sharing news such as bulletin boards, and web based media.

## Guidelines on media treatment of children



(potentially + 5 minutes)

There are negotiated guidelines on media treatment of children and NGOs. The International Federation of Journalists, which negotiated the guidelines with media outlets across the globe, is the biggest media professional association (it is based in Brussels and is essentially a 'trade union' for journalists in various media across the world). You may wish to print out the IFJ guidelines (from the resource kit) and use them as a handout.

**Note:** If you have time, you might also wish to discuss the guidelines in class because they are an interesting combination of regard for children's rights and respect for media professional boundaries. (Note that the IFJ guidelines are also available in French and Spanish at: [www.csecworldcongress.org](http://www.csecworldcongress.org). Follow the links through 'Yokohama' to 'Media').



## Key words and concepts for this session:

- ▶ Review NAP, coordinated planning and action, other frameworks
- ▶ Processes of consultation to put together plans at different levels, and ensuring that any plan is child-specific
- ▶ Matters of process – how you do things is as important as what you do
- ▶ Critical mass – developing ownership and mobilizing people and other resources
- ▶ Advocacy and using this to influence others to contribute
- ▶ Using research and acquired knowledge to engender change
- ▶ Building a respectful and effective working relationship with the media
- ▶ Developing a media strategy that respects media expertise, protects children’s rights and makes a positive contribution to anti-trafficking efforts
- ▶ Media treatment of children – using existing IFJ guidelines to protect children and build a basis for media cooperation







## *Classroom assignments*



(20 minutes)

## Exercise 47

## Planning an advocacy action

	<b>When</b>	At the end of section 3.1.	
	<b>Duration</b>	20 minutes	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>The exercise is designed to encourage participants to think about the concepts they have just covered in the context of their own work.</li> </ul>	
	<b>Methodology</b>	<p>Organize participants into small groups, either from the same country or region, or in a multidisciplinary group working in the same area of activity (e.g. victim assistance). Within those groups, there will be G, W, E and N. The whole group should work on the answers.</p> <p>Go over the answers in plenary, asking G participants to comment on G answers, W on W etc.</p>	
	<b>Answers</b>	<b>G</b>	<p><b>WHO</b> Parents, community leaders, people who can influence family decisions (e.g. doctors, health workers)</p> <p><b>HOW</b> Parent/teacher meetings, community meetings, promotion through mother/child care centres etc.</p> <p><b>WHEN</b> Multiple opportunities from pre-natal (e.g. pregnant mother classes) onwards.</p> <p><b>MESSAGE</b> Economic arguments (child better able to earn a living), social development arguments (better for the country)</p>
		<b>W</b>	<p><b>WHO</b> Ministries of Labour, Justice, Children and Youth. Secondary: media and lobbyists.</p> <p><b>HOW</b> Individual and collective lobbying, meetings with government, press information.</p> <p><b>WHEN</b> At politically opportune times, e.g. as politicians prepare their manifestos for election.</p> <p><b>MESSAGE</b> Specific information on the loophole and how it can be rectified.</p>
		<b>E</b>	<p><b>WHO</b> Employers in the informal sector.</p> <p><b>HOW</b> Visits to informal workplaces, individual lobbying, approaches to influential individuals etc.</p> <p><b>WHEN</b> At any time.</p> <p><b>MESSAGE</b> Benefits of registration, cost-benefit advantages, legal requirements.</p>
		<b>N</b>	<p><b>WHO</b> Ministries of Labour, Migration, Children and Youth; local and international trade unions.</p> <p><b>HOW</b> Through and with local authorities working with migrant communities: awareness raising, incentive packages etc.</p> <p><b>WHEN</b> At any time.</p> <p><b>MESSAGE</b> Benefits of membership of young migrant workers, impact on underground economy/non-member workplaces, potentially access to government funds for migrant programmes.</p>
	<b>Things to note</b>		

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 48

## Helping the media to understand the real issues

	<b>When</b>	Any time after the end of section 3.1. Can be run as an out-of-class assignment.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>The exercise aims not only to be an enjoyable media-related task but also to review some of the concepts and situations involved in trafficking.</li> </ul>
	<b>Methodology</b>	Participants should work on this exercise individually. The finished products should be read out in plenary and discussed.
	<b>Answers</b>	The important elements that should be raised relate to factual reporting, rather than presumptions.
	<b>Things to note</b>	It is particularly important that the distinction between trafficking and labour migration is made clear – the emphasis should be on the fact that labour migrants are a valuable resource for SoSo and that, if migration channels are closed or poor treatment of migrant workers tolerated, then this creates opportunities for traffickers. Specifics to children should be highlighted.

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Social dialogue and building partnerships + Training/capacity building



(10 minutes)

This session is straightforward. You may find it useful to stress that social partners are the key interlocutors to addressing fundamental rights at work (including the right to be free from child trafficking). You may also want to highlight the ‘four Cs’ of partnership building and dialogue: consultation, coordination, communication and collaboration.







It is important that training (sometimes called capacity building) be seen not only as a means of upgrading skills and knowledge but also as an important element of partnership building.

Remember to mention training of trainers, since this is a useful multiplier and element of mainstreaming and sustainability.



## Exercise 49

## Social dialogue and building partnerships

	<b>When</b>	At the end of session 3.2
	<b>Duration</b>	30 minutes (or spend 30 minutes on child participation).
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To underline the value of social dialogue and to have participants acknowledge the importance of including the world of work in fighting child trafficking, and in particular to acknowledge the role social partners can play in this.</li> </ul>
	<b>Methodology</b>	It is recommended to do this exercise in mixed groups of G, W, E, N. so all can benefit from the perspectives of group members with differing backgrounds.
	<b>Answers</b>	<p><b>Possible response under 1:</b></p> <ul style="list-style-type: none"> <li>■ Workers organizations are membership organizations - they would have more members and are thus stronger if migrant workers and victims of the exploitative labour could join;</li> <li>■ Eliminating child trafficking and labour exploitation would contribute to achieving decent work for workers;</li> </ul> <p><b>Possible response under 2:</b></p> <ul style="list-style-type: none"> <li>■ Exploiters undercut profit of 'clean' employers and undercut their potential to conduct Corporate Social Responsibility/ethical trading. Fighting that is in the interest of good employers;</li> <li>■ Ethically sound business and Corporate Social Responsibility that address child trafficking increases the appeal of products/services, and export potential.</li> <li>■ Increasingly complex supply chains put companies at increased risk of being accused of contributing to child trafficking;</li> </ul> <p><b>Possible response under 3:</b></p> <ul style="list-style-type: none"> <li>■ Tripartism is a key weapon to addressing decent work deficits and/or malfunctioning labour markets (including the existence of child trafficking);</li> <li>■ Social partners are the key interlocutors to addressing fundamental rights at work in any work situation on the labour market (both formal and informal);</li> <li>■ Social partners offer outreach to many workplaces and to many workers;</li> <li>■ These different sets of organizations have different comparative advantages that can be benefited from if they work together;</li> <li>■ Such a broad alliance would enable the offering of comprehensive solutions;</li> </ul>
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Children and young people as active partners



(10 minutes)

Child participation is dealt with in some depth because it is so often treated rather superficially. You may need to convince some participants that it is worthwhile – the fact that participation is a right is the most important principle to get across.

The exercises on child participation relate specifically to children participating in a consultation, however they illustrate some fundamental principles – transparency, honesty, accountability, opportunity, child protection – that are equally important when children participate in other ways, for example in research or in direct action. You may wish to emphasize these when going through the exercises. Underline how easy it is for child participation to become tokenism and that one way of avoiding this is to consult children themselves on how – and indeed whether – they wish to participate.

Be sure to mention the concept of ‘informed consent’ – prompt participants to question why children should be involved and the need at the same time to guide children (and often their guardians) so that they are protected.



### Key words and concepts for this session:

- ▶ Social dialogue
- ▶ The four ‘Cs’ – consultation, coordination, communication, collaboration
- ▶ Building partnerships
- ▶ Training and capacity building – an important element of partnership
- ▶ Involving children and young people as active partners – taking their age and capacities into account, gender specificities, cultural, religious and traditional contexts, literacy levels, disability and access etc – do not consider children as a single homogenous group
- ▶ Ensuring the safety of children when they participate
- ▶ Minimum standards for children’s participation: ethical approach (transparency, honesty, accountability); child-friendly environment; equal opportunities; safety and protection .
- ▶ Hart’s Ladder of Participation – from ‘adults rule’ to ‘children lead’ in eight steps




































### *Classroom assignments*



(30 minutes)

## Exercise 50

## Protecting children and young people when they get involved

	<b>When</b>	At the end of section 3.2.																						
	<b>Duration</b>	30 minutes (or spend 30 minutes on social dialogue)																						
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To consider protocols, and the intention behind them, in relation to the participation and protection of children and young people.</li> </ul>																						
	<b>Methodology</b>	This assignment is in two parts. First, participants are asked to read the Minimum Standards for Children's Participation (these are edited from the original version, which can be found at <a href="http://www.crin.org">www.crin.org</a> ) and then to answer the questions (which comprise two distinct exercises – you may wish to do one of these or both, depending on how much time you have).																						
	<b>Answers</b>	<p>The 'principles of participation' each of these standards relates to are illustrated graphically in the right-hand column of the Standards below:</p> <p><b>MINIMUM STANDARDS FOR CHILDREN'S PARTICIPATION</b></p> <table border="1"> <thead> <tr> <th colspan="2">STANDARDS</th> </tr> <tr> <th colspan="2">Before the consultation</th> </tr> </thead> <tbody> <tr> <td>1. A realistic budget to be made that includes all possible costs for children's participation.</td> <td></td> </tr> <tr> <td>2. Children-friendly background information is produced, translated and shared with children.</td> <td></td> </tr> <tr> <td>3. A child protection policy and strategy is developed for the consultation, all under-18 delegates, adult delegates and adults supporting children's participation, are informed of the policy.</td> <td></td> </tr> <tr> <td>4. Potential under-18 delegates are provided with relevant information regarding their involvement in the consultation process.</td> <td></td> </tr> <tr> <td>5. A transparent and fair process is used in the selection of under-18 delegates at national or regional consultations.</td> <td></td> </tr> <tr> <td>6. Systems are developed to ensure in the selection process under-18s are not discriminated against because of age, sex, abilities, language, social origin, class, ethnicity, geographical location, etc.</td> <td></td> </tr> <tr> <td>7. Potential under-18 delegates have time to consider their involvement. Processes are established to ensure that under-18 delegates are able to and have given their personal informed consent to their participation.</td> <td> </td> </tr> <tr> <td>8. All under-18 delegates are accompanied to the consultation by a suitable adult who will take responsibility for their safety and welfare.</td> <td></td> </tr> <tr> <td>9. Consent is obtained for the use of all information provided by under-18s and information identified as confidential needs to be safeguarded at all times.</td> <td></td> </tr> </tbody> </table>	STANDARDS		Before the consultation		1. A realistic budget to be made that includes all possible costs for children's participation.		2. Children-friendly background information is produced, translated and shared with children.		3. A child protection policy and strategy is developed for the consultation, all under-18 delegates, adult delegates and adults supporting children's participation, are informed of the policy.		4. Potential under-18 delegates are provided with relevant information regarding their involvement in the consultation process.		5. A transparent and fair process is used in the selection of under-18 delegates at national or regional consultations.		6. Systems are developed to ensure in the selection process under-18s are not discriminated against because of age, sex, abilities, language, social origin, class, ethnicity, geographical location, etc.		7. Potential under-18 delegates have time to consider their involvement. Processes are established to ensure that under-18 delegates are able to and have given their personal informed consent to their participation.	 	8. All under-18 delegates are accompanied to the consultation by a suitable adult who will take responsibility for their safety and welfare.		9. Consent is obtained for the use of all information provided by under-18s and information identified as confidential needs to be safeguarded at all times.	
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## Exercise 50

## Protecting children and young people when they get involved



### Answers

10. A formal complaints procedure (run by the Child Protection Focal Point) is set up to allow under-18 delegates to make a complaint in confidence about any issue concerning their involvement in the consultation. Information about the complaints procedure should be produced in a children friendly format, translated and distributed to all delegates.



11. The roles and responsibilities of all involved in the consultations (children and adults) are clearly outlined and understood. National Focal Agencies, Guardians and under-18 delegates receive briefings on their particular roles.



12. All under-18 delegates must be fully insured (medical and travel) during their participation in the regional consultation (during travel to and from the place of the consultation and stay in the town/country) and should fall under the responsibility of either their National Focal Agency or the organization hosting the consultation.



13. Under-18 delegates are knowledgeable and informed about the issue of violence against children in their country and should be mandated by their peers at a national level.



14. All adult delegates receive a sensitisation briefing at the consultation on how to work with under-18s.



15. The meeting place for the consultation needs to be accessible to under-18 delegates with a disability.



16. A preparatory workshop for under-18 delegates is organized immediately before the consultation to help prepare Under-18 Delegates for the consultation.



17. Facilitators are experienced at working effectively and confidently with under-18 delegates and able to facilitate an environment that is non-discriminatory and inclusive.



### During the consultation

18. One person is given responsibility for child protection issues at all consultations.



19. Under-18 delegates are given equal opportunity with adult delegates to make statements, presentations and voice their opinions at the consultation. These contributions are reflected in any outcome documents from the consultation.



20. Translators are provided for under-18 delegates during the course of the consultation and translation of all appropriate documents needed during the meeting is provided. Guardians provide translation for under-18 delegates during the time they are not in the consultation sessions (during travel, before and after the consultation and on any excursions).



21. Media activities follow an ethical code. Children who speak to the media are informed and prepared. Someone is assigned to coordinate work on the media.



## Exercise 50

## Protecting children and young people when they get involved



## Answers

22. No photographs, videos or digital images of under-18s can be taken or published without that person's informed consent.



23. It should not be possible to trace information back to individual children or groups of children.



24. All delegates (adults and under-18s) are given the opportunity to evaluate their participation practice during the consultation (as part of the scheduled activities).

*After the consultation*

25. Under-18 delegates are given opportunities to feedback and use their experience of participating in the consultation with their peers, or with projects they are connected to and with local communities or organizations.



26. Under-18 delegates are included in distribution lists for all follow-up documents from the consultation.



27. National Focal Agencies provide support to under-18 delegates in order that they can be involved in follow-up activities from the consultation.



## Things to note







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 51 Protecting children and young people when they get involved (additional exercise)

	<b>When</b>	After exercise 49 has been completed.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To prompt more intense consideration of the principles of participation.</li> </ul>
	<b>Methodology</b>	Discussion in plenary.
	<b>Answers</b>	<p>a) One obvious principle that might be considered is: respect. Most others do, in fact, fall under the headings provided.</p> <p>b) Some participants may question the value of ‘a children-friendly environment’ – which seems to suggest that the room should be warm and painted bright colours! You may wish to explore what this really means, for example that activities are not held late at night, when young children should be in bed, or that debate should not be planned around a clearly ‘adult’ dinner, for example, where alcohol is served.</p> <p>c) Here you have a chance to consider also the earlier section on partnership building and social dialogue – most of the principles considered here would also apply to adults participating in meetings and consultations and are essential to promoting inclusion.</p>
	<b>Things to note</b>	

### DEVELOPMENT







Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 52

## Hart's Ladder of Participation

	<b>When</b>	At the end of section 3.2.
	<b>Duration</b>	30 minutes: 10 minutes explanation + 20 minutes activity.
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To take a different approach to looking at child participation and the principles involved, this time in relation also to the role of adults.</li> </ul>
	<b>Methodology</b>	<p><b>Before the class:</b></p> <p>Write the eight items on cards. Make multiple sets.</p> <p><b>In the class:</b></p> <p>Organize the participants into small groups and give each group a set of cards. Ask them to discuss the cards and consider whether they would re-order them and whether there are any 'rungs' missing.</p> <p>Alternatively, distribute one set of eight cards among eight volunteers; ask them to hold up the cards; ask the plenary group to put the eight volunteers in the right order from least to most participatory.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 5 - Session 3

### Section 3.3: Monitoring and evaluation

#### Monitoring, evaluation and participatory methods



(20 minutes)

Monitoring and evaluation (M & E) and the processes and concepts that accompany it are crucial. It is important to stress that M&E is not about ‘judging’ actions as such – and certainly not about judging people — but about reflecting, learning and moving forward.

The resource kit has a number of resources in this area that you might look at to supplement the very basic information in the textbook.

It is worth spending some time on indicators and proxies and engaging participants in thinking through what some of them might be. Explore whether they are ‘smart’ (specific, measurable, achievable, realistic, time-bound) and in particular whether they are meaningful!

You may wish to do Exercises 53 - 55 before you continue to look at evaluation and participatory M & E.

One area that may be entirely new is the concept of participatory M&E. The resource kit includes a number of ‘how to’ guides that have developed out of ILO-IPEC implementation of participatory M&E processes and you might refer to these.



#### Key words and concepts for this session:

- ▶ Monitoring – assessing progress
- ▶ Evaluation – measuring results
- ▶ M & E plans as an important element of all NAPs and other plans
- ▶ Tracer studies to measure impact on children and families
- ▶ Indicators and proxy indicators
- ▶ Effectiveness, efficiency, relevance, validity of design, cause and effect, unanticipated effects, alternative strategies, sustainability
- ▶ Participatory M & E

#### *Classroom assignments*









(70 minutes)



## Exercise 53

## Indicators for an outreach initiative

	<b>When</b>	As a 'punctuation point' in the middle of the section – before beginning the Participatory M & E section.	
	<b>Duration</b>	50 minutes	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To give participants an opportunity to check their understanding and skills in relation to indicators.</li> </ul>	
	<b>Methodology</b>	Participants are asked to work individually or in small groups and fill in the partial logframe with three indicators that will allow an evaluator to assess results for each of the objectives listed.	
	<b>Answers</b>	There are several possibilities, and some of these are given below	
		<b>Immediate objective</b>	<b>Indicators</b>
		40 vulnerable families in Village X will have protected their children from trafficking through increased family income.	Number of families in Village X that have participated in income-generating activity (only partial indicator – the following indicator also has to be demonstrated) Number of vulnerable families whose financial status has improved by at least 20 per cent.
		The likelihood of 40 children leaving for work has been reduced.	Number of at risk children of working age who found decent work in the community Number of children enrolled in or attending school (proxy) Number of school drop-outs in the target range back in school (proxy)
		The employment prospects of 25 unemployed adolescents in Village X have been increased.	Number of unemployed adolescents who have completed vocational training in identified skills Number of unemployed youth who found decent work in the community.
	<b>Things to note</b>	Go through the three elements the participants are asked to consider, and make sure that they understand them before going on.	

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 54

## Indicators for a policy initiative







	<b>When</b>	As for exercise 53.	
	<b>Duration</b>	50 minutes	
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To give participants an opportunity to check their understanding of policy-related indicators and their ability to formulate these.</li> </ul>	
	<b>Methodology</b>	<p>Divide participants into G, W, E and N. Ask them to develop at least two indicators for the objective listed for their group.</p> <p>Discuss the responses in plenary.</p>	
	<b>Answers</b>	<i>Immediate objective</i>	Indicators
		<b>G</b>	<p>Effective child trafficking prevention policy put in place in relevant policy areas (such as education, migration &amp; employment)</p> <p>Number of policy documents that mention child trafficking; Budget allocations to fight child trafficking</p>
		<b>W E</b>	<p>Policy makers and society aware of risk of irregular migration and labour exploitation dimension of child trafficking, and mobilized for action in source and destination areas</p> <p>Number of initiatives to fight child trafficking by workers' and employers' organizations in source areas; Number of initiatives to fight child trafficking by workers' and employers' organizations in destination areas; Number of community watchdog and monitoring mechanisms against child trafficking created</p>
<b>N</b>	<p>Policy makers take into consideration the views of children when developing a national action plan to fight child trafficking</p> <p>Number of times that NAP refers to documents/opinions produced by children; Number of policy-makers that make field visits to be exposed to target groups; Number of media articles that cover visits to target groups by policy makers; Number of quotes by policy-makers in the media that suggest understanding of children's perspectives.</p>		
	<b>Things to note</b>		

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

Exercise 55		Discussion on indicators
	<b>When</b>	After exercises 53 and 54 have been completed.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To consolidate understanding of indicators.</li> </ul>
	<b>Methodology</b>	<p>When participants have completed Exercises 53 and/or 54, move on immediately to Exercise 55. This is a follow-up that comprises a plenary discussion of the suggested indicators. You may wish to write the words 'specific, measurable, achievable, realistic, time-bound' somewhere prominent and keep checking the suggestions against them.</p> <p>In order that participants do not work on their own suggestions but have a chance to consider others (and so that they do not remain quiet if the discussion makes them question whether their suggestions are valid), they are asked to give their logframes to the person sitting in front of them. The front row should give their logframes to people in the back row.</p> <p>After they have had a few minutes to read what their colleague has written, and to form ideas about the suggestions made, the discussion can begin.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 5 - Session 4

### Section 3.4: Learning and sharing lessons



(5 minutes)

Documenting learning points and sharing these is often overlooked. This is wrong. These ‘final stages’ in anti-trafficking actions are fundamental to making sure that we learn to do things better, with the ultimate aim, of course, of eliminating child trafficking. The training manual begins with the reminder that, “While the aim of all actions is to protect children from trafficking, help child victims and move towards elimination of this worst form of child labour, every action should also be designed to lead to better actions in the future.”

#### Identifying good practices and weaknesses



(10 minutes)

When considering the concept of ‘good practice’, it is important to underline that good practice must be demonstrated. Too often, the ‘good practice’ label is given to any action that is completed on time and on budget, whether or not it is ultimately of value to children and has reduced child trafficking. Underline the criteria for determining good practice, listed in the training manual.

#### Documenting the lessons



(5 minutes)

In the same way, learning and documenting lessons needs to focus on analysing how it was done and what was learned. The suggestions in the textbook on how this might be done are not exhaustive, and you may wish to expand on them. There is more in the resource kit and in the individual resources provided there.

#### Designing a dissemination strategy



(10 minutes)

It is particularly important to insist that dissemination is not an action but a strategy that has to be put in place at planning stage. Because it is done at the end of an activity, dissemination is very often rushed, under-budgeted and reduced to a ‘publication into envelope, stamp on, post it’-type of action. Dissemination, in fact, is a key element of learning and needs to be planned at the beginning of an action (and reviewed regularly after that, as the action progresses).

## Repeating good practices on a larger scale



(5 minutes)

When looking at the concept of scaling-up, do emphasize that this should be considered only when the particular action (or element of an action) has been thoroughly evaluated and judged to be worthy of replication. Also underline the importance of adapting replicated actions to the particular context in which they are to be re-tried, since what works in one context might not work the same way in another. Translation, of course, is not the same as adaptation.



### Key words and concepts for this session:

- ▶ The importance of learning lessons
- ▶ Identifying good practices: effective, efficient, responsive to needs and beneficial to target group, innovative and creative, replicable or adaptable, sustainable, contributing to change
- ▶ Acknowledging and learning from weaknesses
- ▶ Documenting lessons with a view to contributing to the work of others
- ▶ Designing a dissemination strategy: for whom? For what purpose? In what form? How shared?
- ▶ Replicating good practices and scaling-up







## Classroom assignments



(55 minutes)

## Exercise 56

## Lessons from a recent experience and identifying good practices

	<b>When</b>	At the end of section 3.4.
	<b>Duration</b>	35 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ The aim of this exercise is to end on a positive note, guiding participants to identify the successful elements of work that they have themselves been involved in and to explain these to the group.</li> </ul>
	<b>Methodology</b>	Participants should first work individually (10 minutes) then, for a further 10 minutes, you may wish to have participants work in small groups, so that they all get a chance to present their 'good practice', or alternatively discuss in plenary.
	<b>Answers</b>	N/a
	<b>Things to note</b>	

### DEVELOPMENT







Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 57

## Developing a dissemination strategy

	<b>When</b>	Optional, depending on time available at end of section 3.4.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>■ To prompt participants to think about how to take the lessons from an action and prepare it for dissemination.</li> </ul>
	<b>Methodology</b>	In small groups, participants consider the outlines produced in Exercise 56. For each of these, they decide on the main elements of a dissemination strategy for sharing the lessons and good practices with those who can use them.
	<b>Answers</b>	The last question is important – it is vital that participants realise that effective dissemination needs to have time and resources allocated to it. This is an opportunity to reinforce again the importance of the NAP and of integrating process actions into it.
	<b>Things to note</b>	







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Wrap-up and Q&A

Exercise 58		Wrap-up exercise: Your personal plan of action and wish-list
	<b>When</b>	At the end of the final session.
	<b>Duration</b>	20 minutes
	<b>Objectives</b>	<ul style="list-style-type: none"> <li>To end the course on a personal note and leave participants with their own personal plan of action.</li> </ul>
	<b>Methodology</b>	<p><i>Before the class:</i></p> <p>Prepare three cards for each participants; each card should have one of the 3-line grids on it. You should leave a space for participants to add their name so that you know which card belongs to whom.</p> <p>Alternatively, photocopy the entire form for all.</p> <p><i>In class:</i></p> <p>Distribute a set of three cards to each participant and ask them to complete them.</p> <p>Participants should pin the cards on a pinboard/notice board/other suitable place and, as they do so, read out what they have written.</p> <p>Don't forget to collect the cards later and give them to the participants to take home.</p> <p>Alternatively, create small groups and have them discuss the photocopied form before listing and presenting their views.</p>
	<b>Answers</b>	N/a
	<b>Things to note</b>	

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.









# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

**Textbook 1** Understanding child trafficking

**Textbook 2** Action against child trafficking at policy and outreach levels

**Textbook 3** Matters of process

**Exercise book**

**Facilitators' guide (cd-rom)**

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International  
Labour  
Office

# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION



**UN.GIFT**  
Global Initiative to Fight Human Trafficking

## Understanding child trafficking

Textbook 1





# **TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION**

**Textbook 1: Understanding child trafficking**

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## Foreword

Trafficking in human beings and, more especially, trafficking in children has been high on the international agenda for more than a decade. The trafficking of children is a serious human rights violation. Only recently, however, has the international community recognized that child trafficking is also undeniably a labour issue.

While most people are now aware that children and women (and sometimes boys and men) are trafficked into the world's commercial sex trade, children's right to be free of exploitation is violated in many other ways. Children are frequently trafficked into labour exploitation in agriculture, both long-term and on a seasonal basis. They may toil in a variety of manufacturing industries, from large-scale sweatshops to small craft workshops. In some parts of the world, children are exploited in mining or in fisheries. Girls in particular are trafficked into child domestic labour. Children are also trafficked into the militia and into armed gangs in conflict zones and, while this may not strictly be 'labour', it is nevertheless true that the children are effectively put to work in these situations, not only as soldiers but in a variety of jobs such as cooking, acting as couriers and, for girls especially, providing sexual services to adult combatants.

Many children are moved away from their homes and are exploited in the informal economy, where they are even more difficult to trace and at high risk of many forms of violence. Criminal networks and individuals exploit children in begging, street hawking, car window cleaning and other street-based activities. Some children are exploited as drug couriers or dealers or in petty crime such as pick-pocketing or burglary.

Some of these activities may not immediately be seen as 'labour'. The reality is, however, that they have a commercial motive and the child is seen by those seeking to make a profit from

trafficking as easy prey to exploit. The same commercial motive is at work in the specific case of trafficking of babies for adoption and, although the element of 'labour' might be missing in this case, there are areas where programme responses of ILO, UNICEF and other agencies might coincide; for example the registration and monitoring of recruitment agencies is important in anti-trafficking efforts and similarly the registration and monitoring of adoption agencies is important in actions to prevent baby trafficking.

The ILO has thorough experience in the world of work. Its unique tripartite structure facilitates analysis and action that is anchored in the realities of labour markets and structures. For almost a decade, ILO's International Programme on the Elimination of Child labour (IPEC) and its partner organizations have worked to combat the trafficking of children as a 'worst form of child labour' and have built up considerable expertise in the vital links between child trafficking and labour exploitation. IPEC, together with the ILO's International Training Centre (ITC) in Turin, Italy, has pioneered training for a broad range of actors involved in combating child trafficking.

UNICEF is the United Nations' primary agency focusing on the rights of children and approaches trafficking as a serious violation of these rights. UNICEF's work in the area of child protection is based on the need to create a 'protective environment' that will reduce children's vulnerability to being trafficked, as well as increasing their protection from other threats to the full enjoyment of all their rights. Work within the framework of the 'protective environment' emphasizes the importance of prevention. By working to reinforce the protective environment for all children, UNICEF's approach strives to reduce the vulnerability of children to abuse, violence and exploitation of all kinds.

ILO-IPEC and UNICEF work together at many levels, including through field operations and at the level of policy. They work with governments, workers' and employers' organizations, non-government organizations (NGOs), researchers and academics and a range of other anti-trafficking actors. Through them, they work with families and communities, and with children themselves, in grassroots initiatives that strengthen resilience and mobilize strong community forces.

ILO and UNICEF both support the Global Initiative to Fight Human Trafficking (UN.GIFT). Under this initiative an Expert Group on Child Trafficking was created. It acknowledged the existence of a range of handbooks and guidelines on child trafficking, and identified the need to develop training tools. The expert group – led by ILO and UNICEF - initiated the process of developing a comprehensive training package to fight trafficking in children. In developing the package they have drawn from existing resources such as *'Combating trafficking in children for labour exploitation: A resource kit for policy-makers and practitioners'* (ILO, 2008), *'Guidelines on the protection of child victims of trafficking'* (UNICEF, 2006) and *'Combating child trafficking: Manual for parliamentarians'* (IPU and UNICEF, 2005) and a series of training tools that IPEC developed with the ILO's International Training Centre.

This package is composed of three textbooks and an exercise book that target governments, workers' organizations, employers' organizations, and NGOs and international organizations, and a facilitators' guide for use by trainers and facilitators.

A draft of this training package was validated during a workshop in July 2008, by a range of experts in fighting child trafficking and in training and communication. These included representatives of the Council of Baltic Sea States, ILO-IPEC, ILO-ITC, IOM, OHCHR, OSCE, Save the Children UK, Terre des Hommes, UNICEF, UNICRI, UNODC, and Union Générale des Travailleurs. Further field testing of the training materials took place in the Mekong sub-region – with representatives of governments, and workers' and employers' organizations of Cambodia, China, Lao PDR, Malaysia, Thailand and Viet Nam, and during a global training in Turin with representatives of governments, workers' organisations and NGOs from across the globe.

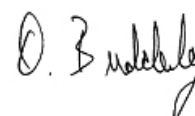
In putting together this training manual and the related guide for facilitators we aim to make a valuable contribution to the work of governments, workers' and employers' organizations, international organizations and NGOs in ending child trafficking.



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ILO



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UN.GIFT

# Table of contents

Foreword.....	3	Regional instruments .....	21
Table of contents.....	5	National law.....	21
Acknowledgements .....	7	<b>Section 1.3: Key concepts.....</b>	<b>22</b>
Structure and target groups of the training package .....	9	The geography of child trafficking .....	22
Five-day training schedule and organization of the training manual ....	10	Supply and demand .....	23
		<b>Risk and vulnerability.....</b>	<b>23</b>
		Risk and vulnerability at source.....	23
		Risk and vulnerability in transit.....	25
		Risk and vulnerability at destination ...	26
		<b>Section 1.4: How child trafficking works ...</b>	<b>27</b>
		Child trafficking begins with recruitment .....	27
		Child trafficking involves movement ...	28
		The purpose of child trafficking is to profit from their exploitation .....	28
		<b>Section 1.5: The people involved .....</b>	<b>31</b>
		Traffickers and intermediaries.....	31
		How traffickers organize themselves ...	32
		Cutting off the profits.....	32
		<b>Section 1.6: The scope and impact of child trafficking.....</b>	<b>34</b>
		How many children are trafficked?.....	34
		The impact of child trafficking .....	35
		The impact of trafficking on children and families .....	35
		The impact of child trafficking on the community .....	36
		The impact of child trafficking on the country's social development .....	36
<b>Textbook 1: Understanding child trafficking</b>			
Introduction to textbook 1 .....	11		
List of acronyms .....	12		
<b>Section 1.1: Definitions .....</b>	<b>13</b>		
Child .....	13		
Child trafficking .....	14		
Trafficking versus migration and people smuggling .....	15		
<b>Approaches to child trafficking .....</b>	<b>16</b>		
Trafficking as a violation of the rights of the child .....	16		
Trafficking in the context of labour migration and exploitation .....	16		
Trafficking as a worst form of child labour .....	17		
Trafficking as a criminal act and issue of national security .....	18		
<b>Section 1.2: International and regional instruments .....</b>	<b>19</b>		
Rights of the child .....	19		
Labour and migration treaties .....	19		
Trafficking-specific instruments .....	20		

**Section 1.7: Research and knowledge for planning and targeting ....37**

Preparing for research and data gathering .....37

Aims of data gathering .....37

Statistics .....37

Beyond numbers – Disaggregation .....38

Beyond numbers – Qualitative information .....39

Agreeing common terms and definitions .....39

**Research methods .....40**

Secondary data analysis – Sources and reliability .....40

Household-based surveys.....40

Other kinds of surveys .....41

Rapid assessments .....41

Participatory research methods .....42

Profiling child victims and children at risk.....43

Profiling the traffickers.....43

Mapping of routes, locations and exploitative end results.....43

Research protocols .....44

Interview techniques .....45

Ethical issues.....45

Handling and storing data .....46

Validation, reporting and dissemination.....46

**Section 1.8: Planning for coordinated action.....47**

Coordination to tackle the problem of child trafficking .....47

Stakeholder analysis .....48

Building the national team .....49

National Action Plans on child trafficking.....49

Action plans at other levels .....50

The broader planning framework .....51

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Under the Global Initiative to Fight Human Trafficking (UN.GIFT) an expert group was created to develop tools to combat child trafficking. The expert group – led by ILO and UNICEF – initiated the process of developing this training package to fight child trafficking. A draft of the training package was validated during a global workshop in Turin in July 2008 and was followed by further testing during a tri-partite regional training in Bangkok in July 2008, and during the global training on child trafficking at the ITC/Turin in December 2008.

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## Structure and target groups of the training package

The training manual is composed of three textbooks, an exercise book and an electronic guide for facilitators (see CD-ROM).

The training manual is aimed at four groups of end users: governments (G), workers' (W) and employer's (E) groups, and NGOs and international agencies working for children (N). It can be used in a training environment and as a stand-alone resource for those who wish to hone their understanding and skills in efforts to end child trafficking.

The accompanying guide for facilitators is aimed at individuals and agencies delivering training courses using the manual; it includes suggested answers to the various assignments, and ideas on customizing the contents of the training manual to satisfy participants' and agency needs. The facilitators' guide follows the same structure as the training manual.

The training manual is structured to move from understanding to action, and is composed of three books:

**Textbook 1** covers definitions of and approaches to child trafficking, and aims to outline the main concepts involved so that there is clarity and common understanding. It includes facts and figures designed to give a 'snapshot' of child trafficking across the world, and looks at how statistics and data can be gathered and used so that such a snapshot is clear and usable. Finally, it explores the people involved in anti-trafficking efforts. These elements – a common platform of understanding, data and statistics, and mapping of actors' strengths and weaknesses – are essential prerequisites to effective action and are the key ingredients of National Action Plans (NAPs), a country's blueprint for combating trafficking.

**Textbook 2** is tailored to the specific needs of participants from governments, workers'

organizations, employers' organizations, UN agencies and NGOs. The principal sectoral roles and responsibilities of each group are examined in detail and, for each different group, there is detailed information on the actions that can be taken to combat child trafficking. It is generally organized around the actions that can be taken by the various groups in four categories: protection of children to prevent them from being trafficked; prevention of trafficking; law enforcement; and victim assistance.

**Textbook 3** focuses on 'matters of process' to underline the message that it is not only what you do that is important, but how you do it. It covers areas such as advocacy and mobilization, working with the media, building partnerships, child participation, monitoring and evaluation, and learning and sharing lessons.

In addition to the textbooks there is also a separate **Exercise book**. This book includes exercises that relate to the various sections in the three textbooks.

The manual includes specific references to: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, (ILO, 2008). In addition to developing the issues covered in this training manual, the resource kit provides access to more than 170 resources – documents, good practice notes, international legal instruments, examples, guidelines and websites – that users of this manual can consult to continue developing their expertise in the field of child trafficking. The section on victim assistance also provides specific references to: *Guidelines on the protection of child victims of trafficking* (UNICEF, 2006).

A typical schedule for the ITC training programme follows as an illustration of how the material is organized:



## Five-day training schedule and organization of the training manual

		Textbook 1		Textbook 2		Textbook 3
		Day 1	Day 2	Day 3	Day 4	Day 5
Theme	UNDERSTANDING CHILD TRAFFICKING		ACTION AT POLICY AND OUTREACH LEVELS			MATTERS OF PROCESS
Session						
1	Definitions Approaches to child trafficking	The people involved	Broad protection to prevent trafficking of children at risk and former victims	Law enforcement	Bringing it all together: NAPs	
2	International and regional instruments	The scope and impact of child trafficking	Protection (continued)	Law enforcement (continued)	Mobilization, media, social dialogue and involving children and young people	
3	Key concepts Risk and vulnerability	Research and knowledge for change Research methods	Prevention of the crime of child trafficking	Victim assistance	Monitoring and evaluation	
4	How trafficking works	Planning for coordinated action	Prevention (continued)	Victim assistance (continued)	Learning and sharing lessons	



## Introduction to textbook 1

This book aims to equip users of this manual with a broad and comprehensive understanding of child trafficking. Further detail, along with examples, can be found in *'Combating trafficking in children for labour exploitation: a resource kit for policy-makers and practitioners'* (ILO, 2008).

This book has eight main sections, covering the following areas:

- **Definitions and approaches to child trafficking** – Defining 'child', child trafficking and the differences between trafficking, migration and people smuggling and ways of analysing and acting against child trafficking;
- **International and regional instruments** – Frameworks that serve as a reference;
- **Key concepts and risk and vulnerability** – Important concepts that are at the heart of understanding child trafficking and in particular what puts children at risk;
- **How child trafficking works** – Looking at the different stages in what is sometimes called the 'trafficking chain';
- **The people involved** – Not only traffickers but those who cooperate or facilitate their actions;
- **The scope and impact of child trafficking** – The numbers involved and the impact trafficking has at different levels;
- **Research and knowledge for planning and research methods** – Underlining the importance of knowing and understanding before acting;
- **Planning for action** – Bringing people together and using their specific strengths.

## List of acronyms

<b>AIDS</b>	Acquired immune deficiency syndrome
<b>CARICOM</b>	Caribbean community
<b>COMMIT</b>	Mekong subregional cooperation agreement to fight human trafficking
<b>CRC</b>	UN Convention on the Rights of the Child (1989)
<b>CSEC</b>	Commercial sexual exploitation of children
<b>EU</b>	European Union
<b>HIV</b>	Human immunodeficiency virus
<b>ILO</b>	International Labour Organization
<b>IOM</b>	International Organization for Migration
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>IPU</b>	Inter-Parliamentary Union
<b>ITC</b>	International Training Centre of the ILO
<b>M &amp; E</b>	Monitoring and evaluation
<b>MDG</b>	Millennium Development Goal
<b>MOU</b>	Memorandum of understanding
<b>NAP</b>	National Action Plan
<b>NGO</b>	Non-governmental organization
<b>OAS</b>	Organization of American States
<b>OHCHR</b>	Office of the High Commissioner for Human Rights
<b>OSCE</b>	Organization for Security and Co-operation in Europe
<b>(Lao) PDR</b>	Lao People's Democratic Republic
<b>PRSP</b>	Poverty reduction strategy paper
<b>RA</b>	Rapid assessment
<b>SAARC</b>	South Asian Association for Regional Cooperation
<b>SAP</b>	Subregional Action Plan
<b>STD</b>	Sexually transmitted disease
<b>TBP</b>	Time-bound programme
<b>TIP</b>	Trafficking in Persons (US report)
<b>UK</b>	United Kingdom
<b>UAM</b>	Unaccompanied minor
<b>UN</b>	United Nations
<b>UN.GIFT</b>	Global Initiative to Fight Human Trafficking
<b>UNICEF</b>	United Nations Children's Fund
<b>UNICRI</b>	United Nations Interregional Crime and Justice Research Institute
<b>UNODC</b>	United Nations Office on Drugs and Crime
<b>US</b>	United States
<b><i>In exercises:</i></b>	
<b>G</b>	Governments
<b>GWEN</b>	Governments, Workers' organizations, Employers' organizations, NGOs and international organizations
<b>W</b>	Workers' organizations
<b>E</b>	Employers' organizations
<b>N</b>	NGOs and international organizations

## Section 1.1 Definitions

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 1, sections 1.1-1.6. [These sections of the kit include 16 downloadable resources that may also be considered as individual resources for this session.]

Human trafficking, whether of children or of adults, is a gross violation of human rights. In the case of people who have not yet attained the age of majority, it additionally violates their rights as children, in particular their right to be protected from exploitation. On these points, there is universal agreement. As we explore the detail of child trafficking, however, it becomes clear that there is some variation in the way common concepts are interpreted or understood and that there are a number of different approaches to combat child trafficking.

It is important to stress that these variations do not constitute disagreement. Rather they reflect differences in the mandates of agencies who combat trafficking or reinforce child protection, different legal and policy

frameworks, and different developments and facets of child trafficking across and within countries and regions.

To ensure a common platform of understanding this manual starts with a review of some of the principle concepts used in this manual, and a reminder of the definitions that are now most commonly used:

### Child

- According to the United Nations Convention on the Rights of the Child (1989), “a child means every human being below the age of 18 years *unless, under the law applicable to the child, majority is attained earlier*”. Although in reality most child protection workers consider that



18 should still be considered as the ‘ideal’ age for demarcating the end of childhood, the way this definition is written in the CRC is important, because in practice many countries have chosen to set the age of majority lower than 18. In many if not most jurisdictions, also, ‘majority’ is not a single concept but varies according to the specific act, for example the age of majority for consenting to sexual activity may differ from the age of majority for serving in the army, or purchasing property; and the age of majority is sometimes different between boys and girls, for example in relation to consent to marriage.

This has important ramifications in relation to national legislation (for example in relation to migration or prostitution), although if a country is a State Party to ILO Convention No.182 and/or the Palermo Protocol then, in relation to trafficking specifically, they should be considering a child as anyone below the age of 18. These two international instruments do not allow any variance in the definition:

- According to the ILO Worst Forms of Child Labour Convention, 1999 (No.182), “the term child shall apply to all persons under the age of 18”;
- According to the 2000 United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (known as the Palermo Protocol), “child shall mean any person under eighteen years of age”.

## Child trafficking

Although the Palermo Protocol properly relates only to trafficking cases that are (a) transnational and (b) involve organized criminal groups (defined as “a group of three or more persons existing for a period of time and acting in concert”), the definition it provides of trafficking is now widely agreed and used outside these parameters.

Article 3(a) defines trafficking in persons as:

“...the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, or fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”.

Article 3(b) explains that ‘consent’ – for example to take up work in prostitution – is irrelevant where any of the means set forth in 3(a) have been used;

Article 3(c) explains that “the recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation” is considered to be trafficking even if none of the means set forth in 3(a) have been used.

So, in short, the broadly agreed, concise definition of CHILD trafficking is the:

*Recruitment...*

*Transportation...*

*Transfer...*

*Harbouring...or*

*Receipt...*

*...of a child for the purpose of exploitation.*

For IPEC operations, ILO has developed an operational breakdown of this definition that spells out child trafficking and exploitation as follows:

**Child trafficking: Elements defined for the purpose of IPEC operations:**

- A **child** - a person under the age of 18 years;
- **'Acts' of recruitment, transportation, transfer, harbouring or receipt**, whether by force or not, by a third person or group;
- The third person or group organizes the recruitment and/or these other acts **for exploitative purposes**;
- **Movement** may not be a constituent element for trafficking in so far as law enforcement and prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art 3 (a) of ILO Convention No. 182 (C182), and ensure that trafficking victims away from their families do get needed assistance.
- **Exploitation** includes:
  - a) all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict (C182, Art. 3(a));
  - b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances (C182, Art. 3(b));
  - c) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties (C182, Art. 3(c));
  - d) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (C182, Art. 3(d) and C138, Art. 3);
  - e) work done by children below the minimum age for admission to employment (C138, Art. 2 & 7).
- **Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability** at any point of the recruitment and movement **do not need to be present** in case of children (other than with adults), but are nevertheless strong indications of child trafficking.

So trafficking happens when someone is moved from one place to another – within a country or across a border – and by someone or a group, into a situation in which they are exploited. This exploitation can take many different forms but usually involves dirty, dangerous work for little or no pay, with inadequate rest time, no safety nets like health insurance or social assistance, and often with a degree of force or violence.

When children move or are moved, they have a right to special protection because they are children, in addition to the protection that all people should expect when they are moving legitimately to seek work and build a better life. This includes the freedom to work without being exploited (when they have reached the legal minimum working age, and

to be in school at least until they have reached that age), to good health and freedom from ill treatment, to decent work according to international labour standards, and to the other freedoms laid down in international and national human rights treaties and national laws and standards. These treaties are clear about the situation of children: their best interests must be taken into account at all times.

### Trafficking versus migration and people smuggling

It is very important to remember that trafficking is not the same as migration (whether legal or illegal – also called regular or irregular), or people smuggling.



Many people move legally for work, temporarily or on a more permanent basis. If people cannot move legally to find work – for example because a country will not accept workers from elsewhere, or because they do not meet that country’s requirements, or maybe just because they do not know how to use legal channels for migration – then they may turn to illegal means. For example, they may obtain fake documents that allow them to enter a country fraudulently, or they may enter with a tourist visa and then not leave the country when the visa expires. Sometimes they may just enter a country using a route that avoids official border crossings, so that they arrive without any entry papers, thus becoming ‘undocumented’. For children especially, legal migration channels might be closed because they are too young to migrate or are not accompanied by family members (leading to the phenomenon known in Europe as ‘UAMs’, unaccompanied minor). All of these constitute irregular migration.

If would-be irregular migrants pay someone to move them into a country clandestinely, then they are considered to be ‘smuggled’. For example, people may pay the owner of a boat to take them to another country by sea, or they may identify a person or an agency that operates vehicles that cross borders by road, often carrying other goods as well as people. Smuggling of people across national borders is illegal and both the smugglers and the people who pay to be moved are breaking the law.

## Approaches to child trafficking

There are a number of different approaches to combating child trafficking and these depend on the nature of the actors concerned. This manual takes an approach to the issue that focuses on child trafficking as a violation of the rights of the child and as a function of labour migration and exploitation, but this does not diminish the relevance and

importance of other approaches and indeed they are complementary. Whatever the approach taken, it is crucial always to remember the importance of taking care of the best interests of the child.

## Trafficking as a violation of the rights of the child

All children should be enjoying all the rights under the UN Convention on the Rights of the Child. Trafficking is a serious violation of children’s rights, including specifically their rights to be protected from exploitation, to remain with their family, to go to school, to be protected from sexual violence and to have time to play. When children are trafficked, they almost always end up in work that is dangerous to their health, safety and sometimes morals. They are not able to go to school and so lose the opportunity to improve their lives in the future. They are often cut off from their families and at risk of sexual abuse and other forms of violence. Apart from the dangers that a child faces while being trafficked and then being exploited, child trafficking violates many other rights promised to children in international law.

In addition to the special rights guaranteed to children, of course, all children should also enjoy all the rights accorded to all human beings. Article 4 of the Universal Declaration of Human Rights (1948) reminds us that “No-one shall be held in slavery or servitude” and Article 1 is clear that “All human beings are born free and equal in dignity and rights”. By its very nature, child trafficking threatens these rights.

## Trafficking in the context of labour migration and exploitation

Child trafficking happens when a child is moved from one place to another – within a country or across a border — into a situation in which they are exploited, and this exploitation can take many different forms.



The movement part of the trafficking 'event' accompanied by the action of someone who intends to exploit the child for profit is essential to the difference between child trafficking and migration into child labour. The movement away from home, local community, support and safety mechanisms into an environment where the child is isolated and manipulated by others greatly increases the child's vulnerability and makes child trafficking a particularly despicable crime and a violation of their rights.

Where legal migration channels are closed, difficult to take or not known to people who want to migrate for work, then illegal migration, people smuggling and human trafficking are more likely to happen. Keeping migration channels open and helping people to use them in a regular, safe and easy way is an important step in preventing illegal migration, smuggling and trafficking.

Exploitation is the other essential part of child trafficking. Trafficking is always made up of both movement and (the intention of) exploitation. If there is only movement and no (intent of) exploitation, then this is not

trafficking. If there is exploitation but no movement, then this is not trafficking either.

### Trafficking as a worst form of child labour

When children take up a job but have not yet reached the legal minimum age for work, this is considered to be 'child labour'. When they are employed in hazardous or other exploitative circumstances, such as slavery and slavery-like situations, in commercial sexual exploitation or illicit activities, they are in a worst form of child labour.

Hazardous work - according to the Worst Forms of Child Labour Convention, 1999 (No.182) - is "work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children". Hazardous work is defined by each country, with government, workers' and employers' organizations in consultation developing a list of sectors (for example 'underground mining') or tasks (for example 'handling loads over 10 kilos') that constitute hazardous work.

No child under 18 should be in a worst form of child labour. Children under 15 (or 14 in

some countries) should not be in regular work, and children under 13 (or 12 in some countries) should not even do light work according to ILO Convention No. 138 on the minimum age of employment.

Trafficking children below the mentioned ages into the mentioned situations is in itself considered to be a 'worst form of child labour', because children who have been trafficked are in a particularly vulnerable situation. They are away from home, usually separated from their family and community, may be isolated in a country or region where they do not know the language, cannot get help and have no way to return to their home. Isolated in this way, they are commonly the victims of abuse of power. Trafficked children are totally at the mercy of their employers or the people who are controlling their lives and so risk sexual aggression, starvation, loss of liberty, beatings and other forms of violence.

Because any exploitation that includes trafficking is a worst form of child labour, children must be removed at once from this situation and be given the support they need to recover and rebuild their lives in safety and security.

### Trafficking as a criminal act and issue of national security

In international law and in most countries' national laws, trafficking is a criminal offence. It disrupts families and communities, earns profits for criminals and criminal networks.

In relation to the exploitation of trafficked children, it also undermines financial structures and the national economy, since goods and services produced with trafficked labour are often from enterprises working outside regulated markets. It destabilizes the workings of the regular labour market, under-cutting prices and wages and encouraging corruption and unfair practices.

Trafficking is also a security issue when it includes crossing of national borders because traffickers make large profits from introducing people illegally into a country and exploiting their labour. Many traffickers are also involved in moving other forms of contraband along the same routes as their human cargo, such as cigarettes, stolen cars or 'dirty' money, so governments across the world have increasingly become concerned about the operations of traffickers.

In some parts of the world, there are insidious links between the trafficking of children and the drug trade. Children are trafficked into exploitation as drug couriers and dealers, and are often 'paid' in drugs in order that they become addicted and so entrapped. Such children are at high risk of other forms of violence and even murder. Because of the illicit nature of drug dealing and trafficking, children who are caught are more often than not treated as serious criminals whereas they are, in fact, in need of specialized help.



See Exercises 1, 2, 3 in the Exercise book.

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## Section 1.2 International and regional instruments

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 3, sections 3.1-3.4. [These sections of the kit include 31 downloadable resources that may also be considered as individual resources for this session. Some of them are listed separately here.]

- ▶ UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (2000)
- ▶ ILO Worst Forms of Child Labour Convention, 1999 (No.182)
- ▶ ILO Worst Forms of Child Labour Recommendation, 1999 (No.190)
- ▶ ILO Minimum Age Convention, 1973 (No.138)
- ▶ ILO Forced Labour Convention, 1930 (No.29)
- ▶ UN Convention on the Rights of the Child (1989)
- ▶ Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography (2002)
- ▶ UN Convention on the Rights of All Migrant Workers and Their Families (1990)
- ▶ OHCHR: *Recommended Principles and Guidelines on Human Rights and Human Trafficking*, Geneva, 2002
- ▶ UNICEF: *Guidelines on the protection of child victims of trafficking*, New York, 2006
- ▶ UNICEF: *Reference Guide on protecting the rights of child victims of trafficking in Europe*, Geneva, 2006
- ▶ ILO: *ILO multilateral framework on labour migration – Non-binding principles and guidelines for a rights-based approach to labour migration*, Geneva, 2005
- ▶ ILO: *Legal aspects of trafficking for forced labour purposes in Europe*, Geneva, 2006

Among the most important tools for combating child trafficking are the internationally or regionally agreed commitments that are laid down in instruments variously called conventions, protocols, memorandums, joint actions, recommendations or declarations.

The instruments listed below are the most significant treaties in relation to child trafficking, but there are others that may also be relevant.

### Rights of the child

**UN Convention on the Rights of the Child, 1989** – Articles 32, 34, 35 of the CRC relate specifically to the child's right to be protected from economic exploitation and from hazardous work, to be protected from

the illicit use and production of drugs, and to be protected from sexual abuse and exploitation. It is important to note the general principles set out in Articles 2 (non-discrimination), 3 (primacy of the best interests of the child), 6 (right to life and survival) and 12 (right to express views). Two Optional Protocols to the CRC on the Sale of Children, Child Prostitution and Child Pornography and on the Use of Children in Armed Conflict also have relevance to child trafficking.

### Labour and migration treaties

These are important reference frameworks because they help those who intervene at various levels to clarify definitions and define the types of intervention necessary.



- **ILO Minimum Age Convention, 1973 (No.138)** – an important instrument because, in implementing it, States Parties define the age at which a child is legally allowed to work (usually linked to the age for compulsory education) and it is then possible to define when a child is being exploited in child labour (in relation to their age – there are other conditions that define child labour, of course, including the nature of the work being done, but age is a key determining element).
- **ILO Worst Forms of Child Labour Convention, 1999 (No.182)** – specifies that trafficking is, of itself, a worst form of child labour. Other worst forms include bonded child labour, forced child labour, and recruitment into armed conflict. Convention No.182 is accompanied by a **Recommendation (No.190)** on implementing the spirit of the Convention in national policy and practice. It includes suggestions on research, target groups, planning and coordination. It is worth noting, also, that on 7 November 2006 countries that are

members of the ILO adopted a Global Action Plan on eliminating the worst forms of child labour and agreed to put in place time-bound commitments by 2008. Under these time-bound plans, they aim to end the worst forms of child labour, including trafficking, by 2016.

- **ILO Forced Labour Convention, 1930 (No.29)** – defines forced labour as “all work or service which is extracted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily”.
- **ILO Migrant Workers Convention (revised), 1949 (No.97)** – defines the migrant worker as a person who migrates from one country to another in order to take up employment that is not self-employment.<sup>1</sup>
- **United Nations Convention on the Rights of All Migrant Workers and Their Families, 1990** – enshrines the principle that all people who move for work – including children – have the same fundamental labour rights as all workers.

### Trafficking-specific instruments

- **Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the UN Convention on Transnational Organized Crime (2000)** – known as the Palermo Protocol, this aims to prevent and combat trafficking, protect and assist victims, and promote cooperation among States Parties.
- The **Recommended Principles and Guidelines on Human Rights and Human Trafficking** issued by the Office of the High Commissioner for Human Rights in 2002 do not have the status of an agreed treaty, but they are an important complement to the Palermo Protocol because they focus on areas such as the status of victims, comprehensive recovery services, information and accompaniment of victims, confidentiality and privacy, and witness protection.

<sup>1</sup> Additional clauses were added through ILO Migrant Workers (Supplementary Provisions) Convention, 1975 (No. 143).

## Regional instruments

Agreements are also negotiated at regional level, through regional bodies such as the European Union (EU), the Council of Europe, the South Asian Association for Regional Cooperation (SAARC), the African Union, the Caribbean Community (CARICOM), the League of Arab States, and the Organization of American States (OAS). These regional agreements have different weight in relation to national law. In some instances, a regional instrument – sometimes called a convention, sometimes a framework decision – is binding on the states that are members of the regional body. For example, instruments adopted by the Council of Ministers of the European Union are binding on the 27 Member States of the EU. Sometimes the instruments are intended rather to guide countries on the basis of what they have agreed are important matters of principle.

Regional and subregional framework decisions include the:

- Council of Europe Convention on action against trafficking in human beings (Treaty series No.197), 2005;
- Communication to the European Parliament and the Council COM(2005) 514 Final;
- Multilateral cooperation agreement to combat trafficking in persons, especially women and children, in West and Central Africa (2006);
- Mekong subregional cooperation agreement to fight human trafficking (COMMIT), 2004.

## National law

More and more national laws are being brought into line with international principles

and so there is more consistency and harmony in the treatment given, for example to children who have been trafficked, in individual countries' laws.

Not all countries have laws relating specifically to human trafficking; instead traffickers are prosecuted under laws relating to abduction, prostitution, illegal migration or people smuggling, counterfeiting or labour exploitation.

Dedicated anti-trafficking laws are important, though, so that traffickers can be prosecuted as traffickers and so that trafficking victims are given appropriate consideration (for example, if migration laws are used to pursue traffickers, it is often the case that the victims too are prosecuted as illegal migrants, whereas if there is a specific category of 'trafficker' and 'trafficked person', then it is more likely that the victim will be treated as such). It is also vital that the specifics of child trafficking and the special needs of both girls and boys are taken into account in laws relating to human trafficking. Anti-trafficking legislation should furthermore cover internal in addition to cross-border trafficking, and should go beyond coverage of sexual exploitation and also include other forms of labour exploitation as unacceptable end result of trafficking.

In addition to criminal law covering trafficking, at national level civil law can also be relevant. For example, trafficking victims or their families might decide to take civil action to pursue compensation from traffickers for loss of income or damages. Confiscation of the proceeds of trafficking is additionally a strong deterrent to trafficking, which is after all basically a profit-making activity.



See Exercises 4, 5, 6 in the Exercise book.

## Section 1.3 Key concepts

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 1, sections 1.7-1.10. [These sections of the kit include 8 downloadable resources that may also be considered as individual resources for this session.]

### The geography of child trafficking

If child trafficking were to be drawn as a shape, it would be something that has a beginning, a middle and an end. The beginning would be the place that children come from; the middle would be the journey they take as a trafficking victim, and the end would be the place where they are exploited. The following terms are used to describe this shape:

Term used	Alternative term	What this means
Source	sending	This is the country, town or village or other source of origin of the trafficked child
Transit		This is a route or a point on that route which is between the source and the destination
Destination	receiving	This is the place where the child ends up in exploitation (the child could also be temporarily in exploitation in the place of transit, depending on the circumstances)

Remember that countries could be source, transit or destination countries or any combination of these and/or may face internal trafficking from for instance rural areas to cities within the country.

Sometimes children who have been trafficked are identified and returned to the place they came from. In some cases, sadly, nothing

has changed for them in that place and they are likely to fall victim to traffickers again for the same reasons they did the first time. In such cases, trafficking has the shape of a loop as opposed rather than a straight line. However, in practical terms, every separate incident of child trafficking has a beginning, a middle and an end, even if eventually the child is returned to the beginning and effectively starts again.

### Supply and demand

A concept borrowed from economic analysis is often used in connection with trafficking: supply and demand. This has been adopted partly because it is relevant to looking at trafficking within the context of labour market realities, but also because the people involved in trafficking – traffickers and victims – are in many ways two sides of an equation.

Trafficked people are often called the ‘supply’ side of trafficking. They are a factor of production when their labour is exploited. For example, a rural community with high levels of unemployment may have a ‘supply’ of young people desperate to find work and these adolescents may be recruited by traffickers into exploitation in a nearby city in factories producing clothes. The community impacted by unemployment is effectively ‘supplying’ the children.

The people buying the clothes are creating ‘demand’ – although this demand is for the clothes, not the children, and this is an important distinction. The true ‘demand’ for

the children comes from the factory operator who is trying to keep prices low and therefore profit margins robust and who is willing to take trafficked children in order to do that. It is also coming from the traffickers, who hope to make money out of trafficking the children.

It is important to distinguish between consumer (or primary) demand and derived demand by exploiters, and recognize that they occur at different points of the trafficking chain.

**Consumer demand** is generated directly by people who actively or passively buy the products or services of trafficked labour, for example the tourist who buys a cheap T-shirt made by a trafficked child in a sweatshop. Research suggests that most of this kind of demand does not directly influence the trafficking — for example, the tourist buying a cheap T-shirt does not specially ask traffickers to exploit children and so cannot be said to be an ‘accomplice’ in the trafficking.

**Derived demand** is a very different matter because it is generated by the people who stand to make a profit from the trafficking. These might include pimps and brothel owners, the various intermediaries involved in trafficking, corrupt factory owners or farmers who exploit trafficked labour to keep their costs down, prices low and profits flowing.

Understanding the different types of demand is important if appropriate actions are going to be designed and implemented to target the right people in the right way.

## Risk and vulnerability

### Risk and vulnerability at source

When asked why they think some children become victims of trafficking, many people would immediately answer, “because they are poor”. It is true that poverty is an

important element at play in explaining why some children are trafficked. However, poverty can mean many things and it is not by itself the answer to the question.

Poverty alone cannot explain why some countries have more child trafficking than others; some cities have more worst forms of child labour than others; traffickers are active in some places and not in others; some communities face more child trafficking than others; some families are more at risk of trafficking than others; girls are most at risk in some instances and boys in others. There are many children living in poverty who do not fall victim to trafficking, and understanding the nature of poverty and differences between these children and victims of trafficking is important if we are to know how to protect children at risk.

In fact, poverty is only one of a range of **risk factors** that create **vulnerability** to trafficking. Often children experience several risk factors at the same time, and one of them may act as a **trigger** that sets the trafficking event in motion. This is sometimes called ‘**poverty plus**’, a situation in which poverty does not by itself lead to a person being trafficked, but where a ‘plus’ factor such as illness combines with poverty to increase vulnerability.

The many factors that may come into play in determining the level of vulnerability of a child are often described as ‘individual, family, community or institutional-level risk factors’.

There are for example family disruptions that can be considered as vulnerability or ‘plus’ factors: the men in the family going off to war or being killed in conflict, for example, or one or both parents dying of AIDS and leaving children with no adult support. There are also wider social/economic factors that disrupt family finances, such as drought or floods that leave a rural family with no food stocks and no income. In addition to such natural disasters, there are man-made emergencies, such as





conflict, that might drive a family from their home into a refugee camp where recruiters will be active rounding up children whose families have lost everything.

Domestic violence has also been shown to be a factor in increasing the vulnerability of children to trafficking. Children who witness or suffer violence in the home may run away and live on the streets, where their vulnerability to exploitation, violence and trafficking is acute. Left to fend for themselves, they become easy prey to traffickers because they have no means of survival.

At the level of the community, also, violence can increase risk. Conflict breaks up families and communities and increases the vulnerability of the whole community, but especially the children. Street or gang violence may lead children who feel threatened to seek to leave the community. Other forms of violence – at school, for example — may also trigger the urge to escape and make children easier prey for traffickers. Where communities have a tradition of movement (for example if they live on a border and have always crossed that border to find seasonal work), children's vulnerability to recruitment into trafficking may be increased. Sometimes also the nature of the community is itself a risk factor: for example children from farming families may be at risk of trafficking if they aspire not to work on the land and so leave for the city.

There are also, of course, risk factors that are specific to individual children or groups of children. These include discrimination, disability, involvement in criminal activity or drugs, or belonging to a caste or ethnic minority that is disadvantaged in employment or social services.

Some triggers, additionally, can be said to occur at 'institutional' level, that is to say that children and families are vulnerable because of social development gaps such as

lack of access to education, discriminatory policies that marginalize some ethnic groups within a country; poor or not used systems of birth registration that make it impossible to keep track of children's welfare; as well as geographical factors such as climate change that devastates the livelihoods of fishing or farming communities. Institutional risk factors also include situations in which children are separated from their families and find themselves in reunification channels. These generally legal and monitored processes have been known to be infiltrated by those seeking to divert children into exploitation. The responsibility of the state to police mechanisms which see unaccompanied children being transferred from one place to another is paramount in these situations.

These 'plus' factors show that vulnerability is not a static state. It changes over time, often as the result of factors that come into play only in certain circumstances and may or may not result in vulnerability.

Most often, however, it is not the extreme situations that underpin trafficking events but an accumulation of the everyday realities of survival. Many families live in poverty partly because the adult members of the household do not have jobs that provide enough money for the family to survive. It may be that there are no jobs in the area where they live, but often it is because the adults are not equipped for the jobs that do exist. This is why getting parents jobs and keeping children in school and then some sort of training is so important – it is the only way to break the cycle of unemployment and poverty that puts whole families at risk.

In many societies, if a child is to be sent to work, it is often the girl who is chosen. Girls are more readily taken out of school (or never sent in the first place) because many parents believe that education is wasted on girls who will one day marry and leave their parents. They think that 'life experience' is more

useful and likely to make the girl a better wife and mother. It is not surprising, therefore, that domestic labour constitutes the most common form of child labour for girls under the age of 16. Child domestic labour, in fact, is often the end result of trafficking because, by its nature, it most often involves a child going to live in someone else's home, leaving family behind.

Trafficking into child domestic labour also illustrates another vulnerability factor because, in some countries, children from ethnic minority groups or certain castes are traditionally exploited as domestic servants and may be trafficked into this servitude. Discrimination on the basis of sex, ethnicity, disability or race increases vulnerability to trafficking as well as to other forms of violence and abuse.

Age is also a factor in assessing children's risk profile. The younger children are, the more easy their vulnerability is exploited. However, as they mature, children are more likely to make choices that may put them at risk – for example getting involved in drugs or petty criminal activity, or wanting to break away from family or just explore the world.

### Risk and vulnerability in transit

A number of risk factors are particular to transit places and to the situation of children in transit. 'Transit place' can refer to a country or a town, for example, that children pass through temporarily, or to a specific venue en route between two places, such as a railway station or a bus terminus. Children are particularly at risk in transit places when they are travelling alone, at night, without money, unprepared and uninformed, undocumented or in an irregular situation with regard to the law. They are also at risk because they may not have or know what their final destination is. This may be particularly true if they have used an unregistered agency or agent to organize the travel.

Often, also, trafficked children are moved in transport that is not safe – unlicensed fishing boats, unroadworthy vehicles, or trucks that have been adapted to carry a human cargo, and these may also be considered as ‘transit risks’.

### Risk and vulnerability at destination

Risk and vulnerability to trafficking also occurs at destination. Children separated from their families may run out of money or may lose their identity papers, for example, or an intermediary may make children more dependent by introducing them to drugs so that they become addicted. Such risk factors at destination also make children vulnerable to being lured into exploitation.

An absence of workplace inspection or policing is also a risk factor, even though it does not relate to the individual child. Any policies or programmes – or lack of them – that allow exploitative workplaces and practices to flourish, increase the likelihood of exploitation and/or trafficking for both adults and children.

These factors are often described as ‘workplace risk factors’.

It is vital to understand risk and vulnerability, and to put in place processes to identify it and keep track of it, so that programmes to prevent trafficking and protect children can be targeted first at the children who are most at risk. Broad protection and prevention programmes that contribute towards building a protective environment in which risk is reduced for all children are, of course, the ultimate goal of anti-trafficking programming. However, where resources or other limitations dictate phased programming, then it is important to act promptly in those areas where children’s risk to trafficking is identified as being particularly high.

If risk factors are not addressed, then children who are returned after having been trafficked will find themselves in the same at-risk situation and are vulnerable to being trafficked again.



See Exercises 7, 8, 9 in the Exercise book.

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## Section 1.4 How child trafficking works

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 1, section 1.6. [This section of the kit includes 7 downloadable resources that may also be considered as individual resources for this session.]

### Child trafficking begins with recruitment

Child trafficking begins when a child is recruited by someone or, in some cases, approaches a recruiter to find out about how to move to find work or in the hope of being able to leave the place where they are for opportunities elsewhere. Recruiters may be the person who actually employs the child, or an intermediary, part of a chain of people involved in the trafficking. Recruitment happens in many different ways.

- Children may be under pressure from their families to find work to help support the family, and there may not be work available locally. Sometimes, the family will seek the help of someone who they know can arrange work for children, or the family will be approached by someone who knows that they are in a difficult situation. These recruiters are diverse: it may be an elderly woman in the village who in fact makes her living out of recruiting vulnerable children and putting them into the hands of others who will exploit them, or an adult or an older child who has returned from being trafficked and knows that there is money to be made in encouraging another child to follow the same path. In fact, the people who participate in the trafficking chain at this level often have the same kind of risk profile as the victims themselves and may become involved in order to earn an income. This does not make their actions any less criminal. Sometimes it is an agency – either illegally operating or legal but with this illegal ‘sideline’ – that advertises work and arranges employment.
- Often, there is a relationship of trust involved: children may be approached by someone from their own community, or the same ethnic group, who offers an introduction into a similar ethnic grouping in another place or country. Girls, especially, are at risk of being lured by men who show an interest in them and promise them love, a good job, or even marriage.
- Occasionally a child of working age may decide to leave home and move away to find work or a better life and will approach someone s/he knows can arrange transport and who promises help with finding a job at the destination. In such cases, the child may be lured by the perception s/he has formed of life in other places – this perception may be right or wrong and may come from the media, from talking to friends or in other ways, for example on the Internet. Even if a child initiates the move her/himself, this is still a case of trafficking if the child is exploited by a third person at any time during the move or at the destination point.
- Very young children may be trafficked alongside their parents and siblings, as the whole family is recruited and promised opportunities elsewhere. Sometimes families are split up before they arrive at the promised destination — the men are separated from the women and children or the children are separated from the adults. It is not uncommon for a mother to be given someone else’s child in place of

her own so that she can be exploited in begging on the streets. In such cases, the hope of one day being reunited with the rest of the family contributes to keeping the trafficked person obedient to the traffickers.

- There are also instances of people being kidnapped or abducted into trafficking, although these are much rarer than people commonly think. Often movies and television depict trafficking dramatically, with children and women being kidnapped and bundled into a truck to be shipped off and locked up somewhere. In fact, trafficking happens most often because of disturbed migration patterns, especially labour migration, with traffickers moving in to exploit the situation and make money from people's vulnerability, aspirations and sometimes desperation.
- Kidnapping and abductions do sometimes occur, however, and there is one particular situation in which they are known to occur frequently. There have been many reports of children who have been abducted from border zones in conflict areas by armed men who force them into becoming child soldiers or into other work with militias. Sometimes children have been forced to watch family members being tortured or killed and understandably this is enough to persuade the child to do what the armed men tell them.
- The very specific case of baby trafficking happens both within countries and across borders. Babies may be acquired through agents. In some cases these agents effectively buy them from individuals or families who do not want them or cannot support them, or in some cases they may be 'produced on order' from adolescents or young women who see this as a way to earn enough money to survive. Sometimes the intermediary in the transaction is an individual; in some cases sham adoption agencies are involved. Where the prospect of exploitation is remote, it is difficult to classify such forms of trafficking as a form of child labour.

## Child trafficking involves movement

Generally internal trafficking will be done using various land forms of transport – train, truck, taxi, bus or private car – and sometimes people are also taken on foot.

Where national borders are relatively open, people may move by road or on foot across the border using routes that have been known to local people for many years. These may be relatively easy crossings but they may also involve hazardous and tortuous routes through deserts and mountains, or across a river. Air routes are also used to move people for trafficking, although not in large numbers.

Once children are on the move, they are of course at increased risk in a number of ways. Often the transport used to move them is substandard (unregistered fishing boats or adapted road vehicles, for example). Their general welfare may be at risk – they may not have adequate food or water or may get sick. Children's vulnerability increases as they move further away from the safety nets of their own communities, especially if they do not speak the language of the place they are moved through or to.

## The purpose of child trafficking is to profit from their exploitation

Children who have been trafficked are by definition exploited when they arrive at their destination. This exploitation can take many forms, depending on the sex of the child, their age, the nature of the labour market into which they have been trafficked, and the level of their skills, as well as their vulnerability.

Trafficking does not always end in prostitution. Trafficking victims are exploited in a wide range of different sectors: they may end up in agricultural work, on plantations, mining, factories of various kinds, entertainment outlets like bars or clubs,

street-based activities such as hawking or organized begging, or armed conflict. Many children are trafficked to become household servants. The babies that are sometimes trafficked for adoption are sometimes an exception to this rule, because they may find themselves in a loving home. Often, however, they find themselves being raised for a specific exploitative purpose, for example to work on the family farm or in the family business.

Though the exploitation can take many different forms it usually involves the child doing demanding, dangerous work for little or no pay, with inadequate rest time, no safety nets like health insurance or social assistance, and often with a degree of force or violence. While both boys and girls may be trafficked, the profiles of the trafficked children differ according to demand in the place of destination. This profile may also change as the child matures. For example, in some regions both boys and girls are trafficked from rural or semi-urban areas into the 'big city' to work as child domestic labourers. Boys, however, tend to move on from domestic labour as they approach adolescence and may end up being exploited in agriculture, manufacturing or service industries. Girls are more likely to stay in child domestic labour for longer.

All over the world, girls and women are particularly vulnerable to being trafficked into the sex trade. This happens because the sex industry worldwide is a thriving and profitable market and because there is often a demand for girls and women who are in some way 'different' or 'exotic' by clients of the sex trade and by the brothel owners and pimps who provide services to them.

There is international consensus that the use of children in prostitution must be prohibited and eliminated. Prostitution of children under 18 years of age is considered a worst forms of child labour and is generally referred



to as 'commercial sexual exploitation of children (CSEC)'. It must be prohibited and eliminated under ILO Convention No. 182. The children involved face severe exploitation. The conditions they may have been promised – the wage, the working hours, the nature of the work and the ability to leave at will – are often not honoured. They may be held against their will when the brothel operator or pimp refuses to give them their passports. They may be told (truthfully or not) that they entered the country on false papers and will be in trouble with the police if they report their exploitation. They are often introduced to drugs and have to continue working to obtain the substances on which they have become dependent – a form of forced labour. Violence, both real and threatened, is also a disincentive to those who wish to escape. Though statistics show that it is mostly women and girls who fall victim to sex trafficking, boys and young men are also affected.

Children – especially very young ones – are also trafficked into forced begging. They often operate in groups of children with one

adult supervisor or handler keeping control of the children and the money they earn.

Children with a disability may be exploited in begging and, in some cases, children may be mutilated specifically so that they can be exploited in this way.

Trafficked children are also used for criminal activities, often petty crime like pick-pocketing, because they are considered to be 'disposable', easily replaced by another child if they get caught. Children are also increasingly trafficked into organized crime, often lured by promises of expensive gifts, money and an exciting lifestyle. Peer pressure is also a factor here as adolescent boys, in particular, encourage each other to take risks and 'live the high life'. For most children who end up in organized crime, the reality is much less glamorous: they are subjected to violence to keep them compliant and threats against themselves and their families.

In some parts of the world, there are insidious links between the trafficking of children and the drug trade. Children are trafficked into exploitation as drug couriers and dealers, and are often given free drugs in order that they become addicted and thereby entrapped. In addition to the health and social hazards of drug addiction, such children are also at high risk of physical

violence and threat of harm from both clients and exploiters. More often than not, when caught by the authorities, children who have been involved in the drug trade are treated as criminals rather than as victims.

In short, traffickers and exploiters will put trafficked children to work wherever there is a way to make a profit from their labour and from their extreme vulnerability because they have been moved away from their homes and families.

The situation of children who commit criminal offences while they are in what has been called 'the trafficked situation' is extremely difficult. They include children who participate in drug production, running or selling; pick-pocketing and illegal hawking or begging; illegal prostitution; and other criminal acts such as burglary or mugging. It is also the case, of course, that when children are moved illegally across borders, then migration laws have been broken. There is international agreement, however, that the children who have been trafficked should be treated as trafficking victims in law and not be prosecuted as illegal migrants. It is vital that the status of the child as a victim of trafficking is taken into account in these situations and the exact nature of the crime examined.



**See Exercises 10, 11, 12 in the Exercise book.**

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## Section 1.5 The people involved

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 1, section 1.9. [This section of the kit includes 5 downloadable resources that may also be considered as individual resources for this session.]

### Traffickers and intermediaries

Traffickers are people who contribute to child trafficking with the intent to exploit. They include recruiters, intermediaries, document providers, transporters, corrupt officials, service providers and employers of trafficked children, even though most of these people take part in only one element of the whole trafficking process.

Trafficking intermediaries include, for example, people who specialize in providing information to traffickers about which border crossings are open and when, and who give advice on the best times to move people. Some intermediaries take responsibility for identifying and bribing corrupt border guards or immigration officers. At the place of destination, there may be intermediaries whose job is to keep watch over the trafficked children as perverse guardians, and sometimes bodyguards who are there not so much to protect the children but the investment of the trafficker.

Institutional players such as corrupt police, government officers and consular staff may be involved in trafficking, and governments have a responsibility to exercise due diligence in ensuring that all those who work in the various arms of government, no matter how far removed they may seem from the centre of power, are held accountable for their actions.

Private sector organizations also have a responsibility to ensure that their representatives do not facilitate or profit from



trafficking. The transport sector is an example of a work sector that needs to be vigilant, as do companies involved in recruitment and work placement (including agencies for temporary employment), and tourism-related industries such as hotels and entertainment. In all sectors, owners and executives need to pay due diligence, also, to the possible involvement of their sub-contractors in trafficking or exploitation of children.



## How traffickers organize themselves

Much of what we have learned about the way traffickers operate has come from research by law enforcement specialists and those who study criminal organizations and market mechanisms. Research suggests that trafficking operations can generally be grouped into three distinct models (the first has two slightly different forms):

- The first model is known as ‘corporate’ because it is organized like a business and usually involves organized criminal groups. It is structured like any big business, with a ‘boss’ at the top (sometimes an individual, sometimes a family or tight-knit group) and a pyramid-like structure. Each level of the pyramid only knows the tier directly above it and answers to people in that tier. At the bottom, of course, are the ‘workers’ – the recruiters, transport providers, document forgers and so on – who are so far removed from the top of the pyramid that they have no idea who is actually in charge and so, if they are caught, cannot lead to the ‘boss’. Typically the boss (or bosses) will also be involved in extortion, drug production or peddling, illegal gambling and corruption. The whole pyramid is held together by threats and violence so that each tier of people remains faithful to the tier above.

A variant on this first model also involves organized criminal groups but this time working together in a much looser, decentralized way. This is called the ‘network’ model because there is no one ‘boss’ at the top but a network of ‘specialists’ who each control their own special area – for example the recruitment part of the ‘business’ or the exploitation (for example a group running illegal sweatshops). These specialists communicate with each other and put together the series of events and facilities that make up trafficking. They may work together regularly or just occasionally.

This model is seen as ‘safe’ because, if one group of specialists drops out for any reason, it can just be replaced.

- The second model is much less ‘business-like’ and is based on small groups of well organized criminals who specialize in leading victims from one country to another along well known routes. They are in some ways little more than ‘criminal guides’ and they generally work in just one geographical area, the one they know. Such ‘services’ are vital to trafficking operations, though, and many countries focus on the activities of intermediaries like these in attempts to stop cross-border trafficking.
- The third model is the most common. It is made up of ‘amateurs’, individuals who provide a single service such as transport, forged documents, recruitment or reception services. These people hire out their services for money and may do this regularly or just once in a while. Sometimes family members or friends may set themselves up as intermediaries, making money from leading a niece or nephew or friend into the hands of traffickers. Are intermediaries traffickers? Most people would say they are because what they do is part of the trafficking process. In general, though, when intermediaries are caught and arrested they are not tried as traffickers but according to the specific crime they committed, for example enticement or forgery or aiding illegal border crossing.

## Cutting off the profits

Sometimes traffickers make their profits in one part of the trafficking event – for example by arranging the transport of the trafficking victims. Sometimes they may run the whole operation: making money at source (by selling false papers, getting the family to pay for ‘services’ provided or even charging a

fee); during travel (adding a margin to travel tickets, charging a fee for bribing authorities, actually owning the transport); and then at destination (paying low or no salaries, operating an often substandard workplace, providing high-priced accommodation, food and transport to/from work).

Often it is the trafficking victim who pays for the 'services' the trafficker promises, but there is also a 'big business' side to human trafficking. In 2002, it was reported that organized criminal networks were hiring out their 'infrastructure' to traffickers. These services and structures, often put in place to move drugs and other contraband, are then used by other criminals to move trafficked people. They include transport, corrupt officials, safe houses and personnel – and in 2002<sup>2</sup> were estimated to be bringing in profits of some US\$12 billion a year for the crime bosses.

The costs of child trafficking are low because, if the children get caught, they can easily be replaced with other children. While machinery, raw materials and infrastructure are expensive to replace, children are not.

Where laws and law enforcement are weak, the treatment of victims also affects the volume of the business. In countries where conditions are particularly harsh for those who have been trafficked, the volume of trafficking is higher, presumably because the victims are less likely to escape, speak out or even perhaps survive.

The commercial realities of child trafficking are important to understand, since they are

the key to knowing how to stop it. For traffickers and intermediaries, trafficking is all about money. The key to stopping trafficking is making sure that it is no longer profitable, by making it difficult (for example by reducing the vulnerability of children or by putting in place regulations that increase the cost to the trafficker), interrupting it (for example through good policing at borders) and confiscating profits and infrastructure (for example by closing exploitation places and transferring crime proceeds to victims). Reducing corruption also increases the costs to traffickers, since they are less able to 'pay off' those who can make trafficking easier and so have to spend more money to get around regulatory requirements.

Research has shown that, if they begin to lose money or stop making a profit, traffickers may move on to some other form of crime that will make money for them. Law enforcement systems that have vigorously pursued traffickers have often used a whole gamut of laws in order to close down trafficking operations, even where specific anti-trafficking legislation may not be in place or be difficult to enforce. Prosecutions for money laundering, illegal money transfers, migration offences, forgery, even vehicle licensing laws can be pursued in order to make life difficult for those involved in child trafficking and to impose financial sanctions.

Rigorous pursuit of those involved in child trafficking can also have a financial impact on the traffickers. Taking the age of the victim into account and significantly increasing the penalties for those who traffic children is an important anti-trafficking policy action.

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 See Exercises 13, 14 in the Exercise book.

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<sup>2</sup> This figure was given by the Director of Europol to the EU STOP/ILO conference on trafficking in 2002. Note that it relates only to the profits from hiring out services and structures. The ILO estimated in 2005 that the average annual profits generated by trafficked forced labourers was just under \$32 billion (*A global alliance against forced labour*, Global Report under the Follow-up to the ILO Declaration on Fundamental Principles and Rights at Work, Geneva 2005).

## Section 1.6 The scope and impact of child trafficking

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 1, section 1.11 and Book 2, section 2.2. [These sections of the kit include 2 downloadable resources that may also be considered as individual resources for this session.]

### How many children are trafficked?

Reliable estimates on the number of children who have been trafficked or who fall victim to trafficking each year are hard to obtain. Most reports on trafficking include somewhere a statement about the lack of reliable data. The criminal and hidden nature of trafficking means that the only data available are generally based on the few reports that come to light – for example when trafficking victims are found and appear in official police, immigration or social welfare statistics. Some figures are calculated from data on cases that come to court, hospital and health reports on victims, or national data that are often a mix of police and immigration figures, social services input and other sources of information. By their very nature, these figures probably underestimate the true picture.

For that reason, the figures used here should be seen as mostly indicative, provided to illustrate the significant scope of the problem of child trafficking. All statistics probably underestimate the true size of the problem because they represent only those cases that come to light. Many more trafficked children are never reflected in available figures. Because of the nature of data collection and reporting, additionally, the figures that are quoted often seem ‘old’ – there can be a two- or three-year delay in collecting, collating and publishing data. Statistics should therefore be used over time to give an indication of trends,

rather than being seen as providing information on the current extent of child trafficking.

Taking all these caveats into account, some attempts have nevertheless been made to estimate the number of people trafficked each year. The US State Department’s annual report on Trafficking in Persons (TIP)<sup>3</sup> estimated in 2004 that a flow of between 600,000 and 800,000 people are trafficked across borders every year. This does not include people who are trafficked within their own countries. The report indicated that approximately 80 per cent of trafficking victims were women or girls and that half of the total were minors.

The ILO estimated in 2000<sup>4</sup> a stock of some 1.2 million children who had been trafficked and were still in a situation of exploitation. This estimate includes cross-border and internal trafficking.

The same ILO report gave the following regional breakdown for the numbers of trafficked children:

Region (source)	Trafficked children
Asia Pacific	250,000
Latin America + Caribbean	550,000
Africa	200,000
Transition economies	200,000
Developed, industrialized economies	n/a
<b>Total (rounded)</b>	<b>1,200,000</b>

<sup>3</sup> *Trafficking in persons report*, US Department of State, Washington DC, 2008, p.8. This report is an annual publication and the latest edition can be downloaded from: [www.state.gov/g/tip](http://www.state.gov/g/tip).

<sup>4</sup> IPEC: *Every child counts: New global estimates on child labour*, Geneva, ILO, April 2002.



Very few individual countries publish estimates of human trafficking from or to their country. This is not surprising when we consider the challenges that remain to obtaining reliable estimates of the numbers of people trafficked. The United Kingdom Home Office published research in 2000, for example, that concluded that “the scale of trafficking in women into and within the UK lies within the range of 142 and 1,420 women a year”. The enormous range given here shows clearly how difficult it is to arrive at a national total. What is available is often information on trafficking cases brought to court and successful prosecutions, but this does not indicate the actual size of the problem.

### The impact of child trafficking

Child trafficking has a significant negative impact, first and foremost on the trafficked children and their families, but also on their communities and on the nation as a whole. A thorough understanding of the human and economic costs should provide the arguments for the allocation of sufficient government resources to address child trafficking effectively, and to mobilize all those who can make a difference.

### The impact of trafficking on children and families

Trafficking has devastating consequences for those who fall victim to it, but it is especially damaging for children because its impact will last into the child’s future.

In the worst cases, trafficking and the exploitation it involves can cause a child’s death, serious illness or permanent injury. The journey might be treacherous; the conditions of work are often dangerous; the standard of living provided by traffickers is invariably substandard. Trafficked children may be denied access to doctors and health workers who could report their situation to

the authorities. Often children who fall ill are simply turned out onto the streets by their exploiters and left to fend for themselves or in some cases may suffer a worse fate.

Trafficked children are subjected to violence of many kinds. They may be beaten or burned to keep them obedient. The threat of such physical violence is in itself a form of psychological violence. Often, trafficked children are badly fed or even starved, again to make sure that they do as they are told. Girls are at risk of sexual abuse, although boys may also face sexual violence.

Depending on the type of labour they will have to undertake, the children will face different health repercussions: agricultural work, for example, may expose them to toxic chemicals. Factory work may include operating machinery that is beyond their capacity. Commercial sex work carries its own particular risks, including unprotected sex that results in STD (including HIV) infection, unwanted pregnancy or reproductive illnesses.

Many trafficked children are exposed to substance abuse. They may be given drugs to keep them quiet and exploitable or to ensure that they become dependent on their supplier and therefore less likely to try to run away.

Being in a trafficking situation also has severe psychological risks for children: they are separated from family, friends and community. They may be totally isolated by fear, including fear of threats against their families. Trafficked children often end up in a vicious cycle of desperation, trafficking, exploitation, dependence and re-trafficking. For these many reasons, children who have become victims of trafficking may lose all sense of hope and plunge into depression, leading them to do harm to themselves or even attempt suicide.

The impact on families is severe. While many families may believe that sending or allowing their child to relocate to find work will bring benefits, in reality many families never see the trafficked child again. Many more never receive any of the promised income.

### The impact of child trafficking on the community

The social impacts of child trafficking are similarly wide-ranging and long-lasting. The impact on the family of losing a child to traffickers can be long-term, especially if the family was enthusiastic about the child's leaving to find work. Conversely, if the child does send some money home or even returns to the community, this might be an incentive to other families to send their children into a trafficking situation so that a whole community can be 'corrupted' by trafficking.

There is also a severe impact on the community, as well as on the child and her/his family, when the trafficked child's education is cut short. This has both a social and an economic impact. The child's future is less assured because s/he will not have the skills required to earn a living or progress in life. Girls may find their marriage prospects are diminished, especially if they are known – or thought – to have been victims of sexual exploitation. Social development efforts are undermined and the cycle of poverty continues, putting younger generations at risk of trafficking too.

### The impact of child trafficking on the country's social development

At a national level, economic development is stymied both by the lack of educational development and also because potentially productive future workers are lost to the economy. Children and adults who return from trafficking with injuries or diseases also put a financial burden on their families and on the country, not least because the young and middle-aged people who are trafficking's most likely victims are unable to work and support the older people who depend on them.

There are important long-term – but vitally necessary — costs involved in the rehabilitation of trafficked children (as well as adults) and costs involved in making sure they can rebuild their lives and prepare a safer future.

It is clear that government efforts to combat child trafficking can not only result in improved protection of children's rights but are an important contribution to social development broadly defined. There is consequently a strong imperative for mainstreaming anti-child trafficking policies and programmes in national development efforts, coordinating such policies and programmes across all relevant government departments, and allocating sufficient resources to tackle this problem.



See Exercises 15, 16 in the Exercise book.

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## Section 1.7 Research and knowledge for planning and targeting

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 2, sections 2.3 – 2.7. [These sections of the kit include 15 downloadable resources that may also be considered as individual resources for this session. Several of these are ‘how to’ guides on different kinds of data gathering.]

### Preparing for research and data gathering

Gathering information and data is the first step in combating child trafficking.

Research is the key to good analysis and preparation, and fully understanding the problem at a practical level rather than just in theory. There are several ways to get together the information needed to be able to plan policies and actions against child trafficking but, before embarking on data collection, it is important to know for what purpose data is needed, and what kind of data are required.

### Aims of data gathering

Some of the aims of research and data gathering might be:

- the need for national estimates to inform or influence policy change — for example the number of child victims and the cost to society, the number of traffickers and the profits they make, and the number of children at risk;
- justification of the selection of geographical areas (i.e. sending areas, transit areas or destination areas) in which to implement policy or outreach interventions;
- forecasting how child trafficking will develop over time without remedial action;
- understanding cause and effect, risk factors and vulnerabilities on both the supply and demand side, for more effective counter-trafficking measures;

- effective targeting (for example, already trafficked children or those at risk and/or the traffickers themselves) to aim for maximum impact;
- determining baselines (of number of child victims, children at risk, or traffickers) to be able to monitor progress and measure the impact of interventions;
- documenting learning from pilot initiatives for replication and to contribute to global debate;
- identifying ongoing interventions and unmet needs (mapping) so that gaps can be filled and repetition avoided.

### Statistics

Reliable and accurate statistics on children trafficked every year from or to a certain place, nationally, by region or globally are hard to obtain because child trafficking is a hidden problem. At best, we have only estimates developed using various statistical methods with varying degrees of accuracy. It should also be borne in mind that children who have been trafficked can be assumed to end up in some sort of exploitation and so are likely to figure in statistics relating to the exploitative sector in which they labour. To avoid double counting, figures on trafficked children are not usually added to the total figures for the worst forms of child labour.

Reliable statistics are particularly important for organizations that are responsible for arguing to government why counter-trafficking actions should receive a



certain allocation of the national budget. They need to be able to demonstrate the size of the problem, the trends (increases or decreases) over a certain period, and the costs to society. Information on trends is also important to see whether actions being taken to reduce trafficking are having an impact. Trends can also be used to forecast how the problem of child trafficking will develop over time if no remedial action is taken.

At a practical level, the needs will be different. For example, a grassroots NGO running a shelter for children who have been rescued from trafficking may not need statistics relating to national trends or national impact. Instead the NGO may need data on the number of children who come to the shelter so that services can be planned and individual children are able to receive follow-up assistance. Knowing how many children under the age of 15 have been reintegrated into school after leaving the shelter and how well they have coped, for example, will indicate whether more attention to this particular action is needed, or whether alternatives must be found.

### Beyond numbers – Disaggregation

Aggregate numbers at a national level or at the level of an NGO are not sufficient however – they need to be broken down into smaller categories. For example, how many of the children in that NGO shelter were girls and how many boys? And how old are the children? (an average is not useful here – you will need to know how many children are under school age, how many are teenagers, etc.).

Looking beyond the basic numbers to try to understand the children they represent only comes when data are 'disaggregated', that is collected and recorded according to various categories. These can differ according to the nature of the data and the use it will be put to, but should always, at a minimum, include sex, age, origin, family characteristics, ethnicity and whether the child has a disability (so that special services can be provided if necessary).

Other useful categories would include whether or not this was the first time the child had been trafficked, where they were trafficked to, the nature of the exploitation

they faced, how long the trafficking event lasted, and what their health care needs are.

Children who have experienced trafficking are a vital source of information to help us to understand child trafficking better and to map out the specifics of child trafficking from a certain source or destination area – the nature of recruitment, for example, or the means of transport used to move the children. Data gathered from children in child labour also give insight into whether or not there are trafficked children among the sample and allow speedier targeting of interventions based on the profiles of those children. Although this may not provide reliable statistical data *per se*, it does allow some preliminary conclusions to be drawn on where child trafficking prevention and victim assistance actions might be targeted.

If the data collection exercise also includes children who are at risk of being trafficked, then additional questions can be added relating to the child's perceptions of school, migration for work, whether they are attracted to life in the city, how they formed these perceptions (for example, from friends or the media, or from information being circulated by recruiters) so that protection and prevention initiatives can be properly targeted.

### Beyond numbers – Qualitative information

To better understand the nature of trafficking itself (and plan effective responses), it is useful to know about how the children entered into trafficking: were they recruited by someone and if so, who? What methods did the traffickers use to recruit the children into trafficking? Did their parents or other family members play a role and was that active or passive? What sort of transport was used to move them, who paid for it and how was it provided? What kind of work did they end up doing? Who were the exploiters and what were their motives? Information of this

kind will help to paint a more detailed picture of the nature of the problem.

Answers to questions such as these are extremely important to policy makers who have to decide on priority actions against trafficking and the development of policies and national frameworks. The information received can give some indication of whether child trafficking in a country is largely unorganized (for example operated by village recruiters who work by word of mouth and who 'pick up' children from time to time) or more organized, with semi-permanent recruitment, transport and exploitation networks. The information may also show that in villages in close proximity to schools trafficking is less of a problem than in villages where the school is far away.

The sum of all this information and data is often called a '**situation analysis**'. It builds up into a detailed overview of child trafficking in a particular place at a particular time. Such a situation analysis should be updated regularly.

### Agreeing common terms and definitions

One problem with much of the existing data sets is that they are not comparable to other data and cannot easily be combined to build a bigger picture. For example, some immigration services record data on children returned to their families and then classify the statistics by age group: 0-5, 6-11, 12-15, whereas a neighbouring government might also collect data on returned children, classifying them into age groups of 'under 6', 7-14, 15-18. Often the ranges used are based on such things as the compulsory age for school attendance, the legal minimum age for work, the age of reaching adulthood in national law – and these differ from country to country. Sometimes they are arbitrary. The problem is evident: what happens if we need to know how many children aged between 8 and 12 were



returned in each country (for example because we are planning a regional education project)? This can only be determined by going back to the original data for individual children (which may or may not have been stored) and repeating the analysis.

In the absence of agreed parameters, it is important to know and understand the definitions, terms, parameters and categories of analysis before using the data. When data is collected, it is vital to ensure that the parameters fixed for the data are as compatible as possible with other available data collection systems and that the results of the data collection are therefore widely usable. In this context it is useful for research on child trafficking to use international definitions and categories, such as those in the Palermo Protocol and ILO Conventions Nos.138 and 182<sup>5</sup>.

## Research methods

### Secondary data analysis - Sources and reliability

It is not always possible, or indeed necessary, to begin a data collection exercise from scratch. Some statistical data are already available from a number of sources such as ministries of health, labour, justice, social welfare, children and youth. Court statistics, databases of hotlines, police and immigration services, healthcare organizations such as hospitals and clinics may also have relevant information at local or national level.

Since the data are generally stored anonymously, there is no way to know who the individual children are behind each data set. As a result, there may be some double counting. For example, a child who figures in the data from the immigration services because he was returned to his family may also figure in the health-related data because

he had been beaten by his traffickers and needed medical attention. So it is not possible to simply add up numbers from different sources and suggest that they indicate a 'total' of any kind.

Although there are regularly calls for these various agencies to collect more data – or to begin collecting data if they do not do so already – what is often overlooked is the usefulness of already collected data.

Valuable secondary data on the situation of children and women can be found through the Multiple Indicator Cluster Survey (MICS) programme that UNICEF supports. Altogether, nearly 200 MICS surveys in approximately 100 countries have been implemented. Since violence against children, including trafficking, often begins at home, modules were developed to measure attitudes towards domestic violence and child discipline. Other modules relevant to trafficking include birth registration, which recognizes a child's fundamental right to identity, to have a name and nationality, and child labour, which examines the types of work a child does, including household chores.

### Household-based surveys

Increasingly, countries are undertaking national census exercises on a more frequent basis. The ILO works with governments to support data collection on child labour through national household surveys or modules attached to labour force or living standards measurement surveys. These exercises can serve as a vehicle for obtaining other, more specific data. They are household-based surveys, which means that households are asked questions about all the members of the household, ranging, for example, from their age and sex to household income, educational level, employment, or number of televisions in the home. All types

<sup>5</sup> See page 4 of 'Child trafficking: The ILOs response through IPEC' for an operational breakdown of the definition of child trafficking.

of data can be collected in this way. While census data is being collected, it is useful to add questions relating to a specific issue, such as whether and how many children are economically active and their ages. This is called piggybacking on a bigger exercise.

When there is not a bigger exercise to piggyback, or where there are resources available, it may be possible to do a stand-alone survey. These can be on child labour generally or on a specific type of child labour. They can cover the entire country or a specific area. National child labour surveys have been conducted in a range of countries.

Data from surveys that are limited in geographical scope (for example administered in one city or in one province) may not be representative of the situation elsewhere. The results of these surveys can nevertheless be used to plan actions in the places where they were collected.

### Other kinds of surveys

Surveys can be establishment- or workplace-based, or they can be random surveys for street children, or school-based surveys.

*Establishment-based surveys* gather data from children in the workplace and employers. The establishments are often chosen from among a list of workplaces identified by working children during a National Child Labour Survey. The kind of information includes working hours and conditions, benefits, injuries children sustain, why employers hire children and how they recruit them. Among this information there may be some insight into the situation of trafficked children, for example, children may reveal that they began work several years before and that they were brought to the workplace by a recruiter who moved them from their home village. It is unlikely, however, that much information will come to

light about illegal situations, since an employer of children who knows of such illicit practices will probably not cooperate with the survey team or will insist on being present when the children are interviewed so that they are unable to speak openly.

*Random surveys* of children living or working on the streets and their employers and/or clients provide information that cannot be captured through household-based surveys. When household surveys provide information on children who are working and also attending school, these can be followed up by school-based surveys that provide information on what the impact of working is on the child's performance and attendance at school.

*School-based surveys* provide information on students, teachers and school management. Information can also be gained on the quality of the teaching and how children feel about their education. This information is useful in the planning of child trafficking prevention programmes, because keeping children in school is an important element of reducing vulnerability to trafficking.

### Rapid assessments

Rapid assessment is a way of quickly gathering information that describes hidden or illicit forms of child labour (for example child domestic labour and commercial sexual exploitation) and in a limited geographical area. Rapid assessment (RA) methodology has been used by the ILO and UNICEF to respond to the need for more data and information on the worst forms of child labour, including child trafficking.

It is important to recognize that rapid assessment does not provide representative statistical data but does give important qualitative information on issues that otherwise remain hidden. It should not be used for extrapolating beyond the sample nor

for making general conclusions on the child population as a whole.

Rapid assessments results allow project design to begin while other sources of data are gathered to build up a bigger picture. Policy making in a particular area also needs to take into account not only the conclusions of rapid assessment surveys but to be continually updated by experiences from direct actions at grassroots level.

Rapid assessment methodology is valuable because it provides information that comes from the children themselves and from those who have been involved with them (teachers, social workers, family members, NGO representatives), so that there are cross-checks to the information that improve its reliability. Rapid assessment results are particularly useful in attempts at profiling children who might be at risk of trafficking or other worst form of child labour. They also allow initiatives to be targeted to sectors to

which children may have been trafficked (for example carpet factories, tourist bars and restaurants or cocoa plantations in receiving/destination countries) on the basis of information the children provide.

Rapid assessment can also help us to understand mechanisms and means of child trafficking because the children surveyed generally include some who have been trafficked and the information they give is based on real experience.

### Participatory research methods

Participatory research provides information that is highly targeted to a particular use within a defined context and community. It generally involves a number of different ways of collecting information from and with the target children themselves and presumes that the children will also be involved in analysing the data collected and consulted on how it is used to design responses.





Common techniques used in participatory research include direct observation (usually in a pre-selected place where at-risk children will be, such as bus stops, routes to and from school or work), and is recorded in a systematic way. Focus group meetings are also frequently used. These can range from unstructured free discussion groups (although with careful noting of the discussion so that it is not 'lost') to more structured groups with carefully planned questions, role-playing activities or exercises. In some circumstances, where the level of the participants' literacy requires, picture card prompts or other visual aids can take the place of written questions or exercises.

Other creative activities can also elicit valuable information. These include the creation and/or performance of songs, dance and theatre excerpts, or painting, drawing and video recording. Individual or small group interviews can also be used and whether or not these are recorded depends on the use to which they will be put and the acceptance of the recording by the interviewee.

### Profiling child victims and children at risk

Qualitative data - the who, what, how, why - is necessary for profiling children, which allows us to identify those at risk of trafficking and move to protect them before they become victims.

Profiling of children who have been trafficked helps us to draw up 'vulnerability profiles' based on which we can identify children at risk in a target area. For example, we may have learned that trafficked children in country or town X were generally from Province Y and from families with more than five children, where one parent only was working. The children may overwhelmingly come from a particular ethnic group. They may comprise many more boys than girls and most of the children may have dropped out of school between the ages of 12 and 14. If

the profile is confirmed across the range of children surveyed, it gives a good idea of the children we need to target immediately as at high risk of trafficking. In this case we might consider project activity designed to run in schools and to target boys aged 10-11 (approaching 'drop-out danger' age). Social programmes might be targeted at large families and programmes to help large families to increase their income (for example by mobilizing the women in the family to start up small businesses) will address another of the vulnerability factors.

Vulnerability profiling is one way of making sure that the actions proposed are matched to the actual protection needs of the children and their families and communities. Such actions are likely to have a positive impact on preventing child trafficking because there is a direct cause and effect between the problem and the solution proposed.

### Profiling the traffickers

Profiling can also help us to understand more about the traffickers, who they are, and how they operate.

Surveyed children may shed light on the general method of recruitment in their area. If for instance, the research indicates that the recruitment is done by adolescents who have returned from trafficking and who earn money by providing 'new' children to an adult who visits once a month, then this information can be used to set up better community mobilization programmes.

### Mapping of routes, locations and exploitative end results

Surveys and participatory research (particularly at community level) that collect qualitative information from children and adults on the ground can also provide insight into the routes that traffickers take to move children, and the places of recruitment and

exploitation. This allows law enforcement officers from police and immigration to intercept traffickers before children are exploited.

Trafficking routes change all the time. Information may therefore be out-of-date and may become unusable quickly. Traffickers are known to employ information specialists who advise them on when certain routes are being policed or when new routes are opening up.

The places where trafficking can be interrupted and where children may need support can also sometimes be identified from surveys. Bus terminals, railway stations and places where children hang out such as sports fields may all attract traffickers or form part of their infrastructure. Again, be aware that these will change as traffickers learn that they are being watched and are no longer safe.

The people who work in some of these places – for example food vendors at bus stations, attendants at petrol stations, porters at railway stations – may also be able to provide insight into traffickers' movements or unusual patterns of movement of children. They can also be surveyed. Some workers' organizations – for example in the transport sector – may also be instrumental in providing information on routes and transport hubs.

Research may also cover likely exploitative end results in for instance domestic labour, organized begging, and children in agriculture. In undertaking such research, one could also attempt to determine how many of the children working there where trafficked into this work.

## Research protocols

For each research action to be undertaken, a research protocol should be designed and agreed that will be followed by all those involved in the exercise. The research

protocol acts as an agreed set of rules that govern what is done, why, how and by whom. It should be followed at all times.

*Definitions* — It is important to clearly define key terms and concepts before designing research tools. The definition section of the research protocol should cover the purpose and nature of the research, the specific context and group under study (for example the sex, age and risk level of the children, or the particular labour context in which they are to be found). It should also cover key terms and concepts, for example 'out of school' (dropped out or never been in school or playing truant?) or 'on the street' (living permanently on the street, or working there during the day?).

*Timing of data gathering* — It is important to gather data on children, families and the context in which trafficking occurs, at appropriate times. For example, if children are at risk of being intercepted by recruiters while they are walking home from school, there is little point gathering information in the middle of the day while classes are in progress.

If the research is very preliminary and is being done to gain some first ideas of the levels of risk, the nature of the problem and the way recruitment/trafficking/exploitation occur, then it will be important to have 24-hour coverage throughout the week by teams of observers/researchers to ensure that no elements are missed. Trafficking is not a 'nine to five' business – depending on the nature of the information being sought, it is important to time the data gathering to be sure that no valuable information slips by while the researchers are absent.

In gathering data it may be necessary to interview the same child more than once, first to establish rapport and then later to gather information. Sufficient time should be built into the research plan for this type of follow-up.

*Research tools* — A research protocol should also spell out the research question to be answered (or aim) and how this will be answered. This requires a listing of research methods to be used and the development of research tools specifically developed to gather data under the particular research. Such research tools could be a direct observation sheet to systematically note down any observations, or a questionnaire to be used when interviewing parents, or a visualization exercise for a focus group discussion with children.

### Interview techniques

There are some important principles that must always be followed before and during interviews with children:

- Minimize the risk of reprisals on children.
- Make sure the child has given informed consent.
- Be aware of any trauma that the child might be experiencing, especially if they have recently experienced abuse or trafficking. A traumatized child should not be used as a subject of general research.
- Inform the child. Children must be told exactly what will be done with the information they provide, who will see it and how they will be protected.
- Ensure confidentiality.
- Cross-check information. Cross-check and supplement information from the children through interviews with other respondents ('key informants') – parents, teachers, social workers – who can comment on the children's situation from a different point of view.
- Encourage child participation.
- Make sure the child feels safe.
- Do not repeat the same question more than once, even if you are not satisfied with the reply.
- If someone else insists on being present during the interview (which should be

discouraged), be aware that this may affect the child's answers.

- Interviews with children can be one-on-one, or done in groups. Be aware of group dynamics, though, and try to observe how these might influence the information given.
- Avoid asking direct and confrontational questions.
- Never pretend to be someone you are not.
- Leave sensitive topics until last and only address them if and when you feel that an adequately trusting relationship has been built with the child.
- It goes without saying that all interviewers, data handlers, analysts and others working on data gathering exercises should not only be thoroughly trained in the skills and techniques used but should also understand and commit to the protocols and codes set up to protect the children and the data gathered.
- Make sure that these codes and protocols are in place and are monitored at all times.

### Ethical issues

Children have a right to be protected – including from well-meaning people who put them at risk through carelessness or lack of thought. When you gather data about children at risk, you hold in your hands exactly the kind of information that traffickers want. This information must be safeguarded to ensure that the children are not put at even greater risk.

Children also have a right to privacy. Although we may wish to help them, we do not automatically have the right to know all about them and to have access to their personal information. We should only have access to the information that we need to be able to do our jobs properly – no more. Focusing on the essentials also helps to keep the research task manageable.

So the questions to ask are:

- Do we really need this data?
- Are we sure we know what we need the data for and so which data we need and how we will use it?
- Have the children (and any guardians) agreed to provide the information freely?
- What will be the result – for the children – of their providing information?
- How will the children and other informants get to know the results of the research?
- Are the field workers who are gathering the data safe?
- Is there a role for law enforcement?
- Does the researcher speak the same language as the children?

These ethical questions should form part of training of all those involved in the data/information exercise and should be regularly reviewed and updated.

### Handling and storing data

To handle data on children and information from children ethically, it is necessary to set up protocols for how the data will be gathered, stored and used, and a code of practice that all those handling the data will agree to follow.

Protocols for how the data will be gathered, stored and used should cover:

- Means to ensure that the data is stored and used in such a way that an individual child cannot be identified – unless that is necessary (for example by health personnel who need to have direct access to the child). One way of doing this is to assign each child a reference number and to note the number only on the

information/data. The child’s personal details can then be stored, with the same reference number, separately from the data/information, and access to the reference number key can be highly restricted, perhaps with a system for double-checking anyone who requests access to this key.

- A clear plan for who can have access to the data/information, and which data/information they can see. Access should be restricted on a ‘needs only’ basis – the data/information are not for general interest but for practical uses only.
- A statement on how data/information will be used. This should be prepared before the data/information is gathered so that those providing the information can be told truthfully what will be done with it. This should not then be changed.

### Validation, reporting and dissemination

Before publishing findings, they should be validated through a consultative process. This may help to ensure acceptance of findings on sensitive issues, for instance by key government officials.

Reports resulting from any research should spell out what was known already before the research began and highlight new findings that add to the knowledge base. They should include a chapter that describes how the research was undertaken and any methodological issues worth mentioning.

Ensure that the report and the raw data that led to it are stored and made accessible easily for future use (taking into account the points mentioned above about confidentiality and anonymity of the respondents).



See Exercises 17, 18, 19 in the Exercise book.

## Section 1.8 Planning for coordinated action

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 3, sections 3.5 – 3.6. [This section of the kit includes 30 downloadable resources that may also be considered as individual resources for this session.]

This manual takes you from understanding to action; from preparation to implementation. But there is an important intermediary stage: planning.

Planning is the process that helps you to translate the information, data and knowledge you have acquired – about children, traffickers, trafficking patterns, risk factors, problems, likely solutions, other anti-trafficking actors and the tools at your disposal – and translate them into a series of (we hope) effective actions that will really make a difference in preventing trafficking, protecting children at risk, pursuing traffickers and helping children who have fallen victim to traffickers.

### Coordination to tackle the problem of child trafficking

No one government, organization or even network can take on all of these tasks. The secret to effective anti-trafficking activity is mobilizing a range of relevant partners who can all bring their specific expertise and experience to bear on the problem, and this in a coordinated way that minimizes repetition and overlap and maximizes strengths and resources. This is often called a ‘multi-sectoral’ or ‘multi-disciplinary’ approach.

Typically, the national actors who will participate in coordinated action include government, law enforcement, judiciary, employers’ and workers’ organizations, NGOs, other civil society actors and in some

instances funding bodies or the media. Coordination may transcend national entities and borders, however, and can be effective at a number of levels:

- At national level, multi-disciplinary approaches ensure that the response both to the problem of child trafficking (in terms of protecting children from being trafficked or victims from being re-trafficked; preventing the crime of child trafficking; and ensuring effective law enforcement) and to the needs of children who have been trafficked (victim assistance) are comprehensive and that no children ‘fall through the gaps’.
- At national level also, it is important that this multi-disciplinary approach includes links between provinces, states, regions or other administrative areas. This collaboration links actors in the same sector – an NGO based in one province with NGOs in other provinces, for example, or the Ministry of Women’s Affairs in the capital with women’s committees in the provinces. Intra-national coordination and collaboration should take into account source, transit and destination areas.
- At regional and international levels, collaboration — including through a multi-sectoral approach involving governments and authorities, workers’ and employers’ umbrella bodies, regional entities (such as SAARC or the EU for example, regardless of whether there are shared borders) and international agencies — can include bilateral and multilateral



arrangements. Sometimes these do not move much beyond information sharing, since it is recognized that collaboration takes time and that unfortunately it is often not a first priority, but in the long term it can be both time- and cost-effective, because it has been shown to be effective. This is particularly true where collaboration includes practical cooperation, for example exchange of personnel and experience, joint training, and cross-border law enforcement investigations and actions. The mapping of child trafficking 'geography' among partners is an important element of effective collaboration at this level also, since it permits source, transit and destination actions to be planned.

In relation to cross-border trafficking, it is evident that cooperation between source and destination countries, as well as transit countries, is vital to apprehending traffickers, interrupting trafficking events and rescuing children, providing support to victims and ensuring their eventual safe return.

However regional or bilateral cooperation can also be important in relation to domestic trafficking. Among other things, for example, governments can share information on known criminal networks, discuss and facilitate safe migration processes, or run joint information campaigns on a number of issues such as temporary work or recruitment agents operating in the area.

Through regional associations, national workers' and employers' organizations are able to expand their knowledge of trafficking and exploitative labour practices, organize joint capacity building or information actions, exchange information or personnel. NGOs similarly are able to work at regional level either through a regional federation, network or bilaterally.

### Stakeholder analysis

Coordinated action presumes that agents from different areas of specialization will work – not necessarily together, but at least in coordination – towards the same goal.



It also presumes that the final piece of the 'puzzle' has been put in place: mapping out who is active in the anti-trafficking area, what they are doing and where, and the strengths that they can bring to the team.

Some of the actors – like governments, legislators, academics and advocacy groups – may work primarily at the policy level, reviewing and revising laws and procedures, for example. Some – NGOs and international agencies, social services departments, children's organizations – may provide direct services and programmes to children and their families. Some actors may do both – workers' organizations, for example, may be involved in developing policy but also run programmes in the workplace or community.

It is extremely important to take time to work out who will best do what so that all actors can play their part in what is essentially a national anti-trafficking team. This is called 'stakeholder analysis'.

Stakeholder analysis can take different forms. It is advised to consider the following three dimensions: capacity to influence or shape policy versus capacity to reach out and offer direct assistance; type of intervention (e.g. broad protection, prevention, law enforcement, victim assistance), and; location (i.e. source, transit or destination).

### Building the national team

Some valuable lessons have been learned about helping national teams of different organizations to work successfully. These involve some simple logistics that facilitate working together, such as clearly defining roles, responsibilities and action, and some basic agreements that need to be put in place as a reference to avoid confusion further down the track. Some of these are:

- Agreement on definitions, concepts, the nature of child trafficking in, through or to the country;
- Agreement on the aim(s) of the national action plan (or equivalent agreed plan) – maybe in the form of a series of aims and objectives for the plan overall as well as the different sections;
- Agreement on mainstreaming gender concerns into the plan;
- Agreement on geographical areas and target groups to focus on, as well as who is responsible for what;
- A common resource of local data that is accessible to all and regularly updated and shared;
- Agreed monitoring mechanisms and negotiated indicators and targets for measuring change/impact and progress;
- Agreed processes for regular communication, sharing and learning of lessons.

Additionally, there are some tested elements that have been shown to help partnerships to function well. These include:

- A motivational, non-threatening leader who is accepted by all;
- A lead agency or focal point that will act as a point of reference in case of problems or to promote sharing and to convene meetings;
- Legitimacy through leadership, respected participants and targeted publicity;
- External pressure (for example from a donor) to perform;
- Sufficient allocation of resources;
- Agreed rules and procedures for the partnership;
- Understanding that coordination and collaboration take time and need to be built into job descriptions of those involved, rather than 'added on' to their normal tasks.

## National Action Plans on child trafficking

For coordinated action to happen effectively, all the anti-trafficking actors need to have an agreed ‘blueprint’ that details where each actor will work and on what, and how to report on progress. At a national level, this generally takes the form of a National Action Plan (NAP). The development of a NAP needs to involve national debate, so that everyone who needs to work on implementing the plan will be consulted from the very beginning and so that no-one is excluded. During these consultations, the views of children directly affected (and their families) need to be considered.

It will be important, as part of developing the NAP, that any existing frameworks or plans relating to areas relevant to child trafficking, such as child labour or forced labour are taken into account. Where possible, such existing plans should be revised to include child trafficking. Where this is not possible, new plans should be complementary rather than repetitive, and these plans should cross-reference each other. If other plans or frameworks are in the process of being developed or revised, it will be important that at a minimum they take account of child trafficking and include actions that will complement efforts in this area.

Some elements to include in the NAP are:

- An introductory section on concepts and definitions, to make sure everyone is ‘speaking the same language’ and that there is a common platform of understanding. This should also include specifics on the children at risk (profile) and any other premises that everyone should know (for example which international or regional conventions have been ratified and how they are translated into national law);
- Consideration of children at special risk, for example runaways, children from dysfunctional families, homeless children,

AIDS orphans, children from ethnic minorities and out-of-school children;

- Reference to known gender specificities among children at risk and as part of the trafficking event;
- A listing of the exploitative sectors that are known to exist in the country, and the sectors into which children who are trafficked out of the country end up;
- Recognition of internal versus cross border trafficking;
- Recognition of source, transit and destination areas that each require different interventions;
- Addressing demand in addition to supply;
- Reference to data sets that are disaggregated by sex, age, ethnic grouping etc.

In relation to the actions included in the NAP, these should be age-specific responses that recognize the specific rights and needs of specific subgroups of children. For example, children under 15 should be offered free basic education (under the Education For All initiative), whereas children aged 15 and up are allowed to work if in decent conditions (and would benefit from skills training, job placement services, safe (internal) migration and youth employment interventions);

They should cover measures of broad protection to prevent trafficking of children at risk and former victims, prevention of the crime of trafficking, law enforcement and victim assistance (these are covered in more detail in textbook 2).

## Action plans at other levels

At regional and international levels, cooperation and collaboration can also be based on a plan of action that is the regional or international equivalent to a NAP. At international level, the ‘blueprint’ is the battery of international instruments (often accompanied by recommendations for specific



areas of implementation) that countries have ratified. At regional level, it is becoming more common for a joint action plan to be drawn up by technical staff based on Memorandums of Understanding agreed by governments.

An example of a formalized subregional agreement to end trafficking (in this case not only child trafficking but also the trafficking of adults), is the agreement negotiated among governments of the Greater Mekong Subregion. The Coordinated Mekong Ministerial Initiative against Trafficking (COMMIT) Memorandum of Understanding was signed at a first COMMIT Inter-Ministerial Meeting held in Yangon. It contains a detailed Preamble followed by 34 specific COMMITments in the areas of: Policy and cooperation; Preventive measures; Legal frameworks, Law enforcement and justice; Protection, Recovery and reintegration; and Mechanisms for implementation, and Monitoring and evaluation. It includes:

- A clear definition of trafficking based on the Palermo Protocol;
- Grounding in international standards including key international conventions and the OHCHR Recommended Principles and Guidelines on Human Rights and Human Trafficking;
- Emphasis on importance of multi-sectoral responses;
- A comprehensive range of COMMITments covering 'demand' as well as 'supply' issues;
- Encapsulation of the importance of a 'victim-centered' approach that stems from an understanding of human trafficking as a violation of human rights;
- Acknowledgement that marginalized populations have special vulnerabilities that must be addressed;
- Highlighting of the importance of strengthened guidelines and mechanisms

for identification of victims, and the links between better identification and treatment of victims and more effective law enforcement;

- Emphasis of the role that migration policy (including bilateral migration agreements) can play in combating trafficking;
- Recognition of the need for increased efforts in application of labour laws, and monitoring of labour recruitment companies.

The MOU is accompanied by a Subregional Action Plan (SAP) that comprises a series of intervention areas for specific agencies to work on.

### The broader planning framework

The NAP should not be seen as a stand-alone plan. It should work alongside other frameworks such as Time-Bound Plans (TBPs) to eliminate child labour, Poverty Reduction Strategy Papers (PRSPs), and other NAPs (for example relating to children's welfare in general, or on specific areas such as CSEC, or violence against children).

NAPs should also fit into overall planning for children with a view to achieving the Millennium Development Goals (MDGs) and in parallel with Education for All initiatives.

Governments have the primary responsibility for aligning all these different national plans, and increasingly donors who make resources available for the implementation of national plans look to see whether there is coordination and alignment among them. Importantly, such alignment leads to better use of resources and more effective implementation.



See Exercises 20, 21, 22, 23 in the Exercise book.





# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

**Textbook 1** Understanding child trafficking

**Textbook 2** Action against child trafficking at policy and outreach levels

**Textbook 3** Matters of process

**Exercise book**

**Facilitators' guide** (cd-rom)

International Labour Office  
International Programme  
on the Elimination of  
Child Labour (IPEC)  
4, route des Morillons  
CH-1211 Geneva 22  
Switzerland

[www.ilo.org/ipec](http://www.ilo.org/ipec)

UNICEF  
3, UN Plaza  
New York, NY 10017  
USA

[www.unicef.org](http://www.unicef.org)

Global Initiative to Fight Human Trafficking (UN.GIFT)  
United Nations Office on Drugs and Crime  
Vienna International Centre  
Wagrammer Strasse, 5  
A 1400 Vienna  
Austria

[www.ungift.org](http://www.ungift.org)





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Office

# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION



**UN.GIFT**  
Global Initiative to Fight Human Trafficking

Action against child trafficking at  
policy and outreach levels

2  
Textbook





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Textbook 2:  
Action against child trafficking at policy  
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## Table of contents

Introduction .....	5	Challenges regarding pre-departure procedures and services .....	24
List of acronyms .....	6	Challenges regarding regulation of recruitment agencies.....	25
<b>Section 2.1: Broad protection to prevent trafficking of children at risk and former victims.....</b>	<b>7</b>	Challenges regarding working conditions and rights .....	25
Identifying children at risk.....	8	Promoting decent work.....	25
Targeting vulnerable families .....	8	Demand reduction .....	26
Livelihood strategies .....	9	<b>Section 2.4: Prevention (continued) .....</b>	<b>29</b>
Employment for adults and young people of working age .....	10	Supply chain interventions .....	29
Conditional Cash Transfers (CCTs).....	10	Global frameworks .....	29
Local Economic Development (LED) ...	11	Corporate social responsibility.....	30
<b>Section 2.2: Protection (continued).....</b>	<b>15</b>	Other supply chain interventions .....	31
Youth employment.....	15	<b>Section 2.5: Law enforcement .....</b>	<b>34</b>
Job counselling and placement .....	15	Identifying traffickers and trafficking incidents .....	34
Education .....	15	Traffickers and exploiters at destination.....	35
Targeted awareness raising to increase children's self-protection instincts .....	17	Improving law enforcement and ensuring punishment of traffickers .....	35
Beyond awareness raising: Behaviour change .....	18	Supervision of the implementation of relevant ILO Conventions.....	35
Addressing exclusion and discrimination, including gender inequality .....	18	<b>Section 2.6: Law enforcement (continued) .....</b>	<b>38</b>
<b>Section 2.3: Prevention of the crime of child trafficking.....</b>	<b>22</b>	Identifying recruitment patterns and reporting recruiters .....	38
Strengthening the legal framework .....	22	Rapid response teams.....	38
Promoting safe, legal migration for decent work for youth of legal working age.....	23	<b>Section 2.7: Victim assistance .....</b>	<b>41</b>
Registration, licensing and monitoring of employment agencies.....	23	Victim identification .....	41

Needs assessment and appropriate response .....	41	Permanent or temporary residence status .....	46
Case management and service packages .....	43	Shelters and refuges for rescued children .....	47
Avoiding double victimization .....	43	Return and reintegration .....	47
<b>Section 2.8: Victim assistance (continued) .....</b>	<b>46</b>	Life skills and (re)training/education ...	47
Psychosocial counselling and support measures .....	46	Promotion of social integration through campaigns .....	47
		Economic integration of rescued children .....	47

## Introduction to textbook 2

This book is all about the actions that can be taken to prevent trafficking, protect children from being trafficked, pursue traffickers and support trafficked children to rebuild their lives.

These are categorized under four main headings that are commonly used to describe anti-trafficking actions:

- **Broad protection** — to prevent children and former victims from being (re)trafficked;
- **Prevention** – of the crime of child trafficking and the exploitation that is its end result;
- **Law enforcement** – in particular within a labour context and relating to labour laws and regulations;
- **Victim assistance** – covering the kinds of responses necessary to help trafficked children and to reduce their vulnerability to being re-trafficked.

In a number of instances, the actions described have several applications and could realistically be included in more than one category (for example actions to assist victims are also sometimes a way of protecting them from being re-trafficked). For simplicity, each kind of action is described only once.

Throughout this book, there are specific notes for each of the following groups: governments (G), workers' organizations (W), employers' organizations (E), and NGOs and international agencies (N).

## List of acronyms

<b>CCT</b>	Conditional cash transfer
<b>CEACR</b>	Committee of Experts on the Application of Conventions and Recommendations
<b>COMMIT</b>	Mekong subregional cooperation agreement to fight human trafficking
<b>CRC</b>	UN Convention on the Rights of the Child (1989)
<b>CSR</b>	Corporate social responsibility
<b>ETI</b>	Ethical Trading Initiative
<b>FLA</b>	Fair Labor Association
<b>ILO</b>	International Labour Organization
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>ITC</b>	International Training Centre of the ILO
<b>LED</b>	Local economic development
<b>MNE Declaration</b>	Declaration of Principles concerning multinational enterprises and social policy
<b>NAP</b>	National Action Plan
<b>NFE</b>	Non-formal education
<b>NGO</b>	Non-governmental organization
<b>PRSP</b>	Poverty Reduction Strategy Paper
<b>SAI</b>	Social Accountability International
<b>SAPFL</b>	Special Action Programme to combat Forced Labour
<b>TBP</b>	Time-Bound Programme
<b>TICW</b>	ILO-IPEC's Greater Mekong Subregional project to combat trafficking in children and women
<b>UK</b>	United Kingdom
<b>UN</b>	United Nations
<b>UN.GIFT</b>	Global Initiative to Fight Human Trafficking
<b>UNICEF</b>	United Nations Children's Fund
<b>US</b>	United States
<b><i>In exercises:</i></b>	
<b>G</b>	Governments
<b>GWEN</b>	Governments, Workers' organizations, Employers' organizations, NGOs and international organizations
<b>W</b>	Workers' organizations
<b>E</b>	Employers' organizations
<b>N</b>	NGOs and international organizations

## Section 2.1

## Broad protection to prevent trafficking of children at risk and former victims

## Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 4, sections 4.2.1-4.2.2. [These sections of the kit include 7 downloadable resources.]

Protection is a broad term that includes both protection of children to prevent them from being trafficked and protection of victims of trafficking from further harm. UNICEF emphasizes the point that successful child protection always begins with prevention, that is with broad measures that are aimed at building the kind of world in which children do not get trafficked in the first place. The priority given to education, health and addressing gender discrimination in the Millennium Development Goals underpins this essential point.

All children have a right to be protected, not only those who are at risk of trafficking, and reinforcing protection for all children also reduces the vulnerability of sub-groups of children. The concept of building a protective environment for children includes putting in place policies and programmes that ensure children's rights to survival, development and well-being in general. Child protection systems comprise the set of laws, policies, regulations and services needed across all social sectors – especially social welfare, education, health, security and justice – to support prevention and respond to protection related risks. These systems are part of social protection, and extend beyond it. They include the aim of supporting and strengthening families to reduce social exclusion, and to lower the risk of separation, violence and exploitation. Strategic actions for supporting national child protection systems include: incorporation of child protection into national and decentralized

planning processes, including social protection strategies; ensuring that social protection reform contributes to the achievement of child protection outcomes; promotion of justice for children within the Rule of Law agenda; strengthening coordination amongst child protection system actors; strengthening the social welfare sector; and supporting birth registration. UNICEF has described the protective environment as a situation “where girls and boys are free from violence, exploitation and unnecessary separation from family, and where laws, services, behaviours and practises minimize children's vulnerability, address known risk factors, and strengthen children's own resilience.”

The broad protection/protective environment approach is clearly anchored in human rights in general and children's rights in particular. It is predicated on the clear understanding that building a world that is fit for children is the surest way to reduce and eventually eliminate all threats to their well-being, and ultimately to that of their families, communities and society as a whole. This over-arching goal underpins all actions for and with children, including actions aimed specifically at combating child trafficking.

It is also clear that anti-trafficking actions may have to be targeted in the first place at the children most at risk, given the need to prioritize the use of available resources. However it is vital never to lose sight of the imperative to protect all children.



### Identifying children at risk

Although the ultimate aim of work on behalf of children is to move towards ensuring that every child is protected and that child trafficking is completely eliminated, it is common to first target efforts at those children who are most at risk of child trafficking.

Remember that children who have been trafficked in the past are ready examples of much of the information you will need both to identify risk factors and also to identify the processes that traffickers have put in place to entrap children. Their experience is a rich source of such information (although of course every care must be taken not to put the children at risk of reprisals or of reliving the trauma they have experienced).

Once a child, family, community or workplace has been identified as being in a high-risk situation, then they should become the primary focus (target beneficiaries) of the actions to be undertaken. The focus, of course, should be on addressing the specific

risk factors that created vulnerability. These factors might relate to risks at source, in transit and/or at destination.

### Targeting vulnerable families

An important element of reducing the vulnerability of children to trafficking is addressing the risk factors that contribute to the family as a whole being open to pressure to send the child into work prematurely – whether in child labour in her/his home town or elsewhere. There are two main elements to this response that, ideally, should be implemented at the same time.

The first is helping the family to understand the risks to the child of trafficking but also the risks to the family and community and the advantages to be gained by protecting the child and her/his future contribution to the family's well-being.

Awareness raising must be carefully targeted to achieve this – for example, a multi-pronged outreach to mothers through

baby and child clinics, to fathers through workers' organizations or places where men congregate (for example clubs frequented mostly by men) and to children and adolescents through the media, schools and places where children meet (important especially for reaching out-of-school children).

This is only likely to have an impact if the family can see that there are affordable alternatives to sending a child to work. So the second element comprises programmes that give the family alternative ways to survive.

Helping these individual families should not be done in isolation, but as part of a larger strategy that is anchored in sound policy to create an environment that stimulates job creation – in particular aimed at creating more and better jobs for the poor in rural areas. This should be a central component of poverty reduction strategies in particular and social development actions in general.

There are four principal approaches to reducing family vulnerability that is economic in nature:

### Livelihood strategies

Getting one or both parents into a situation where they can earn enough to support the family is the key to strengthening the family's ability to survive without child labour and the trafficking that is potentially linked to it.

For a long time family poverty and unemployment have been addressed through micro-finance programmes. These provide start-up loans to families alongside livelihood projects that generally aim to help the family generate their own income, for example through a new small business or a cooperative that brings together a group of families to share resources and tasks.

Over the years such programmes have been run with varying degrees of success and a

number of lessons have been learned. These include the importance of putting in place medium-term plans to ensure that families who receive loans or credit can repay them without being put under undue financial pressure. It is also vital to make sure that any small businesses supported or any cooperative commercial schemes that are set up are based on sound business practices. It is necessary, for example, to make sure there is a market for any goods or services produced and that this market is not crowded with competing producers. This will require some market research and, of course, all small business undertakings should have a business plan, no matter how modest.

Encouraging and supporting families to set aside savings from their income or profits is key to ensuring good financial management and longer-term coping strategies for the family. It is also important to make sure that, as a small business or cooperative scheme becomes successful, children of school age do not get 'sucked in' as cheap labour.

Another important lesson is that credit is best provided to people who, although in poverty, clearly have opportunities and potential to raise income if they are given some set-up finance. Providing credit to the poorest of the poor who have no way to generate income on the back of that credit burdens them with an extra debt in the form of credit repayments and plunges them further into poverty. (In such cases, welfare assistance that is not tied to repayments should be considered.)

Another important lesson to bear in mind is that the medium- to longer-term implications of improved financial status must be taken into account. In some instances, improved financial status may prompt a family or some members of it (particularly adolescents) to use their resources to try and migrate in search of new opportunities. It is important, then, to make sure that programmes aimed



at increasing family income are accompanied by initiatives designed to ensure that improved financial status does not become a 'passport' to unsafe migration.

### Employment for adults and young people of working age

Improving the rates of employment for adults and for young people who have reached the minimum working age does not stop child trafficking. It does, though, increase the chance of the adults in the family being able to support the family and send the children to school, and it means that young people of working age are more likely to stay within their communities and contribute to both family and community development. This should contribute to reducing the child's vulnerability.

Increasing adult and youth employment is a complex and multi-faceted undertaking and is to a large extent the responsibility of governments who, working with investors and the business sector, aim to promote employment and productivity. However individual families at risk can be targeted in different ways to ensure that they are able to compete in the labour market when jobs are available. This might include improving the general educational levels of young people and adults through non-formal education (NFE) or basic literacy classes where necessary. Although NFE is often seen as a stop-gap option that focuses on helping people to 'catch up' with missed schooling or gain basic skills, it is in reality characterized primarily as education outside the normal educational stream. Many NFE courses lead to certification; workers' and employers' organizations, for example, may make NFE opportunities available to people who have not completed their education within the formal system and who have an opportunity, through NFE, to gain the qualifications they require. Vocational training is also a way to upgrade the skills of young people and adults to do particular tasks or provide them with

new skills where their own are lacking or do not match available work.

In rural areas, particularly where there is little wage employment available, skills training might have to be targeted at helping people to become self-employed. Traditional apprenticeship schemes also fall into the category of skills training and also need to take into account the demand for labour in a given market. With regard to youth employment particularly, it is vital to remember that adolescents who have reached the minimum working age (generally 15 or in some cases 14) but who have not yet reached the age of 18 have – in addition to their rights as workers – specific rights as children, including the right to protection from abuse and exploitation.

When designing and implementing vocational or skills training programmes, it is important to take account of gender differences in the marketplace but also to break free of 'traditional' approaches to gender-specific training. The skills training provided must match the work and market opportunities that are likely to be available to both men and women.

### Conditional Cash Transfers (CCTs)

Conditional Cash Transfer schemes (CCTs) provide modest cash incentives to parents on condition that they meet certain requirements – for example sending their children to school.

Micro-finance, small business development, livelihood and adult employment schemes are generally used in situations where there is a basis, however small, on which the family's finances can be built. They aim to give a much-needed boost where potential for economic improvement exists. CCTs, on the other hand, are more regularly targeted at the poorest families where there is an urgent need for support but no obvious basis on



which to grow the family's income-earning capacity in the short-term, or where the obstacle to achieving behaviour change (for example convincing parents that the children of the family must attend school) seems otherwise insurmountable.

CCTs are not just a question of 'handing over' cash but must be carefully targeted and monitored to ensure that they achieve the impact they are designed to have. They must also be monitored to ensure that there are no negative impacts – for example that the funds are not used inappropriately or that the increased income prompts the family to consider relocating without preparation and safeguards.

There have been several evaluations of CCTs, and these generally conclude that they have a positive impact on addressing some important family vulnerability factors such as family poverty, school attendance, household relationships (for example by reducing stress among the adults) and gender disparities (because the incentive is most often paid to the mother). Government resources are crucial to sustain this type of initiative. Also, it is important that families develop the means to move out of the programme at an appropriate time – for example by teaching skills that enable unemployed adults and adolescents to find work, or through other income-generating activities.

### Local Economic Development (LED)

The ILO's Job Creation and Enterprise Development Department and the ITC have pioneered research and training in LED

strategies. These are an approach to strengthening the economic capacity of a territory or locality, often within the context of low economic development in the country as a whole. Instead of targeting individual families at risk, they focus on identifying local competitive advantages and then providing communities with the means to boost local economies and create jobs. Clearly this whole-community approach is likely to reduce the vulnerability of struggling families within that community – provided that appropriate targeting and monitoring is put in place.

While it was developed within the framework of Decent Work and helping communities to face the challenges of globalization, LED is also a clear extension of work to improve the livelihood strategies of families and communities as part of efforts to eliminate child labour and combat child trafficking. Because it centres on the competitive advantage of a particular community, it is more likely to realise the economic potential of that community and to be sustainable.

LED initiatives are locally owned and managed, with strong participation of workers' and employers' organizations as well as governments at national and sub-national levels. Typically they include skills training, enterprise development, social protection, improving physical and financial infrastructure, strengthening institutional frameworks, improving local company competitiveness and exports, stimulating entrepreneurship and business or cooperative development, and attracting investment and tourism.

## Broad protection of families: What can 'GWEN' do?

### G - What can Government do?

- Governments have the primary responsibility for child protection, in line with the commitments they have made in ratifying the UN Convention on the Rights of the Child and other international instruments. This includes providing a broad range of social services relating to education, health, family well-being, freedom from abuse and violence in all its forms, and from exploitation in child labour.
- These are all elements that will have a place in poverty reduction strategies (including through PRSPs), NAPs on trafficking or other specific areas of child welfare and rights, time-bound plans (TBPs) to eliminate child labour, and strategies and plans developed around commitments to the Millennium Development Goals (MDGs) and a World Fit for Children. Governments are responsible for ensuring that the rights of children are given due weight in each of these plans and that their protection is guaranteed.
- It is important to remember that governments have a responsibility to ensure that all arms of government are individually and collectively accountable for the impact of their policies and programmes on children and families (due diligence).
- Governments also have the ultimate responsibility to provide the financial resources necessary to implement policies and programmes on behalf of children. In this regard, not only Finance Ministries but in particular Parliamentarians from all parties, their economic advisors, think-tanks and others having influence on budget allocation and priority-setting, play a vital role in ensuring that children remain high on national agendas.
- Governments can play a primary role in identifying families at risk through national surveys, census exercises, mapping of vulnerability and reporting through social service arms of government.
- Governments must set benchmarks that can be used to measure risk (such as the poverty threshold, household income barometer etc) and monitor these so that families who fall below the benchmarks, are identified and supported.
- Governments are responsible for allocating sufficient budget to be able both to support programming such as those outlined above to improve the financial status of the family, and for direct financial assistance for the poorest of the poor. This indicates the importance of coordinated action within government to ensure child protection. Ministries with responsibilities for children and families, labour, youth, employment, finance, social welfare, education and potentially others all have a role to play in child protection, and consultation and coordination across different ministries is important to maximize the impact of government policies and actions for children.
- In relation specifically to protection from trafficking, governments are tasked with promoting and facilitating safe migration so that those who desire to migrate legitimately for work are able to do so.
- Governments also, of course, have responsibility for policies to develop the labour sector and create jobs. Through Ministries of Education and Training, governments also have the task of ensuring that people are appropriately qualified to take up the jobs that are available or created.

### **W – What can Workers and Workers’ organizations do?**

- Workers’ organizations have an important role to play in protecting children from trafficking, because of their unparalleled access to workers and their privileged role as representatives of workers’ rights. In this regard, workers’ organizations also have a responsibility to ensure that their members are individually and collectively accountable for the impact of their policies and programmes on children and families (due diligence).
- Workers themselves are well placed to identify risk among their work colleagues and in their own communities.
- Workers’ organizations can be instrumental in putting in place workplace mechanisms that allow workers to report/advise on which members of their workplace or community are vulnerable, and workers’ organizations can feed this information into reporting processes around the NAP or other collaborative arrangements.
- In some countries, workers’ organizations have their own programmes to support vulnerable workers’ families and monitor their level of risk.
- Using their access to workers and communities at a grassroots level, workers’ organizations are able to conduct awareness raising on important topics linked to trafficking – for example on the rights of migrant workers to be protected from exploitative work, and on safe migration.

### **E – What can Employers and Employers’ organizations do?**

- Employers’ organizations have a responsibility to ensure that their members, individually and collectively, remain accountable for the impact of their policies and programmes on children and families (due diligence).
- Employers’ organizations may be suitably placed to identify risk, particularly in relation to identifying the sectors or specific enterprises in which conditions increase risk. This might be risk related to an adverse business climate (leading to businesses closing and workers becoming unemployed, for example), or practices that leave workers at a disadvantage (for example a growing unregulated sector that undercuts prices and puts pressure on legitimate businesses to cut workers or wages). These are clearly areas where employers’ and workers’ organizations can work together to identify risk to workers and their families.
- Employers’ organizations, as part of their anti-trafficking efforts, can promote employment opportunities for disadvantaged families (both adults and adolescents of working age) and employers can provide vocational training and apprenticeships where possible.

## N – What can NGOs and international organizations do?

- NGOs and international agencies have a responsibility to ensure that they and their partners remain individually and collectively accountable for the impact of their policies and programmes on children and families (due diligence).
- At community level, NGOs, international agencies and civil society organizations working for children are generally well placed to work with communities to identify at-risk children and families and to design and target a range of appropriate protection actions.
- Such actions include broad protection to families whose children are at risk and protection measures that directly target specific children (see next section – Protection - Continued). All actions should be based on sound vulnerability profiling and target those immediately at risk as a priority. Where possible, also, the actions that are planned should coincide with the priorities, roles and responsibilities outlined in NAPs. They should take into account the differing needs and responses of girls and boys, women and men, and should involve families and communities as active players.
- NGOs and international agencies have a vital role to play in providing support to NAPs against child trafficking, on child protection and children's rights. This includes, among other things, encouraging and providing mapping, serving as focal points, documenting learning and sharing, and building capacity (more on this in textbook 3).
- In support of the NAP, children's organizations may provide technical support to governments and other anti-trafficking/child protection actors.



See Exercises 24, 25, 26 in the Exercise book.

## Section 2.2 Protection (continued)

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 4, sections 4.2.3-4.2.7 and 4.2.9. [These sections of the kit include 20 downloadable resources that may also be considered as individual resources for this session.]

Pinheiro, P: *World Report on Violence against Children*, Geneva, 2006 (outcome of the United Nations Secretary-General's Study on Violence against Children).

### Youth employment

In recent years we have come to realize that reducing youth unemployment is also a key to helping the family survive, while reducing child labour and trafficking. Getting young people into Decent Work means that they are not only able to survive and in many cases help their families cope, but it is also a longer-term contribution to reducing their vulnerability to exploitation and trafficking.

It is an ironic fact that, in many countries where child labour and child trafficking are problems, youth unemployment is also a challenge. This is partly because adolescents of working age are often overlooked in favour of employing children who are easier to control and exploit. However it is also a result of the same factors that make children vulnerable to child labour and trafficking: low education levels and lack of appropriate skills. For this reason, targeting youth unemployment through skills training as well as through programmes to encourage employers to employ more adolescent workers, is important in addressing the wider issues that provide a context in which child labour and child trafficking happen.

### Job counselling and placement

Job counselling and helping people to find appropriate work are important protection elements. There is little point equipping young people and adult members of a family with

skills to meet market demand if they do not know how to access that demand. In many countries, such services are provided by national authorities as part of the social welfare/employment system – for example through Job Centres – and sometimes job counselling is provided in the form of Career Guidance services in schools. Where such services are not provided, it is more likely that they will be provided through independent agencies and, if that is the case, it is vital that such services be regulated and monitored to reduce the risk that they may be used by traffickers or exploiters, as spelled out in the *ILO Private Employment Agencies Convention, 1997 (No. 181)*.

Careers guidance or job counselling are also important for children who may have been exploited in child labour – including through trafficking – and who have consequently missed out on schooling or who may have dropped out of school early. Sometimes, appropriately qualified and staffed NGOs are able to offer these services.

### Education

Getting girls and boys into school and keeping them there is a vital step in reducing their vulnerability to trafficking. This is especially true of children who are 'hard to reach', such as children living on the streets, who are especially vulnerable to being recruited into child labour or to being trafficked.

The importance of education is recognized in the *Worst Forms of Child Labour Convention, 1999 (No.182)*. The preamble calls for action that takes into account the importance of free basic education and recognizes that the long-term solution to ending child labour will involve universal education. The convention emphasizes that NAPs should take into account the importance of education and that national data on children should include information on school attendance. It underlines the right of children removed from the worst forms of labour, including trafficking, to have access to free basic education and, where appropriate, vocational training. The ILO considers the elimination of child labour and trafficking and the achievement of education for all children as interconnected challenges.

In 2006, the *United Nations Secretary-General's Study on Violence against Children* made a number of recommendations relating to preventing child trafficking. The Violence Study underlined the crucial role of education and called on states to support programmes that encourage at-risk children to stay in or return to school, or to participate in non-formal education (Violence in the Community, Recommendation 2). Such programmes should be based on a clear understanding of why children drop out or do not enrol in school in the first place.

There are many reasons why children are never sent to school: the parents may never have been to school and may not recognize the importance of education (and indeed children may not recognize the importance of education). Conversely, the parents may have been to school but found that it was a negative experience, providing them with few of the skills they subsequently needed to earn a living or leaving them with other negative attitudes towards teachers, studies or the school environment. It is crucial therefore to make sure that the school experience is a good one and that parents recognize this. It is



also important, as programmes are being developed, to reach out to parents and convince them that educating their children is a longer-term investment. Even where an action is principally aimed at children, running a parallel awareness/behaviour-change activity with parents or working with a partner organization that is targeting parents in the same location, can improve the likelihood of the children-focused intervention succeeding.

Governments have a responsibility to ensure that free basic education is, indeed, free. A major disincentive to school attendance is the fact that often families are faced with incidental expenses when they send children to school. These can include the costs of transport, uniforms, meals, heating and



lighting in the classroom, stationery and books. Sometimes children are expected to donate money to supplement the teachers' income. These hidden costs mean that free schooling is often not free at all.

The education of girls is a particular priority because in some families girls are seen as inferior to boys, or likely only to get married and leave home (so that educating them is considered a poor investment). Promoting the education of girls through targeted education and awareness raising of parents can make a difference. Linking girls' (and boys') education to incentives (for instance through provision of school meal programmes, cash transfers to parents or vocational training after school) or to other assistance has also been shown to be effective, although it must be sustainable or lead to other programmatic ways to convince the parents that the children should stay in school.

Children who have been trafficked, as well as children who have been out of school for other reasons, may need help to catch up with learning or may not be able to fit immediately into the school system. In sparsely populated areas and other places where the formal school system is not well represented, non-formal education and skills training may be part of the response to address child trafficking.

### Targeted awareness raising to increase children's self-protection instincts

In protecting children from exploitation and trafficking, children themselves are an important resource. Empowering children by helping them to be aware of some of the mechanisms of trafficking – without frightening them – can help to protect them. This is particularly true of children who are taking control of their own decisions and may put themselves at risk through uninformed

choices. For example, teenage girls need to be alert to men offering them good jobs in the entertainment sector, fashion or modelling; boys need to be aware that the adventure of going to the big city or neighbouring country may lead them into situations they cannot control. Both boys and girls may also be attracted to what they see as the celebrity lifestyles of those who excel in sport. In some instances, the lure of sports stardom has been used to draw young people into exploitation. There are examples of tested awareness-raising programmes in several countries involving sports personalities working with children to understand the realities of a sporting career and the pitfalls to be avoided.

There are also many school-based programmes that include information about trafficking, but it is important to remember that many of the children who are at risk of being trafficked are those who are not in school in the first place. Information on the risks of trafficking (and child labour exploitation more generally) needs to be made available in the places where such children can be found. Street outreach teams can build up trust with these children and help to build their understanding of the risks of trafficking (as well as keep an eye on them more generally). Another effective way to reach out to children at risk is through other children.

When preparing materials to transmit messages to children, it is vital to take the age and sex of the children into account in developing the format of the messages and the way they are presented and to 'test' these formats with children themselves or involve the children in designing them. It is also extremely important, in developing awareness-raising and behaviour change programmes, to develop from the outset mechanisms for measuring their effectiveness.

## Beyond awareness raising: Behaviour change

Ultimately, awareness raising is not only about sharing information; it is about affecting behaviour change. This requires a comprehensive understanding of the links between beliefs and behaviour, and of the mechanisms for encouraging these to change. It also presupposes a capacity to formulate the right messages to trigger these mechanisms and the right vehicles and formats to help them penetrate to the people being targeted. It also presumes an understanding of who those people are, why they need to change and how they might do that.

Affecting behaviour change can involve several different kinds of activity: TV and radio spots or programmes, posters and leaflets, music and theatre, displays and artwork, one-on-one presentations or discussions; formal speeches and increasingly websites, chats and blogs and mobile phone messages and images. Whatever the format, the same rules apply: know what you are trying to achieve, who you want to reach and what you want them to do as a result of your action; how you can reach them and the messages you will try to communicate.

Behaviour change to reduce the risk of trafficking should not only be aimed at children but also at the public at large, in particular in cases where the public is indifferent to (or even accepting of) the exploitative end results of trafficking.

## Addressing exclusion and discrimination, including gender inequality

Marginalization often excludes people from accessing basic services such as healthcare and education. Such exclusion and discrimination plays into the hands of traffickers and makes such people vulnerable to trafficking.

Registration at birth of all children – regardless of ethnic origin – is extremely important to ensure they have access to basic public services such as education and healthcare, and protection.

Anti-trafficking programmes should take into account the gender-specific dimensions to these problems. They need to take account of the particular needs and concerns of girls and boys, the different roles and functions they may have within their families and communities, and the different responses that will consequently be necessary. Understanding and addressing the gender dimension to child trafficking problems, and their links to other social and economic inequalities, are crucial to empowering the most vulnerable, and to ensuring sustainable action towards the elimination of labour and human rights abuses.

The differences between girls and boys also need to be built into the processes that are put in place when implementing anti-child trafficking actions. For example, is there anything that may limit the ability of girls (or boys) to participate fully, such as a male facilitator in a male-dominated community who ignores any girls who wish to speak, or is patronizing or dominating towards them?

ILO-IPEC has recommended a four-pronged approach to factoring gender into anti-child trafficking work. This involves (1) carrying out a gender analysis (to map out the gender issues); (2) programming interventions or strategies that are gender-specific (and that take account of the gender issues that have been identified); (3) starting a process of institutional change in procedures and processes to take account of gender specificity; and (4) giving girls and women a voice by involving them in all these elements of anti-child trafficking processes.



## Broad protection of children: What can GWEN do?

### G – What can Government do?

- Governments are responsible for developing policies and programmes to promote social development and poverty reduction at a national level.
- They are responsible for policies, laws and actions to promote free basic education for all. These government actions are fundamental to establishing a ‘protective environment’ for children, because they have a direct impact on the level of vulnerability of children and families.
- Governments are primarily responsible for policies and actions that promote Decent Work, including through a national Decent Work Country Programme.
- Included in Decent Work strategies should be initiatives to promote youth employment and to eliminate child labour.
- Governments are responsible for providing and/or regulating and monitoring job counselling and careers guidance services, including for youth of working age.
- At all times, governments have a responsibility to take into account the need to address problems of exclusion, discrimination and inequality, including in their own efforts to develop and implement legislation and provide government services.
- In these areas in particular, governments can show leadership. National campaigns promoting any or all of the issues relevant to protecting children from trafficking are an element of many governments’ leadership initiatives.

### W – What can Workers and Workers’ organizations do?

- Organizing young people of working age that are at risk of trafficking can contribute to reducing their risk of trafficking. In line with the ILO Freedom of Association and Protection of the Right to Organize Convention, 1948 (No.87), it is crucial that young people who have reached the minimum age for work or employment are given right of access to join trade unions, make their voices heard, and participate in collective bargaining processes. Empowering young people in the workplace sends a clear signal about the universality of labour rights and underpins the ILO’s efforts to promote Decent Work.
- The same is true of organizing and empowering migrant workers. The International Trade Union Confederation and the global union federations now promote different forms of cooperation including portable trade union membership for migrant workers who cross borders, and this may contribute to providing protection if trade unions are active at both source and destination.
- Trade unions in origin and destination countries may conclude bilateral agreements to ensure protection of migrant workers and to overcome language, cultural and financial hurdles.
- Workers’ organizations have an important role to play, alongside employers, in promoting youth employment, and vocational training and educational opportunities for young workers of working age.
- Workers’ organizations are able to develop workplace awareness-raising campaigns, including those that address areas such as the rights of migrant workers, inclusion and discrimination. Information campaigns on child trafficking and child labour help workers to understand the issue better and be alert to exploitation and trafficking, and training for union officials in these areas is particularly important.

## E – What can Employers and Employers' organizations do?

- Employers have a vital role to play in sending clear messages about the importance of protecting children from exploitation and trafficking. This can be done in a number of ways, including in a company's mission statement, and in marketing and advertising materials. Ideally these should be part of a broader corporate social responsibility (CSR) strategy within an individual business and within a sector, and in communications with clients as well as suppliers.
- Employers are also well equipped to provide education and skills training in the sectors in which they operate, for example by contributing to courses offered in local vocational institutions or through NGOs – by offering training, equipment and/or scholarships.
- Employers can also offer decent work to children of working age – to reduce the risk that these children are trafficked into situations of exploitation.
- Employers' organizations can contribute to promoting the importance of child protection messages, as well as messages about the rights of migrant workers, treatment of young workers, gender equality and anti-discriminatory practices.
- To back up these publicized values, employers' organizations can promote among members approaches that combat discrimination, such as the integration of migrant workers, support services such as non-formal education for young workers, and ancillary services such as career guidance. The 'lead company' concept, in which companies that have successfully achieved corporate social responsibility goals in relation to such principles and services are nominated as good examples in the field and appropriately recognized, is a way of spreading these experiences and promoting healthy competition.

## N – What can NGOs and international organizations do?

- NGOs, international agencies and other organizations working in the areas of child rights, child welfare or child labour, have a long tradition of implementing a wide range of child protection actions. It is equally important, though, that all agencies have an internal child protection policy that covers issues such as discrimination and exclusion in their own structures and work.
- Gender sensitivities, issues of exclusion and discrimination (on various grounds such as ethnicity, impairment, sex etc) should be mainstreamed into policies and programmes at all levels.
- Children's agencies are able to offer a range of initiatives in the fields of education, NFE and vocational and skills training. These may be run through and in collaboration with schools and training centres or as stand-alone initiatives, perhaps in conjunction with other projects such as removal of children from child labour, for example.
- Agencies run programmes to help children who do attend school to access school necessities such as uniforms, stationery or insurance fees, where these are an obstacle to the child's full participation in otherwise free education. Under the Education for All banner, agencies collaborate in other programming. Obviously, since there is a broad body of experience in these areas, learning from good practices that have already been tried and tested is important.

- Children's organizations may be able to contribute to job counselling, careers guidance and placement services where these are not provided by government or schools.
- Independent advice to children approaching the minimum working age is a crucial element in protecting them from trafficking, especially in areas where unregulated recruitment agencies operate. Through partnerships with local businesses and sponsors in the corporate sector, children's organizations may be able to place children of working age in decent work.
- Children and young people of working age need to know their rights as workers and understand notions of exploitation and trafficking, for their own protection. They also need to know what to do and where to report if they are approached by recruiters with offers that seem attractive. Children's organizations are well equipped both to inform and educate on labour and children's rights, and to contribute – with government, employers' or workers' organizations – to putting in place reporting processes and support services that children can turn to.
- More general programming in the areas of awareness raising, capacity building and behaviour change are also regularly run by children's organizations. The key to the success of such programmes lies in the careful targeting and preparation of messages.



See Exercises 27, 28, 29 in the Exercise book.

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## Section 2.3

# Prevention of the crime of child trafficking

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 4, sections 4.3.1-4.3.4. [This section of the kit includes 14 downloadable resources that may also be considered as individual resources for this session.]

IPEC: *Trade union resource manual on child labour – Module on child trafficking*, Geneva, ILO (draft forthcoming 2009).

ILO: *Human trafficking and forced labour exploitation – Guidance for legislation and law enforcement*, Geneva, SAPFL, 2005.

Protection actions in anti-trafficking work are essentially focused on children and contribute to preventing these particular children from being trafficked, but this does not mean that the crime of trafficking is stopped. The traffickers may move their operations elsewhere or focus on other groups of people (sometimes called ‘displacement and replacement’ or ‘push down, pop up’). Prevention actions are therefore generally focused on addressing the problem of trafficking itself, including demand for exploitation in all its forms.

### Strengthening the legal framework

Countries must have the legal instruments to pursue traffickers and those who facilitate – or demand – their work. The United Nations High Commissioner for Human Rights’ *Recommended Principles and Guidelines on Human Rights and Human Trafficking* call on states to provide for criminal liability for trafficking offences and effective penalties, including those that fall under extradition treaties, and to confiscate both the proceeds and the instruments of trafficking. The guidelines cover the status of the victim in legislation and protection for witnesses. The document notes that one of the major

obstacles identified in the fight against trafficking is the lack of specific and/or adequate legislation and calls on countries to amend or adopt legislation so that the crime of trafficking is precisely defined.

Despite this, many countries still do not have specific anti-trafficking laws. Legislation and law enforcement are often also weak in relation to those sectors of the labour market where many trafficked children end up, such as domestic labour. Because labour inspectors and law enforcement officials cannot readily enter the ‘premises’ in which domestic labourers are to be found – generally private homes – these workers are denied the protection that the law should offer them.

The Palermo Protocol calls for the criminalization of corruption on the part of public or other officials that allows trafficking to occur. This ranges from border guards who turn a blind eye to irregular documentation, to civil service agents who provide illegal documents – for example a copy of someone else’s birth certificate so that the trafficked child’s age can be hidden – and others who, in various ways, contribute to trafficking.

## Promoting safe, legal migration for decent work for youth of legal working age

In recent years there has been a growing realization that one of the important ways of preventing child trafficking (and indeed adult trafficking too) is to promote safe, legal migration for those of legal working age, so that they are able to seek out decent work or training if it cannot be found in their place of origin.

Safe, legal migration is not the same as open borders – just opening up borders and letting people move freely across them is a recipe for uncontrolled migration and vulnerability to exploitation as people move with no means of support. Rather the answer is ‘migration governance’ – putting in place procedures for safe migration of young people of working age and adults, based on cross-border or inter-provincial cooperation among governments, and measures to ensure that people who do migrate have a clear path to employment and stability. This also means making sure that the labour market realities of origin and destination places are well understood and form part of the migration management plan. This would allow for the promotion of migrants into a certain place where there is a shortage of skills (or unskilled labour) in a controlled way with safety mechanisms built in.

It is important to accompany a strong, fair migration policy with ways of letting people know how it works and what it means for them. It is particularly important to make sure that those who might be likely to want to move for work (or for other reasons) know how they can do so safely. To do this, it will be necessary to identify who these people are. Migration services should be made accessible to the target group and relevant to their needs. Ideally they should be offered in target communities, geared towards the specific needs of girls and boys of working age, and offered at times of the day and week that are convenient to them.

## Registration, licensing and monitoring of employment agencies

The registration, licensing and monitoring of recruitment agencies, travel agencies, temporary human resource bureaus and other agents involved in recruiting, organizing and facilitating labour migration (both domestic and cross-border) is an essential element in preventing trafficking. Such registration, licensing and monitoring should include provisions that apply particularly to the recruitment and movement of people under the age of 18 years of age. A range of issues must be taken into account: checks on the age of the child (has s/he reached the minimum working age in the country in which s/he will be employed? Is the family supportive of the child seeking work? Are there any indications of coercion in the child’s leaving? Is the employer known and does s/he have an anti child labour policy?) Registration and licensing have to be accompanied by monitoring for compliance and sanctions for non-compliance. Such regulatory processes are particularly important for sectors that are open to abuse and often completely unregulated, for example domestic labour.

One important point to remember also is that, if one or both parents or the whole family are migrating for work, there may be child protection issues that should be checked. In some seasonal work, for example, children are obliged to work alongside their parents as a condition of their employment. Often workers’ organizations in the country of destination will have insights into such exploitative practices.

In late 2007, ILO-IPEC’s subregional trafficking programme in the Greater Mekong Subregion (TICW) convened consultative meetings at the national and subregional levels to discuss commissioned multi-country research and to develop guidelines on good migration recruitment practices. The guidelines were approved at TICW’s tri-partite



Sub-Regional Advisory Committee meeting in November 2007 and the COMMIT Senior Officials Meeting in Beijing in December 2007.

TICW also developed a training programme and materials on applying the guidelines. The objective of the course was to train mid-level government officials, workers' and employers' representatives (especially recruitment agencies) on the strengths and weaknesses of the current migrant recruitment system and on ways in which they might improve the system.

At the end of the first training course, a list of challenges and recommendations was drafted. Although this was put together in relation to two countries participating in the course specifically, it gives insight into many of the elements to be considered in relation to the work of recruitment agencies in facilitating safe labour migration and so reducing the risk of would-be migrants and their families falling victim to traffickers. The following list of challenges has been edited to take out specific country details.

### Challenges regarding pre-departure procedures and services

- There are long delays at three of the stages of the process – advertising vacancies, obtaining travel documents, and obtaining a work permit. (Note that it is at this point that specific issues relating to migrating minors should be checked.)
- Many migrant workers have no identity documentation and it takes a long time to verify their identity and obtain passports. (Specific attention must be paid to documentation to ensure that the age of a migrating child is verified and that there has been no falsification of documents by people aiming to move or exploit the child.)
- Unfortunately, in most cases workers have to pay for pre-departure training, which can put them in debt. (Debt, of course, is a risk factor for children moving to find work because it sets up a dependent relationship.)



- Workers' and other mass organizations are not included in the development and delivery of pre-departure training. (Workers' and employers' organizations, as well as NGOs and other civil society agencies, can play an important role in ensuring that child protection issues are monitored.)
- There is a lack of awareness about employer expectations for work standards and conduct in the destination countries (e.g. working hours).

### Challenges regarding regulation of recruitment agencies

- Brokers and people in authority may make false promises to workers in provinces on behalf of recruitment agencies. (This would constitute deception.)
- Lack of trained inspectors.
- Fees are charged for the processing of documents at each level of government. The forms and amounts charged vary from province to province.
- There is no publicly available information about the costs breakdown, especially the recruitment service fees.
- A large portion of the recruitment costs are for services in the receiving country – these costs can be quite high and it is unclear what the breakdown of these costs is.
- There are no low-interest loans available for workers who cannot afford the recruitment costs (e.g. loans provided by government). (Note that all these points relating to fees are significant in the case of young workers, since they might conceivably lead to a situation of debt bondage or a relationship of dependency.)

### Challenges regarding working conditions and rights

- Often there is no labour attaché from the receiving country posted in the sending country.
- No clear understanding or information about why workers return prematurely
- Government should have a strategy to provide and manage information, even in remote areas.
- Workers who are under 18 years migrate informally because they are not able to migrate through formal channels.

### Promoting decent work

In recent years, the ILO has brought its anti-child trafficking work under the umbrella of its overarching policy to promote and ensure Decent Work. The thinking behind this is clear: where adults and adolescents of legal working age can earn a fair living, with access to their rights as workers, they and their families are less likely to be vulnerable to exploitation, discrimination, trafficking and child labour. Their communities and countries are more likely to be able to achieve the development goals agreed by the international community, including the goal of education for all children.

The tools of decent work are important tools to combat child trafficking: labour inspections, for example, are vital to reducing exploitative labour practices, including child labour. Important to the promotion of Decent Work and to its role in reducing the vulnerability of young people of working age is the concept of 'good demand'. This recognizes that encouraging employers to recruit young people of minimum working age and to make opportunities available to them in the context of Decent Work is one way of protecting these young people from exploitation, including through trafficking.

## Demand reduction

In contrast to 'good demand' for labour, there is also what has been called 'bad demand'. This is characterized by:

- pressure for cheap and subservient labour;
- weak or absent labour law enforcement;
- informal and unregulated forms of work;
- restrictive migration policies; and
- a lack of organization or representation of workers.

(In some specific areas, such as commercial sexual exploitation, there may also be particular factors that underlie 'bad demand',

for example a preference for sex with children or young women.)

Tackling these factors and in particular recognizing that most occur at destination, rather than at source, is fundamental to preventing trafficking. In recent years, there has been a shift towards the realization that 'prevention' cannot only happen at the source/sending end of the trafficking chain but also at destination/receiving end. This reflects the reality that trafficking includes both movement and exploitation, and that addressing the exploitation component, including at destination, is a valid way of preventing trafficking from occurring.

## Prevention: What can GWEN do?

### G – What can Government do?

- Governments are responsible for putting in place the legislative framework that is instrumental in preventing child trafficking. This includes anti-trafficking legislation, migration and labour laws, as well as legislation relating to child protection generally. A complete battery of anti-trafficking legislation will also cover areas such as money laundering, the intermediary 'services' involved in trafficking such as counterfeiting of documents, corruption of officials etc.
- Labour market regulation and monitoring are primarily the responsibility of governments and, in this regard, should include appropriate attention to issues related to child trafficking and exploitation.
- In implementing the law, governments can also do much to promote safe, legal migration and provide services to people who wish to seek work legally within a country. This includes providing accessible, updated information on migration, recruitment services, labour laws and rights, and support services at both source and destination. Programmes like the ILO's 'Travel smart, work smart' initiative, which is run jointly by governments, NGOs and the ILO, are useful in getting information to potential labour migrants that will help them to make the right choices as they prepare to move or to encourage younger members of their family (above the minimum working age) to migrate for work.
- In relation to labour migration and especially the movement of young people (of working age) for work, governments are also able to make sure that the visa system in their country is designed to provide conditions that reflect both the right to work and other rights. For example, temporary work visas should not have conditions imposed upon them that might empower traffickers, for example by stipulating that an employer should hold on to the travel and identity documents of a worker.



### **W – What can Workers and Workers’ organizations do?**

- Workers’ organizations are well placed to campaign for ratification and effective implementation of relevant international legislation, and monitoring effective implementation, and pressuring employers and employment agencies to be vigilant against the use of trafficked child labour in their supply chain and effectively monitor their effective implementation through presence on the work floor;
- The role of workers’ organizations may vary depending on whether they operate in sending or receiving areas, but in both these instances, counselling for (potential) migrant workers on their rights is appropriate. Workers’ organizations are well placed to implement destination-side prevention programmes, especially those designed to integrate migrant workers and prevent their exploitation.
- Workers’ organizations can target ‘bad demand’ by identifying unscrupulous employers/exploitative workplaces, helping workers to recognize these and putting in place suitable processes for reporting these to the appropriate authorities.
- In relation to promoting safe migration, workers’ organizations should pay attention to young migrants, look out for illegal employment brokers/recruiters, ensure viable, monitored contracts and designate trained supervisors for these purposes.
- Workers’ organizations can offer training (including in labour rights in the host country, systems of redress etc).
- Workers’ organizations have an important role to play in supporting labour inspections and in educating and encouraging all workers to cooperate with these inspections.

### **E – What can Employers and Employers’ organizations do?**

- Employers are well placed to develop policies against exploitative labour and to identify unscrupulous employers who exploit labour and turn a blind eye to trafficking. This is a sensitive area since employers may not wish to ‘police’ other employers, however it makes good business sense to eliminate unsound work practices that could ultimately result in price pressures, for example, or consumer boycotts.
- Employers are able to cooperate with labour inspectorates to this end, as well as with workers’ organizations and law enforcement.
- Employers’ organizations have in some countries introduced anti-trafficking statements and actions in bipartite and tripartite negotiations and agreements.
- Employers’ organizations are also able to use their influence to lobby governments to act decisively against unscrupulous employers and workplaces and to introduce and implement effective legislation to this effect.

## **N – What can NGOs and international organizations do?**

- NGOs, international agencies and other civil society organizations have an important role to play in working with government to ensure the rights-based development of laws and policies. This includes particular attention to the best interests of the child, gender sensitivities, and an absence of discrimination and exclusion of elements that exclude some groups.
- Agencies can develop and implement safe migration programmes and provide support programmes to the migrant population, as well as destination-side prevention programming, for example working with employers and workers' organizations to report exploitative workplaces.



**See Exercises 30, 31, 32, 33 in the Exercise book.**

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## Section 2.4 Prevention (continued)

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 4, section 4.3.5. [This section of the kit includes 3 downloadable resources that may also be considered as individual resources for this session.]

*ILO: Employer handbook on Combating forced labour; a handbook for employers and business*, Geneva, SAPFL, 2008.

### Supply chain interventions

Child trafficking can and does occur into labour, and this labour may be just one link in a complex chain of production or supply. For example, a piece of fashion clothing produced by a reputable garment manufacturer may have been manufactured by workers whose conditions of employment fully conform to labour standards. But what about the buttons on that garment? Or the decorative trim at the neckline? Or the cotton picking that preceded it?

At any stage of the supply chain, children (and indeed adults) may have been exploited, and may have been trafficked into that exploitation. As sub-contracting arrangements become more complex and increasingly global, it is an enormous challenge to check every link in the chain and be able to guarantee that end products are, indeed 'child trafficking-free'. This is increasingly, however, what consumers desire and require. A number of high profile campaigns in some sectors against reputable manufacturers whose supply chains were shown to include exploitative sub-contractors, have illustrated in recent years how vulnerable reputable employers can be if they are not fully aware of all the elements of their supply chain, all the sub-contractors used (and the sub-contractors of their sub-contractors) and cannot guarantee 100 per cent that their output is child trafficking/labour-free.

To prevent this from happening, it is crucial to have transparency with regards to all actors in the supply chain, and stringent monitoring by independent and well resourced agencies.

### Global frameworks

A number of frameworks have been developed that promote corporate social responsibility (CSR) and ethical business in relation to child labour and child trafficking. The 1977 'Tripartite Declaration of Principles concerning multinational enterprises and social policy' (MNE Declaration) is one of the foundations upon which the corporate social responsibility movement is built. It includes a statement on multinational enterprises' duty to take immediate and effective measures within their own competence to secure the prohibition and elimination of the worst forms of child labour including child trafficking as a matter of urgency. The third section of the Declaration, entitled 'Conditions of work and life' covers minimum age requirements.

In 2007, an ILO forum marking the thirtieth anniversary of the MNE Declaration underlined the changing environment in which multi-national enterprises operate including the challenges global companies face because of the growth and complexity of supply chains and the fact that sub-contracting reaches down into the



informal, unregulated economy. The importance of harnessing the strength of tripartism and the cooperation of employers and workers in upholding, implementing and monitoring the impact of the MNE Declaration was stressed.

The United Nations-led Global Compact is another framework that supports environmental and social principles, which includes principles on the effective abolition of child labour, including child trafficking. The Global Compact is not a mechanism to check compliance, a mandatory set of guidelines or a regulatory system. It is a voluntary initiative that is a valuable platform for social dialogue and a mechanism that allows businesses to demonstrate a position of leadership and demonstrate the values that characterize the enterprise. The Compact also provides companies with access to UN expertise, for example through the sharing of experiences and learning among like-minded companies and organizations.

### Corporate social responsibility

Companies, small and big, local and multi-national, can enshrine the values that they stand for and that they believe all their management, workers, suppliers and sub-contractors should uphold in a code of conduct/ethics or similar statement. To date, very few codes that have been developed include an explicit statement rejecting child labour or child trafficking, and details on what the company will do to contribute to eliminating them.

When a code of conduct is in place, it should be actively used: as a measure to evaluate candidates for jobs in the company, as part of initiation briefings and training, when performance is evaluated and when employers and workers' organizations sit down to discuss progress and negotiate terms.

Codes of conduct and other value statements can also be used to indicate to customers and the broader public what the company

stands for (and is in that way also a form of awareness raising about child labour and child trafficking). Smaller companies may not have the resources to do this regularly or actively, but some multi-national corporations issue annual Corporate Social Responsibility (CSR) reports, including on how the code of conduct has been implemented. These may describe supply chains and outline policies and practices that are designed to keep the supply chain child labour/trafficking-free.

### Other supply chain interventions

In recent years, a number of multi-stakeholder initiatives have been launched that reinforce partnerships at industry level to, among other things, commission research, implement pilot projects and develop model codes supported by exchange of good practice and experience.

The Ethical Trading Initiative (ETI) is an alliance of companies, workers' organizations and NGOs that aims to promote and improve the implementation of codes of conduct/ethics covering supply chain working conditions. The ETI is UK-based and focuses on workers producing for the UK market. The ETI has developed the ETI Base Code, which is a model code indicating the minimum elements that all company codes should cover. Section 4 states that 'child labour shall not be used' and, although there is no specific mention of child trafficking in the ETI Base Code, there is an overarching reference to the fact that "policies and

procedures shall conform to the provisions of the relevant ILO standards". Companies that join the trading initiative commit to implementing the ETI Base Code in their supply chains and reporting each year on progress.

The ETI Base Code complies with 'SA8000', the Social Accountability 8000 Standard developed in 1997 (revised 2001) by Social Accountability International (SAI). SAI convened an international, multi-stakeholder advisory board to coordinate the development of standards and systems relating to workers' rights. This multi-stakeholder partnership includes workers' organizations, retailers, manufacturers and contractors, human rights organizations and consulting, accounting and certification firms. SAI coordinates independent verification of compliance of SA8000, public reporting on progress, training and research. The first element of SA8000 covers child labour, and is based on ILO Minimum Age Convention, 1973 (No.138).

SA8000 forms the basis for other multi-stakeholder partnerships that have adopted the minimum elements of the standard in the codes that they promote to their members. The US-based Fair Labor Association, for example, has developed the model FLA Workplace Code of Conduct that reiterates the minimum age requirements. However, none of these initiatives specifically addresses child trafficking nor indeed human trafficking.

## Prevention (continued): What can GWEN do?

### G – What can Government do?

- The central role of labour inspections should be stressed by government, including through information campaigns, and labour inspectorates must be adequately resourced.
- Governments can do much to support the efforts of business in promoting standards and practices that focus on raising awareness of and eliminating child labour and child trafficking. Among other actions, the award of ‘ethical business’ labels or prizes to companies that put in place monitored, reliable codes of practice that apply at all levels of the supply chain are both a way to reward ethical business practice and promote consumer awareness.
- The arms of government that deal with labour, trade and commerce can provide support to the development of CSR statements and practices.

### W – What can Workers and Workers’ organizations do?

- Workers’ organizations and employers can together develop, implement and monitor CSR statements and codes of conduct that include specifics on fighting child trafficking.
- Workers’ organizations are well placed to engage the informal sector and to organize workers in the informal sector with a view to ensuring their rights and monitoring compliance with standards, including in relation to child labour- and trafficking-free workplaces.
- Workers’ organizations can contribute to promoting cooperation with labour inspections as a legitimate contribution to CSR and upholding labour laws and standards.

### E – What can Employers and Employers’ organizations do?

- Employers are individually responsible for supply chain management, including sourcing, procurement, logistics and coordination with all points of the chain. Theirs is the primary responsibility for ensuring that all links in the chain are child trafficking-free and that company policies and processes in this regard are communicated to suppliers, intermediaries and customers. However employers’ organizations can contribute by participating, with workers’ organizations, in the development and monitoring of international framework initiatives (examples are in the automotive and garment industries).
- Management and workers of individual companies should develop ethical procedures within the company and transmit these values to suppliers and sub-contractors, and monitor compliance.
- In respect to child trafficking in particular, attention needs to be paid to recruitment and hiring, including of short-term casual labour. Employers’ organizations and workers’ organizations can promote and facilitate good practice exchange related to workplace-related processes, structures and mechanisms for recruitment and hiring to ensure that they are child trafficking-free.

- Employers have been called upon to engage the informal sector in adhering to child trafficking-free practices, including through bringing them in to employers' organizations and sectoral groupings.
- Employers and workers together should develop codes of practice and monitoring processes that underpin the company's values in relation to child labour, child trafficking and child protection.
- Employers' organizations can contribute to promoting cooperation with labour inspections as a legitimate contribution to CSR and upholding labour laws and standards.

#### **N – What can NGOs and international organizations do?**

- NGOs and international agencies are often called upon to 'police' supply chain processes by media and consumer groups and to 'expose' instances of child labour and child trafficking. This is not always helpful if the result is a boycott of products and services that might lead to a lay-off of workers.
- NGOs and children's agencies have much to offer governments, employers' and workers' organizations in putting in place appropriate policies, codes and processes aimed at protecting children from child labour and exploitation, and can work pro-actively to establish child protection mechanisms and make these known.
- NGOs and children's agencies are also able to contribute to employer-run projects designed to reinforce the resilience of children and families in areas that are known to be source or destination points in child trafficking chains.



See Exercises 34, 35, 36 in the Exercise book.



## Section 2.5 Law enforcement

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners, Geneva, ILO, 2008, Book 4, sections 4.4.1 and 4.4.3. [These sections of the kit include 1 downloadable resource.]*

Effective law enforcement against traffickers is a major deterrent to trafficking. Bringing these criminals to justice and increasing the chance that traffickers get caught, is the surest way to send a clear message that child trafficking will not be tolerated. It is also a strong deterrent to casual traffickers and to those who help them or exploit the children they supply.

Prosecuted traffickers may desist from trafficking again if their operations are small-scale and the losses incurred (or the sanctions imposed) no longer seem worth the risk. Even large-scale, organized trafficking rings may be at least temporarily interrupted by law enforcement actions if the penalties meted out are strong enough to be seen as significant by traffickers, particularly in relation to the substantial profits that are to be made. The sanctioning of traffickers presumes clear and unequivocal laws that can be used not only to bring them to justice but also, through confiscation of their assets, dismantle the mechanisms they use to traffic and exploit children. Confiscation of assets and financial compensation for victims is both a deterrent to traffickers and an appropriate support to those who have been affected by their actions.

The United Nations Secretary-General's Study on Violence against Children called on governments to increase their efforts to punish child trafficking, recommending 'vigorous law enforcement action' while ensuring that trafficked children, or those who are used to traffic drugs and weapons, are not re-victimized as criminals (Violence in the Community, Recommendation 8).

The public reporting of prosecutions is also important, because it lets other traffickers know that law enforcement is being successful. Public reporting of prosecutions is also important because it helps to break down social indifference – something that is often a result of apathy and ignorance rather than a positive tolerance of criminal activity. Reporting and a consequent belief that law enforcement is being successful against traffickers also helps to address the fears that people may have that 'nothing can be done' to stop trafficking or bring traffickers to justice.

Law enforcement in relation to trafficking applies not only to the implementation of criminal law but also labour law, which is a potent weapon in anti-trafficking efforts. It has to be borne in mind however, that labour law cannot reach into the underground economy or unregulated workplaces. It is important that those working in the legal professions understand trafficking, labour exploitation and the realities of the underground economy. They also, of course, should appreciate issues relating to victim protection and rights.

### Identifying traffickers and trafficking incidents

Although trafficking is a clandestine affair, its results often hidden away behind the closed doors of exploitative workplaces, there are times when it comes more prominently into public view. The most visible moments in trafficking are:



- during recruitment;
- when a border is crossed; and sometimes
- when children are being exploited.

Recruitment is by nature a relatively open process since it often works by word-of-mouth and by person-to-person connections being made. Border crossings are relatively open to scrutiny. Transport hubs are also places where traffickers and children may be recognized – for example bus and railway stations, ferry terminals or airports. Exploitation by unscrupulous employers in a range of different sectors and types of work is sometimes visible to the public – for instance when children work on plantations or in agriculture, or when they are involved in organized begging.

The instances when trafficking is visible provide some opportunity for interrupting the trafficking event, although it is important to stress that such actions are the business of law enforcement because of the danger they present. There is also a role, however, for NGOs, social welfare agents and others to stay alert to recruiters and traffickers, report these when they are identified and above all be ready to support the children who may be rescued if the traffickers are interrupted.

### Traffickers and exploiters at destination

It is important to remember also that unscrupulous employers, who generate ‘bad demand’ for trafficked children, are a significant element in the trafficking chain and are considered traffickers (because they have ‘received’ trafficked children and conform to the Palermo Protocol’s definition of trafficking). Identifying exploitative employers and bringing them to justice is an important element of law enforcement. This may occur through police actions but also through the work of labour inspectors who identify cases of child labour/child trafficking and use the power of labour laws to bring exploiters to justice.

### Improving law enforcement and ensuring punishment of traffickers

The role of the judiciary in bringing the full weight of the law to bear on trafficking cases is crucial, and it is therefore important that judges, prosecutors and attorneys are well versed not only in the laws that apply in child trafficking cases but also in labour laws that provide the framework in which exploitation can be identified and punished.

This should ideally be covered in advanced training courses for those entering the legal profession, however it is also important that knowledge of labour law and of the growing battery of anti-trafficking instruments should be updated through regular briefings and training of practising law enforcement personnel. NGOs and international agencies have been instrumental in providing awareness raising and education to legal personnel on trafficking and victims’ rights.

The proof of improved law enforcement is in the number of successful convictions and measure of punishment imposed on child traffickers. Annually updated records on these are valuable in measuring progress.

### Supervision of the implementation of relevant ILO Conventions

Most countries have ratified the ILO Conventions on child labour (Nos. 138 and 182) and forced labour (Nos. 29 and 105). Supervision of the implementation of the Conventions is based on governments’ bi-annual reports submitted to the ILO. Governments are expected to consult employers’ and workers’ organizations when they draw up periodic reports. This consultation is obligatory if a country has ratified the Tripartite Consultation Convention, 1976 (No. 144).

National workers’ and employers’ organizations, who receive copies of the



government report, are encouraged to submit their own comments and observations on reports by governments – including on efforts to fight child trafficking. The government reports and comments provided by employers and workers organizations are examined by an independent supervisory body, the Committee of Experts on the Application of Conventions and Recommendations (CEACR), which adopts comments regarding the application of a Convention by individual countries. Its report is submitted to the International Labour Conference, where it is

discussed by a tripartite committee. The comments of the Committee and the discussions at the Conference are public.

Workers' and employers' organizations can make their views known to the government or submit them directly to the ILO in a simple letter. Such submissions are important, because they allow for a fuller assessment of government reports. Increasingly, workers' and employers' organizations benefit in their submissions from inputs by NGOs and others such as academic researchers.

**Law enforcement: What can GWEN do?****G – What can Government do?**

- Governments are responsible for introducing, reviewing and enforcing national legislation in line with international commitments.
- Governments are responsible for regulatory and/or legislative regimes, for example relating to residence permits and the licensing of recruitment agencies.
- Governments are responsible for periodic reporting to the ILO after consultation with employers' and workers' organizations, and for other scheduled reporting to, for example, the Committee on the Rights of the Child (including on issues related to child labour and child trafficking).
- In line with international commitments, governments also have responsibility for ensuring that the rights of children who are victims of trafficking are appropriately accompanied throughout law enforcement and legal proceedings and that their rights to protection, confidentiality, legal representation and recourse etc. are upheld.

**W & E – What can Workers' and Employers' organizations do?**

- Workers' and employers' organizations play an important role in consulting with government when the latter submit reports to the ILO. They may also submit separate reports to the ILO.
- Workers, employers and the organizations that represent them are a key element of law enforcement at destination, since they are well placed to observe and identify those who exploit children, including as a result of trafficking. Such organizations can work alongside labour inspectors to report cases of which they become aware.
- Some specific sectors have an important contribution to make to identifying traffickers and trafficking routes. These include transport workers and companies, and workers in high-risk sectors where there may be a large unregulated and/or migrant workforce (construction, tourism, seasonal agriculture for example).
- It is important to bear in mind the risks inherent in reporting incidences of trafficking. The safety of those who have information to provide to law enforcement officers must be taken into consideration at all times.

**N – What can NGOs and international organizations do?**

- The focus of NGO and agency support to law enforcement should be the child. NGOs are well placed to provide capacity building to law enforcement to help them understand issues of child protection and the needs of children during law enforcement operations. NGOs and agencies can provide support services directly to the children and work to ensure their protection.
- International agencies have a specific role in providing technical assistance to governments, workers' and employers' organizations in the preparation of reports to the ILO and treaty bodies such as the Committee on the Rights of the Child. NGOs may provide inputs to the former and are able to submit separate reports to the latter.
- NGOs and international agencies working for children have an important support role to play in law enforcement. Their safety, also, must be considered and it is not advisable for child rights workers to attempt to intercept traffickers or intervene in law enforcement operations.

 See Exercises 37, 38 in the Exercise book.

## Section 2.6 Law enforcement (continued)

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners, Geneva, ILO, 2008, Book 4, sections 4.4.4 and 4.4.5. [These sections of the kit include 2 downloadable resources.]*

### Identifying recruitment patterns and reporting recruiters

Communities are often involved in surveillance of traffickers and intermediaries, because they are best placed to know who is doing what within their community. The ILO has had considerable experience in establishing, training and supporting 'community watch' teams that report on trafficker/recruiter activity (and who additionally can provide information on shifting vulnerability in the community and at-risk children or families). These grassroots-level surveillance teams (sometimes also called 'vigilance committees') need to have access to reliable, confidential reporting processes that prompt rapid response and that do not put them at risk of reprisals.

Similar grassroots surveillance can also occur within other kinds of 'community' – for example around transport hubs such as bus stations, where the 'community' of food and drinks vendors is often ideally placed to observe patterns of movement and the people who are moving. Such 'informants' are often a vital link in law enforcement although, naturally, they should never be put at risk. Here also, reliable, confidential reporting lines need to be put in place, and reports should prompt a speedy response or they will not be used.

### Rapid response teams

What do the vigilance or community watch members do when they become aware of trafficker/recruiter activity, increased vulnerability or the movement of children? They cannot just intervene themselves but need to call on others to act: police, local authorities, immigration officers, social workers or others. The back-up to monitoring therefore has to be a group of different people ready to act speedily according to the specific needs of the situation and contactable through a single contact point.

In some countries this multi-sectoral response team can be activated through a well publicized telephone hotline number. The person who takes the call has to be trained to react quickly to determine the needed service(s), provide referral and ensure that service(s) are offered, and keep a record. The telephone hotline model only works however where people regularly use the telephone as their means of communication. The key to rapid response is to base the channel for that response on a clear understanding of how people communicate information speedily – it may well be by telephone, but it could also be by sending an SMS message or an e-mail, or by getting on a bicycle and going to the local police station, or maybe running to the local place of worship and calling the person in charge.

In many communities, the local police post is an obvious first point of call. Child-friendly police desks at community level are staffed by police officers who have received special training in child-related issues such as trafficking, exploitation, violence and other crimes. They can mobilize other services such as child-friendly lawyers, and social workers who focus on children's issues. Similar drop-in centres may be housed not in the police station but in the offices of a child welfare service or an NGO or, for reporting or advice on child labour/exploitation particularly, in the office of a trade union.

It is important to remember, of course, that rapid response is only a first step. Rapid response procedures must have built into them plans for responding to children's longer-term needs. This can be done in different ways but is often addressed through a referral system so that, when the immediate needs are addressed, an assessment is also made of the likely medium- and longer-term needs of the child and who is best placed to ensure that these are taken care of (it does not need to be the rapid response team itself but the team should have the means to know who to refer the child to).

### Law enforcement (continued): What can GWEN do?

#### G – What can Government do?

- It is important that governments understand that there is an unbreakable chain between the actions of community/grassroots organizations and other levels of law enforcement and governance. Governments – particularly at local and provincial levels – can learn a great deal from information provided to them through community watch groups and should make a local government representative available as a liaison person. Ideally, this person should also provide support, both in facilitating the development and maintenance of reporting lines and through practical help in funding or equipment.
- Very often, community groups – especially women's groups operating in male-dominated communities – say that they have valuable information about what is happening to children in their community but do not know where to go to prompt action to be taken. It is the responsibility of governments to make sure that such avenues are open and that community groups know about them and trust them.
- Governments are instrumental in promoting a policy of multi-disciplinary response and supporting multi-sector teams in practical terms. Coordination across different ministries must be smooth if multi-disciplinary team members are to feel comfortable in a team that moves outside the boundaries of their normal management lines, and this can only happen if the signal from leadership is positive.
- Since multi-disciplinary teams also involve cross-ministry/agency budget requirements, there needs to be good cooperation to make sure that all members of the team are fully resourced and that the team can function. This also requires a clear signal from the highest echelons of government through policies promoting multi-disciplinary action.

**W & E – What can Workers' and Employers' organizations do?**

- The workplace is itself a 'community' and the concept of community watch/surveillance can similarly apply to the workplace. Workers' organizations are able to mobilize workers and encourage the creation of workplace anti-trafficking surveillance/cooperation teams that, additionally, could also be tasked with keeping oversight of the welfare of young workers, migrant workers or other potentially vulnerable groups.
- At the level of the workplace, there will need to be procedures for reporting suspected instances of child trafficking, traffickers or children at risk. Often this is done through a union official or nominated representative to a specially constituted committee of workers' representatives. In some instances, employers may also participate in the committee.
- Employers should be consulted in relation to workplace committees and contribute to them by, for example, making time available during working hours for them to meet, funding posters or other means to publicize the reporting mechanism or in other ways negotiated with the workers' organizations concerned.
- Some specific sectors have privileged access to children, or potentially contact with children at risk or being trafficked and can reach out to them to offer help. Such workers include teachers, transport service staff (bus or railway station personnel, for example) or taxi drivers, for example.

**N – What can NGOs and international organizations do?**

- NGOs and international agencies are able to work closely with communities in source, transit and destination places to establish and equip community watch/surveillance teams and help put in place appropriate reporting and referral mechanisms. This support may include community consultation, training, financial assistance, necessary equipment (for example bicycles to help team members to get around, or a meeting room), case management training and facilities.
- Agencies are important partners in putting a case to local, regional or national authorities to support community surveillance teams in the long term.
- The same is true of child-friendly police desks, which require ongoing support after their initial establishment (i.e. assistance, training and procedural help). Child-friendly police desks also need to be publicized so that children know about them, and in this children themselves are important partners.



See Exercises 39, 40 in the Exercise book.

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## Section 2.7 Victim assistance

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 4, sections 4.5.1 – 4.5.3. [These sections of the kit include 3 downloadable resources.]

IPEC: *Child-friendly standards and guidelines for the recovery and integration of trafficked children*, Bangkok, ILO, 2006

UNICEF: *Guidelines on the protection of child victims of trafficking*, New York, September 2006

UNICEF: *Reference guide on protecting the rights of child victims of trafficking in Europe*, Geneva, 2006 (Implementation guide to accompany the UNICEF guidelines)

### Victim identification

It is vitally important to speedily identify children in a trafficking situation as victims of trafficking, in order to provide protection and make sure that the child's rights are safeguarded. Identifying victims and referring them to appropriate services is the responsibility first of all of government services such as immigration officials, labour inspectors and police.

One of the most important reasons for having specific anti-trafficking laws in a country is so that the status of 'trafficking victim' is enshrined in law. The trafficking victim has very specific needs because of the nature of the crime committed against them. For example, the fact that they are removed from family and support networks greatly increases their suffering and means they are likely to feel particularly isolated. In situations of cross-border trafficking, trafficked children may not be able to speak the language of the place they find themselves in and so be unable to express their fears or needs. Once the status of 'trafficked person' is clear in law, then it is much more likely that the provision of appropriate support services will be on the political agenda.

The identification of the trafficking victim is not, therefore, a matter of picking them out of a crowd at a transport hub, or recognizing them in a clandestine workplace (although of course these forms of identification are also important). It is more than anything recognizing their specific needs and knowing how these grow out of the very fact that they have been trafficked.

### Needs assessment and appropriate response

When children are removed from a trafficking situation or when they return by themselves or, occasionally, are sent back by traffickers because they are no longer 'useful', that is far from the end of the trafficking event.

Children who have been trafficked need special assistance to help them to recover their lives or build new ones. From the outset of what is sometimes called the 'rehabilitation and reintegration' process, children should have an appointed guardian – perhaps a trained NGO staff member, a social worker or some other dedicated person – to accompany them through the steps they will take as they begin rebuilding their lives. UNICEF recommends immediate appointment of a guardian to accompany the child through the first steps of recovery and





up to the age of majority (or until the child leaves the jurisdiction of the state if s/he is relocated). The guardian's task is to

- be an advocate for the child;
- ensure all decisions are in the best interest of the child;
- ensure appropriate care, legal assistance and rights of the child;
- be a link between the child and various agencies; and
- accompany the child throughout the entire process.

Children may or may not be traumatized by their experience and a prompt assessment of their psychological and physical health, as well as their material and family situation, is vital so that appropriate steps can be taken to help them.

Article 39 of the CRC specifically states that "States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of child victims". Throughout the process of assessment and in all dealings with children who have been trafficked, it is important

never to lose sight of the children's rights and their needs. Their best interests should be paramount in all actions, even when it may seem urgent to pursue a trafficker or get information.

UNICEF has developed a tested set of guidelines on the protection of child victims of trafficking that provide a comprehensive but succinct guide to appropriate responses. These underline the child's right to non-discrimination, to express her/his views, to receive appropriate information, to confidentiality, and to be protected.

The guidelines also cover in detail important principles such as presuming - if a child has no documentation to prove her/his age - that s/he is under 18 and therefore a child in international law. Where states proceed to try and verify the child's age in the absence of official documents, this must be done in a way that causes no harm to the child. Where possible, the child should be helped to return to and live with her/his family in the first instance, and that family may need assistance to allow this to be successful. There are other guidelines on appropriate ways to interview

the child, regularizing the child's status, and providing interim care and assistance.

Safe accommodation of course is an important element of providing stability and comfort to the child and also must take into account any possibility of the trafficker(s) or exploiter(s) attempting to reach the child. The guidelines outline the need to find a 'durable solution' that will ensure the child's medium- to long-term safety and ability to survive.

The importance of taking an individual approach to each child is also stressed. Each child is different and each child's trafficking experience is different, so a custom-made response for each child is needed. This can be done through individual assessment of each case so that decisions in the best interest of each child can be made. These can then be followed through by tracking the child's progress in a confidential case management system.

### Case management and service packages

Case management is a system that includes assessing, planning and responding to each individual child who has been trafficked, from the point of intake to their eventual successful (re)integration, and sometimes after. It has five basic features:

- Collecting facts and evidence;
- Protection of the trafficked child;
- Assessment and planning of appropriate treatment and services;
- Implementation of treatment and recovery services;
- Planning and implementing of a social (re)integration programme.

Clearly implementing a case management system cannot be the task of one organization, so a multi-disciplinary approach will be necessary, with various agencies taking on the tasks most suitable for their

skills, experience and role. The members of a multi-disciplinary team might include medical personnel, psychologists, psychiatrists, social workers, legal professionals and general carers. Together, the team will work with the child and, if appropriate, her/his family to put in place a customized plan to cover all the child's needs.

A service package covers the more practical needs of the individual trafficked child, and might include accommodation, healthcare (including dental care), a balanced diet (taking into account special dietary requirements), legal accompaniment during any legal processes, education/NFE, vocational training, job placement, and life skills training. A decision will have to be taken on whether/how/when the child will have access to her/his family – clearly this is desirable unless there are safety concerns for the child. A trafficked child should also have opportunities for social interaction with other children and the wider community, with due attention being paid to her/his safety and well-being.

### Avoiding double victimization

Importantly, legislation as well as processes and structures often fail to take into account the fact that children who have been trafficked, regardless of their status and circumstances, are victims of crime and not criminals. International instruments stipulate that no matter how children (and adults) got into that situation, they should not be pursued as criminals, illegal migrants or undocumented workers, and their status as victims must be recognized in national laws and in all procedures relating to trafficking.

Children need support services that are tailored to their needs as victims and as children. This applies to support in possible judicial proceedings as well as the support they need either to stay in the destination place or return to their place of origin. Very

often children who have been trafficked are returned to a situation where they are still vulnerable to being trafficked, and so risk being trafficked again. Sometimes such decisions discriminate against certain children because of their sex or their age – for example a trafficked girl may be returned to her family more readily than a boy would be, or an adolescent child may not be given full protection because s/he is seen as ‘old enough to look after her/himself’. If children have been moved across borders, therefore, they need to be able to stay in the destination country until it is safe for them to return, and they will require a range of services for this to be possible, including accommodation as well as education/NFE. This should not be conditional on their giving testimony against their traffickers (there is more on this in the next section).

Child-friendly police desks with trained police officers of both sexes who are sensitive to children’s rights and needs are a further element of response to exploitation and to risk situations. These officers should know and understand what these children have gone through, what their needs are and the rights that are guaranteed to them in law. They should also be alert to the specific needs of girls and boys, and how the needs of children change depending on their age. Such awareness is also important for all those in the judicial system – lawyers, judges, court officials – who come into contact with the children and will be instrumental not only in securing justice for them but also in aiding their rehabilitation through fair treatment and respect for their rights. To this end, the training and support of child-friendly lawyers and court officers – possibly through their respective unions/associations – is recommended.

## Victim assistance: What can GWEN do?

### G – What can Government do?

- Governments have the primary responsibility for providing the social, legal and other services that victims of trafficking require in order to rebuild their lives.
- Where victim assistance services do not exist at the level of local or national authorities and have to be provided by charitable organizations, civil society organizations or private enterprise, then it is the responsibility of government to provide support for these and also to monitor their operations and to ensure that children are at all times protected.
- Governments have a particular responsibility to put in place policies and procedures that not only do not discriminate against child victims of trafficking but also that actively facilitate their rescue, reintegration and rehabilitation. This includes, for example, suitable visas to allow children who have been trafficked into a country to remain in the receiving country until it is safe and appropriate to leave.

### W & E – What can Workers’ and Employers’ organizations do?

- Workers’ and employers’ organizations can contribute greatly to the protection of children of working age who have been victims of trafficking. Legitimate employment for such children (or apprenticeships or skills courses) can be as one step in rebuilding their lives. Being accepted and integrated into the workplace is of paramount importance for such children and both workers’ and employers’ organizations are well placed, for example, to provide mentoring services and help them to access other support that they may require.

- Workers' associations are additionally able to organize the young workers and help them to understand how they can enjoy all their rights.
- It is particularly important that children who have been trafficked and who are entering work at whatever level are not singled out and 'labelled' as trafficking victims, but that their privacy is respected. Both employers' and workers' organizations are also able to implement awareness raising/behaviour change campaigns within the workplace to help all personnel to understand the rights of trafficking victims to rebuild their lives, including through decent work.

#### **N – What can NGOs and international organizations do?**

- NGOs and international agencies are crucial in providing a wide range of initiatives in the field of rehabilitation and reintegration of trafficked children, always with the best interests of the child as a focus.
- In addition to supporting the actions of other actors (see the G,W,E sections above), particularly in assuring that the rights of trafficked children are protected, children's organizations play a role in needs assessment, psychosocial therapy and support, family reunification, the provision of safe housing and basic needs, and reintegration through education/NFE/training.
- Essential to the work of children's organizations in this area are UNICEF's *Guidelines on the protection of child victims of trafficking*. These rights-based guidelines include several general principles which are to be "taken into account during all stages of caring for and protecting trafficked children in the country or place of origin, transit or destination, and in cases of internal trafficking". They include the imperative that all actions undertaken in relation to child victims will be guided by applicable human rights standards and in particular the CRC, and that these rights will not be limited to children who are citizens of a State, but must also be available to all children including trafficked children, irrespective of their nationality and immigration status. The principles also stress that the involvement of child victims in criminal activities should not undermine their status as both a child and a victim. The views of the child victim should be sought and given due weight in accordance with his or her age and maturity and in particular trafficked children should have the opportunity to be heard in any judicial and administrative proceedings affecting her/him, either directly, or through a representative or an appropriate body. There are other guidelines relating to the child's right to information, confidentiality, risk, and protection. The guidelines also spell out the roles and responsibilities of different actors in relation to child victims of trafficking and the need to avoid duplication. It is worth noting in this regard that 'victim assistance' is an important heading in any NAP relating to child trafficking, where respective roles can be assigned.
- ILO-IPEC has also produced a manual on *Child-friendly standards and guidelines for the recovery and integration of trafficked children* (Bangkok, 2006) that cover practical issues such as case management, healthcare, education, life skills, recreation, nutrition and access to family.

 See Exercises 41, 42 in the Exercise book.

## Section 2.8 Victim assistance (continued)

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 4, sections 4.5.4-4.4.10. [These sections of the kit include 4 downloadable resources.]

IPEC: *Rehabilitation of the victims of child trafficking – A multidisciplinary approach*, Bangkok, ILO, 2006

IOM: *The IOM handbook on direct assistance for victims of trafficking*, 2007

### Psychosocial counselling and support measures

ILO-IPEC has piloted a number of methodologies relevant to supporting children who have experienced child trafficking and has developed several useful resources. These include a handbook on psychosocial counselling and treatment for trafficked children and programmes to train local therapists to assess and provide the short- and medium-term psychosocial support that children may need. Key elements of psychosocial counselling include the following:

- As an overarching principle: always keeping in mind the best interests of the child and using this as an indicator for all policies and programmes;
- Taking an individual approach based on the individual child's needs – and seeking their views to learn what these are;
- Ensuring the safety and security of children at all times, as well as the security of those who are providing support;
- Never putting a trafficked child into detention, even for a short time (they are not criminals!);
- Avoid at all costs re-victimization of the child – do not subject them to further punishment;
- Provide temporary or permanent residence for children as long as they do not have a safe place to return to and make sure this

is not conditional on their cooperation in criminal proceedings;

- Take the time and make the effort to rebuild trust to overcome the child's trauma;
- Respect the child's right to privacy and confidentiality;
- Give children, at the appropriate time, access to life skills education, education or training, based on their individual needs;
- Promote social (re)integration by working with the children and the communities that they will live in;
- Make sure that care providers are trained and experienced and that their skills and knowledge are regularly updated.

### Permanent or temporary residence status

Central to a child's ability to building a stable and safer future is certainty of her/his residence status. Children who have been trafficked into a different jurisdiction – within their own country or across a national boundary – must 'belong' somewhere and, if they cannot return home in safety and security, should receive support in settling into the country/city to which they have been trafficked if they wish to do so. This should include full entitlements to education, training, social welfare support and, at the right time, access to the labour market. Similar services should be offered to children that return home.

## Shelters and refuges for rescued children

Many child victims of trafficking need temporary or sometimes medium-term accommodation. This might be because they are going to testify against their trafficker(s) and so need safe accommodation. It might be because they need to be close to counselling and trauma services, or because they have some other health need. It may simply be because they have nowhere else to go. Finding safe accommodation for trafficked children is crucially important but also a real challenge. It often requires costly infrastructure, but also food, clothing and necessary services like education and recreation, health checks and treatment, and the staff to run all this. It must also be gender-appropriate so that girls, in particular, are not put in a potentially vulnerable situation.

## Return and reintegration

Where possible, and in the best interests of the child, children should return to their country or community of origin. But return to the place of origin is not always the best solution for them. The International Organization for Migration has developed a guide on direct assistance to victims of trafficking. It covers security and personal safety, screening of victims of trafficking, referral and reintegration assistance, shelter guidelines, health care, and cooperation with law enforcement agencies.

## Life skills and (re)training/education

Children who have been trafficked have inevitably missed out on schooling and may be ill prepared to enter/re-enter education or may be at an age where they need to begin acquiring skills so that they can find decent work. The child's educational needs should be assessed and appropriate action should be taken to begin to equip the child to build a

safer, sustainable future. This may include transitional classes to re-enter school, NFE or individualized arrangements in lieu of formal schooling and/or vocational training.

## Promotion of social integration through campaigns

The public in the destination place (or place of origin when victims of child trafficking return home) may well misunderstand the status of the trafficking victim and may, for various reasons, fear that people trafficked to their town or country have committed an illegal act or are a threat to their jobs or security. They may also have fears that the child will return with health problems that threaten the receiving community – especially if they learn that a girl has been exploited in commercial sex.

Carefully targeted and conceived information campaigns can be an important step in helping to break down public fear and antipathy towards trafficking victims so that those who have already suffered are not re-victimized by being rejected by the community in which they find themselves. The confidentiality of victims, however, and their right not to be identified in any information output, must be respected.

## Economic integration of rescued children

It is important to remember that the child will also need help to rebuild her/his material life. Rescued children are at extreme risk of being re-victimized if the risk factors that created vulnerability to trafficking – such as poverty, socio-economic distress, lack of family employment options – are not addressed.

Depending on the child's age, s/he may be able to begin work or an apprenticeship that provides basic needs and a small stipend. This means that suitable employment will



have to be found. The sections on youth employment and job counselling and placement can be applied to child victims of trafficking that are of working age and whose trauma has been addressed. It is important though, given the child's traumatic experiences, to monitor the child's progress on an ongoing basis until follow-up is no longer necessary. It will be important not only to monitor the child's working conditions but also the financial relationship between the child and her/his family or carers, so that

the income is not diverted to other family uses, leaving the child without the means to survive and thus at risk of re-trafficking.

Where a child cannot earn an income, the situation of the family or care provider should be assessed and the economic needs of the family as a unit should be taken into account in devising a plan that reinforces the family's financial status. In short, the cycle should be seen to begin again with protection actions, as outlined in the first section of this book.



See Exercises 43, 44 in the Exercise book.

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# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

**Textbook 1** Understanding child trafficking

**Textbook 2** Action against child trafficking at policy and outreach levels

**Textbook 3** Matters of process

**Exercise book**

**Facilitators' guide (cd-rom)**

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International  
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Office

# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION



**UN.GIFT**  
Global Initiative to Fight Human Trafficking

**Matters of process**

Textbook 3





# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

Textbook 3: Matters of process

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## Table of Contents

Introduction .....	5	<b>Section 3.3: Monitoring and evaluation ....</b>	<b>18</b>
List of acronyms .....	6	Monitoring .....	18
<b>Section 3.1: Bringing it all together .....</b>	<b>7</b>	Evaluation.....	18
Constructing a NAP .....	7	Assessment of impact of outreach initiatives/direct assistance .....	19
<b>Section 3.2: Mobilization, media, social dialogue and involving children and young people.....</b>	<b>9</b>	Assessment of impact of policy initiatives.....	20
Ownership and mobilization .....	9	Participatory monitoring and evaluation .....	21
Advocacy .....	10	<b>Section 3.4: Learning and sharing lessons..</b>	<b>22</b>
Research and knowledge for change ...	11	Identifying good practices and weaknesses .....	22
Media – An important partner .....	11	Documenting the lessons.....	23
Guidelines on media treatment of children.....	13	Designing a dissemination strategy .....	23
Building partnerships.....	14	Repeating good practices on a larger scale .....	24
What the ILO means by ‘social dialogue’ in the world of work .....	14		
Training/capacity building .....	15		
Children and young people as active partners.....	16		





## Introduction to textbook 3

This book underlines the fact that how you do things is as important as what you do, and focuses on matters of process that can improve the impact and effectiveness of anti-trafficking efforts. It has four sections:

- **Bringing it all together – planning + actions = (N)AP**
- **Mobilization and media** – Looking at influencing people in order to achieve and how to do this by harnessing the power of the media and **Social dialogue and involving children and young people** – Building partnerships and in particular recognizing and mobilizing the contribution that children and young people can play;
- **Monitoring and evaluation** – Essential processes for measuring the effectiveness of policies and actions and their impact on children and young people;
- **Learning and sharing lessons** – A logical follow-up to evaluation, allowing identified successes to be shared and developed further.

## List of acronyms

<b>ILO</b>	International Labour Organization
<b>IPEC</b>	International Programme on the Elimination of Child Labour
<b>ITC</b>	International Training Centre of the ILO
<b>M &amp; E</b>	Monitoring and evaluation
<b>NAP</b>	National Action Plan
<b>NGO</b>	Non-governmental organization
<b>UN</b>	United Nations
<b>UN.GIFT</b>	Global Initiative to Fight Human Trafficking
<b><i>In exercises:</i></b>	
<b>G</b>	Governments
<b>GWEN</b>	Governments, Workers' organizations, Employers' organizations, NGOs and international organizations
<b>W</b>	Workers' organizations
<b>E</b>	Employers' organizations
<b>N</b>	NGOs and international organizations

## Section 3.1 Bringing it all together

### Constructing a NAP

Having gone through all the planning stages outlined in textbook 1, and equipped with a portfolio of possible actions from textbook 2, it is time to put these together and construct an action plan. You have already looked at NAPs (in section 1-8), but a point to remember is that action plans can exist at a number of different levels – National, Local, Provincial, Subregional or indeed at the level of the individual Community. The N, therefore, in NAP could also be L, P, S, C or any letter that represents the level at which the action plan is to be implemented.

Another important point to remember in this regard is that action plans that are to be implemented at sub-national level should derive from the NAP, perhaps with some re-prioritizing and added elements specific to a locality, province or community. All action plans should effectively interpret the NAP for implementation throughout the country. This is important, because in general budgets will be allocated at national level.

Remember that the NAP and other action plans that derive from it will involve a consultative process, with as many actors as possible who can contribute to ending the trafficking of children together.

The NAP, as you have seen, should include as overarching elements:

- a definition of child trafficking in the country concerned,
- a situation analysis that includes risk profiles of children and communities,
- a description of the methods of traffickers known to be operating in the country,

- profiles of the people involved and how they can be reached,
- available data on the scope and nature of child trafficking, and
- insights from available research that will help everyone to have a common platform of understanding of the challenge to be faced.

It should be clearly child-specific.

A stakeholder analysis should also be undertaken so that every organization's strengths and weaknesses are built into the plan, and there should be an indication of how the various actions and partnerships will be coordinated (for example, through a nominated focal point for each section of the NAP or by deciding on a 'lead partner').

It is also vital to consider, in as much detail as possible, how much each element of the NAP will cost to implement and where the funds are coming from.

For each of the elements of action, including coordination and development of 'products' such as publications, websites, tools or training modules, the NAP should include clear and specific plans for monitoring progress (including consultation, testing and feedback from beneficiaries and target user groups wherever possible) and evaluation.

It is also important to reiterate that at national level the decision may be taken not to have a specific NAP relating to child trafficking, but to integrate child trafficking into other existing plans (or plans under development), including those relating to children's rights in general, the worst forms of child labour, national development or

poverty reduction. Indeed child trafficking might be an integral and distinct element in all such plans (in a fully developed format, not just in a brief mention), and these

various planning frameworks should be cross-referenced to ensure that the actions proposed are complementary and comprehensive.



See Exercises 45, 46 in the Exercise book.

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## Section 3.2

## Mobilization, media, social dialogue and involving children and young people

## Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 5, sections 5.1-5.4. [These sections of the kit include 10 downloadable resources.]

*International Federation of Journalists' Guidelines and Principles for reporting on issues involving children*, Brussels, 2002

A number of important lessons have been learned in the course of programmes to combat child trafficking in recent years. Among these, one of the most important is that it is not only *what* you do to combat trafficking that matters, but *how* you do it. This is what is meant by 'matters of process'.

It is clear that we still do not have all the answers to the problem of child trafficking and that, consequently, we need to continue learning and sharing what we learn. This is the surest way to improve the effectiveness of policies and programmes. It is also, of course, fundamental to our responsibility to put the best interests of children first, because policies and programmes that are not effective – and indeed that are sometimes counter-productive – use up resources allocated to children and leave them at risk of harm.

### Ownership and mobilization

We have seen that 'critical mass' is an important element of combating child trafficking. Given the complexity of the problem, it has to be addressed on many fronts at the same time, and building up a team/network/mass of actors from different sectors playing the best role suited to them is vital. Effective mobilization of these actors is to a large extent achieved around NAPs.

However, there is a broader audience that needs to be reached also, including children,

families and communities in sending and receiving areas, and the general public who play an important role in influencing government policies and actions, in reporting trafficking activity and in protecting children at risk. To reach these broader publics, and to engage them in anti-trafficking actions, it is important that they feel 'ownership' of the problem and are motivated to do something about it.

Ownership is an important aim of anti-trafficking work, because the fact is that child trafficking affects everyone. It is not only a problem for the children who are trafficked. It is therefore important to make 'ownership' a central pillar of everything you do, both in terms of direct assistance and in less direct terms through sharing and communication. This has to be strategized and planned right from the beginning, so that it is a feature of every stage of the process:

- identification of the problem
- research
- planning
- implementation
- monitoring
- evaluation
- lessons learned
- documentation
- sharing

Mobilization is not the same as information sharing and letting people know about



trafficking is not enough to engender change. Mobilization is aimed at prompting and empowering each person or group to find their specific role in anti-trafficking efforts. For example, twelve year old children at risk of trafficking have different needs and should be addressed in a different way compared to employers who may be at risk of having cases of labour exploitation and child trafficking in their supply chain.

Mobilization can only come about successfully when people know what they are expected to do and how to do it. They need help in this, and this is where advocacy comes in.

### Advocacy

Advocacy is a means of helping individuals and groups to know what they need to do to contribute effectively to anti-trafficking efforts. This may range from helping a child to know what s/he can do to self-protect, to helping a government appreciate how best to allocate resources so that a budget allocation has maximum impact on child trafficking.

This sounds quite simple, but it is not. Advocacy has to be planned, and it has several distinct components:

- First, you have to know whom you want to influence ('who');
- Second, it is important to be clear about what they are to be prompted to do ('what');
- Third, you need to spell out the best way to reach them and prompt the change ('how');
- Fourth, there may be an optimal time when it should be done ('when');
- Fifth, what will be your message.

For example: The advocacy target (who) may be the education authorities of a small town that has recently witnessed an influx of recruiters from a neighbouring province who hang around school premises and try and befriend the children as they leave school, trying to convince them to take up 'well-paid jobs' in a neighbouring country during the school holidays. One or two of the teachers have tried to talk to the children about this, but are too scared of the recruiters to act against them directly. The education authorities would be able to request help from the police, authorize sessions with the children in school hours to alert them to the risks of being trafficked by these so-called recruiters, and provide funds for extra protection for teachers and students against any threats (what). A local NGO that is



aware of both the problem and possible solutions (how) is ready to work with the education authorities to put in place a comprehensive package of actions to deal with this situation, and it has to be done before the summer holidays begin (when), because by then some of the children may have fallen into the trap already.

Then you need to consider what will influence them to make the right choice about what they do (and sometimes also the approach they take). This will be a key element of your advocacy message and indicate the form of action your advocacy might take: will it be a one-on-one meeting, a public campaign, a publication, a media event? For each of these, you will need to prepare 'tools' – the materials you need to get your messages across.

Tools can include publications, research studies, data, websites, demonstration programmes, campaigns, meetings or other outputs. They should be matched to the target you are trying to influence and should be in a format appropriate to their requirements.

It is also important to build feedback and monitoring into your advocacy work. This should be designed to check the progress of the work and indicate whether it has effected any change in behaviour, approach, opinion or decision. Has your advocacy contributed, for example, to the introduction of a new law? To renewed public debate on the issue? To other actions or behaviours?

### Research and knowledge for change

One of the most important advocacy tools is research that is designed to point to new actions, policies or understanding. It will generally not be the same as research for planning actions, although the same data can be used. This research should specifically lead to recommendations for change and should indicate clearly to whom those recommendations are addressed.

Such research needs to be seen as reliable and credible by those who are going to read it – your advocacy targets, and it needs to be in a format that they will accept. For example, if you are targeting a decision-maker, it is unlikely that this person will have the time to read a 200-page report, so prepare a carefully reasoned summary, with the major recommendations clearly visible. If you are preparing advocacy materials for a village community that does not have access to the Internet, there is no point at all designing it as a website. This may seem obvious but it is surprising how often people designing advocacy actions decide on the format of the materials before they have clarified who the target for them is.

Advocacy materials and actions need above all to point to specific actions that you want people to take, and how they can do that.

### Media – An important partner

The media are often the 'intermediary' between the advocacy tools/research you have prepared and the people you want to get your messages to. This is true of many specific groups that you may be targeting (government officials, for example, read newspapers, watch television and listen to the radio), but it is especially true of the broad public. The key to targeting messages through the media is to do your research and know which targets use which media. For example, government ministers are likely to read national newspapers (or their advisers will), whereas people in a village community may be more likely to be influenced by the community newspaper or a popular radio show, or perhaps by someone addressing them at a village meeting.

'The media', in fact, covers a wide range of different formats – newspapers, magazines, television (international, national, local), radio (international, national, local, narrowcast), music and other performance arts. All media can be a strong force for change and it is

important to get to know which media outlets specialize in dealing with the issues you are working on, and who their main readers/listeners/viewers/audience are.

Another important thing that you must understand when working with the media is that people outside the media have to learn and follow the media's rules. They are not directly a part of your 'team' and are not there to 'cooperate' with your aims. This is because it is important that the media retain editorial independence – vital to democratic processes in the long term. So do not look upon the media as 'service providers' who will just put out your messages without comment or change. Look upon the media as your privileged partners, and expect all good journalists to use your materials as a source but work up their own report.

For this reason, you will have to learn what kinds of things the media need, the format that they are likely to want (usually brief and concise) and when they need it (media work is time-sensitive – there are 'down' times, for example around public holidays, when they may be short of stories and you are more likely to be able to feed stories to them).

Get to know media representatives and their 'beats' (the issues they deal with, for example stories about law and order, crime and criminals, or stories about young people and young people's issues), as well as the demographics of their readers/listeners/viewers.

It is also important to remember that journalists fall into two broad categories: those who are looking for 'news' and those who seek out more substantial stories of public interest. News journalists will want to 'hook' onto an event or a person, and will probably want something unusual or exceptional. Current affairs journalists are more likely to deal with an issue in more depth.

Both news and issues-focused media, however, will be specialized in media, not child trafficking. Many journalists, however, will be interested in learning and understanding about child trafficking, child labour and other social development issues that are relevant to child trafficking. These journalists may become longer-term partners in combating child trafficking and, like all partners, will benefit from your time and efforts in briefing them, including them in training courses and keeping them regularly informed.

Working with the media requires careful planning and reflection. It is useful to ask some simple questions:

#### **Why do I want to involve the media at all?**

- If you believe the media can help you to reach out to people who need to know the substance of an issue, especially with a view to 'translating' that knowledge to other targets through the media, then by all means consider working with them.
- You cannot expect the media to become almost 'volunteer partners' and do the work of campaigning for you. That is not what the media are for. It may well be that the media will be interested in what you are doing and will provide some coverage, but at their discretion.

#### **Is the audience I am trying to reach one that can be reached through the media?**

- If the answer is 'no', then do not proceed.
- If the answer is 'yes', then is the audience the general public (mass media) or a specialist audience (specialist media)?

#### **What do I have to offer the media?**

- If the answer is 'nothing', then do not proceed.
- If you really have something newsworthy, then consider taking the story to a news journalist.
- If the story is not necessarily newsworthy but deserves more in-depth treatment, then consider taking it to a current affairs journalist.

### Are there particular journalists who regularly deal with the kind of issues arising from your anti-trafficking initiatives?

- Many journalists have a rhythm – they regularly cover the same kind of stories. Get to know these journalists and feed them stories directly; just sending a press release or information to the newsroom or TV/radio station is unlikely to yield results. News editors receive dozens of pieces of information every day and most of them go straight into the waste basket.

### What can I do to make the journalist's work easier?

- The easier you make it for the journalist, the more likely they are to cover your story. Be brief in your materials and highlight the most important points. Write clearly and precisely, without jargon. Follow up with a phone call to the journalist concerned. Make people available for interview who know the subject and can speak briefly and to the point.

### How can I contact the journalist(s) and what should I send them?

- Most countries have a directory of working journalists/press and media outlets. You will find it in your local library or it may be available on-line. You can also scan local press, TV and radio to find the journalists who may be of particular interest. Contact them by name.
- In an introductory phone call, introduce very briefly the subject you want to

discuss. Follow up immediately with some written materials, generally a one-page press release (written clearly and following the lines of a short newspaper article). Where possible give quotes that the journalist can use directly.

- If you have a research report or other materials to share, do not send the whole package. Journalists do not have time to read 100 pages to get to the heart of the matter – send a one-page summary and offer to provide more information if the journalist wants it.
- You may wish to prepare an info kit for journalists – include the executive summary of the long report, a copy of the full report too, a press release/statement with quotes, and a note of contact numbers of people who can speak on the issues.

### Guidelines on media treatment of children

When you are working with the media use the guidelines that were negotiated among media professionals across the world under the auspices of the International Federation of Journalists (i.e. IFJ guidelines, 2002). These cover areas such as the child's right to privacy, how children should be interviewed and what kinds of information should be given in order to protect them from harm (for example, details of a child who has been trafficked should never be given in a story).



See Exercises 47, 48 in the Exercise book.

## Building partnerships

Building real partnerships, as with the media, rather than just sending potential collaborators information at arms' length, is vital to ensuring truly strategic action and making sure vulnerable children do not fall through the cracks between separate initiatives.

If you have worked to ensure ownership, then you have laid the foundations of the 'inclusivity' that is at the heart of partnership. This entails:

**Consultation** – which is necessary at planning stage, at agreed progress points during implementation, and whenever actions end, results come in, or it is time to begin thinking about the next stage. This is true of policy as much as outreach initiatives.

Pyramid partnership building (or using multipliers) is one way of integrating the experience and expertise of a broad range of people. This requires that each person or group in the partnership represents a broader group of individuals or groups whose views are taken into account. Similarly, that they report back to them in due course.

In the world of work, this kind of structure already exists in the form of workers' and employers' organizations allowing social dialogue using existing representative structures and mechanisms. Within the United Nations system, the UN.GIFT initiative is an example of efforts to bring together a number of different UN agencies working in the area of human trafficking to share information and plan joint actions.

**Coordination** – which requires a lead person or group (or a nominated subcommittee or task force) who will convene meetings, ensure exchange of experiences and expertise, and be a 'clearing house' for information and results sharing.

**Communication** – which can take many forms, and includes meetings, email newsletters, web-based bulletin boards or chat rooms, telephone and fax, one-on-one discussions, websites and other forums for exchange. Any or all of these have their place, but make sure that systems are flexible enough to reach all members of the partnership, including those who may not be on-line or have easy (or affordable) access to phones or meeting venues. Make sure, also, that communication is meaningful. It should comprise exchange of information that is useful to the receiver and actually wanted.

**Collaboration** – which can take place at various stages of the work, depending on people's strengths, needs, availability and motivation. Look to collaborate at research and planning stages, through implementation, monitoring and evaluation, documentation and dissemination.

## What the ILO means by 'social dialogue' in the world of work

The ILO defines social dialogue to include all types of negotiation, consultation or simply exchange of information between, or among representatives of governments, employers and workers, on issues of common interest relating to economic and social policy, such as child labour and trafficking.

Social dialogue can be a tripartite process, with the government as an official party to the dialogue, or it may consist of bipartite relations between labour and management (or workers' and employers' organizations). Social dialogue processes can take place at the national, regional or at enterprise level. They can be inter-professional, sectoral or a combination of these.

The main goal of social dialogue is to promote consensus building and democratic involvement among the main stakeholders in the world of work. Successful social dialogue

has the potential to resolve important economic and social issues, encourage good governance, advance social and industrial peace and stability and boost economic progress.

For social dialogue to be possible, there must be: strong, independent workers' and

employers' organizations with the technical capacity and the access to relevant information to participate in social dialogue; political will and commitment to engage in social dialogue on the part of all the parties; respect for the fundamental rights of freedom of association and collective bargaining; and appropriate institutional support.

 See Exercise 49 in the Exercise book.

### Training/capacity building

An important element of partnership building is training/capacity building. This is a means of helping everyone to upgrade their knowledge and skills, learn from lessons that are being developed, and move on to a common platform of understanding. It is also a step in partnership-building and in reinforcing teamwork.

It is important to keep in mind, too, that people move – from job to job within an organization or from one organization to another or to a different place. This is particularly the case for national and local authority staff, who may move between divisions or through localities as a matter of career development. Staff turnover can seriously undermine anti-child trafficking actions if it is not taken into account, and the best way to make sure a change in staff does not hold back success is to give new staff (or volunteers) the chance to go through a capacity building exercise. Also, trainees should share acquired knowledge and skills with their colleagues after training.

There are different approaches to capacity building/training but there are some important principles to keep in mind. The ILO has put together a checklist of things to consider when planning capacity building actions:

- Make training available to the right people – those who will be able to engender change in their organizations after the training;
- Analyse the training needs of the particular groups concerned so that the training itself can be well targeted (e.g. at a policy or outreach level; focusing on source, transit or destination areas, etc.);
- Understand the level of knowledge, experience and understanding of the potential trainees so that the training is designed at the right level;
- Use existing tools and resources rather than trying to start from scratch;
- Make sure language is not an obstacle – for example by excluding those who do not speak English, when an interpreter could be used to help them.

Training some staff and volunteers to be trainers is a good way of mainstreaming training and ensuring that the learning is passed on to others and is repeated. Training of trainers is an important element in moving towards sustainability and mainstreaming of anti-trafficking activity, because it moves the responsibility for training out of one organization into other groups that can keep the work going. This might be a group of women in the community, for example, or a government department or a group of young people who train other young people.



## Children and young people as active partners

Children have a right to participate in discussions, actions and the development of policies in matters that affect them, in accordance with their age and maturity. This right is guaranteed to them in Articles 12 and 13 of the UN Convention on the Rights of the Child. Article 6 of the Worst Forms of Child Labour Convention also says that programmes of action to eliminate as a priority the worst forms of child labour, should take into consideration "... the views of concerned groups as appropriate". Recommendation 190 makes this consideration more explicit in its paragraph 2 referring to "the views of the children directly affected by the worst forms of child labour, their families and, as appropriate, other concerned groups committed to the aims of the Convention and this Recommendation".

For a long time, however, child participation was an unmet challenge. It was too often the case that inviting children to a meeting, recording their voices and then posting their comments on a website or publishing them in a book was somehow considered equivalent to actually involving them in processes.

While these actions did, at least, raise awareness of the fact that children should be looked upon as subjects of anti-trafficking actions as well as objects of them, they did not tap the full potential of children as key personnel and indeed leaders in these actions. To some extent this may be because the international definition of a 'child' includes anyone under the age of 18 and for a long time 'children' were looked upon as a single group whereas, of course, the role that a 17 year-old can play in anti-trafficking actions is very different to that of a 10 year-old.



An important lesson learned in relation to child participation – as well as other areas of work – in recent years is that it is important to make clear distinctions among the needs, problems, responses and capacities of children in different age groups. As understanding of this was developed, it became clear also that the cut-off age of 18 is in some ways artificial when we are talking about input to anti-trafficking activities. In some instances, young people above the age of 18 may be involved as ‘proxies’ for those under 18 who are difficult to reach – for example a 20 year-old who was trafficked as a child can provide valuable insights into trafficking and its impacts. There is therefore a large category made up of young people (18-25 year-olds) who offer tremendous resources of energy, understanding and information to fight child trafficking.

When children and young people participate in processes related to child trafficking, it is not only their age that needs to be taken into account. Consideration should also be given to gender specificities, especially within the cultural, religious and traditional context in which the children live. The literacy levels of the children and young people also need to be considered, as well as factors such as the traditional avenues of communication within their communities. Children, in short, are not a single homogenous group and, as is the case with adults, including them requires thought and planning.

In recent years, there have been numerous examples of children and young people becoming involved in planning and running

projects in child protection, undertaking research, being involved in peer counselling and data collection programmes and producing materials aimed at others in their age groups. One area, for example, where children and young people have increasingly become involved as principal players is in a range of peer mentoring and consulting processes. There is no doubt that communication between/among peers is often more constructive than adult/child communication, especially where the child may have sensitive issues to deal with. In relation to child trafficking, this is important because it may be that children at risk, especially those who are difficult to reach – for example children living on the streets – may be ready to speak candidly to another child or young person though they are silent when facing an adult.

Additionally, it is important to remember that supporting the participation of children and young people in anti-trafficking initiatives at many levels is also in itself an empowering action. For everyone involved, participation provides a learning opportunity and therefore a reinforcement of understanding and self-awareness. This is an important protection factor for children in particular.

When planning for the participation of children and young people, it is vital to ensure their safety, especially if the children concerned are from high-risk groups, or have been victims of trafficking or exploitation. A number of organizations have produced checklists or guidelines to help in these efforts.



See Exercises 50, 51, 52 in the Exercise book.



## Section 3.3 Monitoring and evaluation

### Resources for this section:

*IPEC: Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 5, section 5.5. [This section of the kit includes 3 downloadable resources that may also be considered as individual resources for this session.]

Monitoring and evaluation are essential elements of all actions to address child trafficking at all levels. They are crucial to ensuring that actions stay on track and achieve the desired results. They are also important in the longer-term development of anti-child trafficking initiatives, since they allow examples of good practice to be identified and be replicated by others.

Monitoring and evaluation should be undertaken to assess progress and results of both targeted interventions (outreach initiatives/direct assistance) and those of an enabling nature such as the development of new policy and legislation to fight child trafficking.

Monitoring and evaluation can take place at local, regional and national levels as well as across different ministries and departments. Plans for monitoring and evaluation are an essential element of all National Action Plans.

Indicators are a key element in assessing progress and measuring impact of anti child trafficking initiatives. They are the proof that the policy/outreach action has been effective and should be determined at the outset of any initiative. Indicators should be: smart and specific, measurable, achievable, realistic, and time-bound. In the sections below a range of possible indicators are listed for initiatives at an outreach level and those at the level of policy.

### Monitoring

Monitoring should take place during project implementation and can take several different forms. It can involve independent monitoring by institutions mandated to do so, monitoring by those implementing the project or activity, monitoring by the participants in the project or by those the project is intended to help, or a combination of any of these. The principal aim of project monitoring is to measure whether the action is progressing according to expectations, but it also provides an opportunity to stand back and review whether there need to be changes in the project, or whether any lessons are beginning to emerge.

At the very beginning of the action, all those involved should sit down and decide when the “monitoring points” will be, what they will check (i.e. which indicators) and how the results of monitoring will be documented and fed back into the planned action.

Government departments and funding agencies supporting anti-child trafficking action often have their own monitoring criteria but, where they do not, it is important for donors to keep in touch with progress of initiatives through regular reporting.

### Evaluation

Evaluation is carried out at the end of an initiative, or after a new policy has been introduced and been in place for a suitable time. It is best carried out by independent,

external evaluators, who have knowledge about the issue being addressed but who are not linked in any way to the initiative, policy, or any of the people or groups that have been involved in it. This is so that the evaluation can be entirely honest and can point to lessons for the future that reflect both good and bad experiences.

While it is easy to evaluate or measure whether the project has gone according to plan (i.e. were deadlines met?; did actions proceed according to the budget?; were all the expected results delivered?), it is very difficult to measure impact or broader outcomes – that is, whether the action and the results produced actually led to other outcomes and eventually made a difference to the problem of child trafficking and the children who are at risk of it ('impact assessment and evaluation').

All evaluations should attempt to consider:

**Effectiveness** – Has the initiative or policy had the desired impact?

**Efficiency** – Were the resources (time, funds, personnel, materials) available used to good effect, or were some of them wasted?

**Relevance** – Is it likely that the initiative or policy did, in fact, contribute to the overall aim of eliminating child trafficking? Or did it achieve something else that does not directly contribute to that aim (for example, sometimes actions that are labelled 'anti-trafficking' actions are more properly poverty-reduction initiatives that will probably not have an impact on trafficking).

**Validity of design** – Was the initiative the right one to undertake? Was it planned in such a way that it achieved its aims?

**Cause and effect** – Did the initiative accurately address the problem that had been identified? (Here it is important also to

look at how the initiative was targeted – did it reach the right people?)

**Unanticipated effects** – Were there any surprises during implementation or after introduction of a new policy? This is especially important if any of the unexpected outcomes were negative.

**Alternative strategies** – Could something have been more effective if it had been done differently, or for example at a different time or place?

**Sustainability** – Is the result of the initiative or policy likely to continue in the future (this is not only a question of whether there are resources to do this, but whether it has become sufficiently mainstreamed to be continued without extra funds or facilities).

### Assessment of impact of outreach initiatives/direct assistance

ILO-IPEC has piloted the use of tracer studies to measure the impact of anti-trafficking interventions on children and their families. It works by looking at the changes experienced by children and families who have been exposed to an anti-trafficking intervention.

By concentrating on what the children and families are doing in the present, as well as retroactively in two other distinct moments in the past, a tracer study allows us to obtain an overview of the main changes (impacts) for this group over time. It also allows us to estimate the impact that the event (in this case involvement with an anti-trafficking intervention) has had on the present life of the individuals and, in an aggregate way, on the group exposed to the anti-trafficking action.

Another method that is often used to attempt to measure impact is to use 'proxy indicators' to evaluate whether an action has been successful. These allow us to see that some

progress has been made but do not permit us to conclude that we have had an impact on the problem overall. In general, having a range of indicators and a selection of different evaluation methods (quantitative and qualitative) allows us to build up a picture of what an action has achieved.

Some common indicators used to monitor progress in outreach/direct assistance initiatives relate to:

- number of girls/boys at risk of trafficking/victims who are (back) in school;
- number of girls/boys at risk of trafficking/victims of minimum working age who have decent jobs;
- number of girls/boys at risk of trafficking/victims who have been empowered with self protection skills and are aware of risks of trafficking;
- number of girls/boys at risk of trafficking/victims who registered and have access to basic government services;
- number of mothers/fathers (whose children are at risk of trafficking/victims) who obtained skills training and livelihood assistance and who send their children to school;
- number of legal proceedings initiated against traffickers.

Indicators are not always quantitative (numbers). They may also, for example, relate to new laws that have been introduced as a result of certain policies or actions; or resources that have been raised or budget allocations that have increased as a result of new policies or structures to fight child trafficking.

## Assessment of impact of policy initiatives

Monitoring and evaluation should also be undertaken to assess progress and results of broad based actions such as the development of new policy and legislation and the mainstreaming of child trafficking into broader government policies on child protection, education, labour, employment and migration. Such monitoring and evaluation can take place at local, regional and national levels as well as across different ministries and departments.

Some common indicators used to monitor and evaluate progress in policy initiatives relate to:

- allocation to anti-child trafficking interventions in local, regional or national budgets, including attention to the specific needs of both girls and boys;
- frequency of inter-ministerial meetings on the issue and the level of participation from different departments;
- number of staff resources allocated to anti-child trafficking work, particularly in the form of dedicated personnel such as focal points;
- number of policy areas such as education, labour, employment and migration that refer to child trafficking;
- number of job descriptions of government officials that mention child trafficking as area of attention;
- number of government staff trainings that include child trafficking;
- number of convicted traffickers who were punished;
- number of ministerial speeches or written outputs that mention child trafficking;
- number of children in need that are budgeted for and/or assisted.

Some of these same indicators are also relevant to the assessment of anti-trafficking frameworks such as National Action Plans (NAPs).

## Participatory monitoring and evaluation

Involving communities and children in monitoring and evaluation is a way of empowering them, by allowing them to be directly involved in seeing what works and what does not and in expressing views about the actions that affect them. Monitoring conducted in a participatory way is a very effective way of empowering individual children to devise actions to fight child trafficking.

It can take a number of different forms, but participatory monitoring and evaluation is designed around finding ways to allow those involved in an action as beneficiaries/targets to give their views on the way the action has been carried out and the impact it has had on them.

It should also always be inclusive, and this means you should take account of any obstacles that may hinder the participation of some members of the community. For example, in some communities women may feel uncomfortable sitting in a focus group with men and may not wish to express themselves openly, so consider a single-sex focus group in this case. People with a disability may have special needs in order to participate comfortably (for example, a hearing-impaired person may require amplification equipment to be in place, or sign language). Your preparations should always include attention to the gender specificities and special needs of the community you are working with.

Participatory monitoring and evaluation also has to be carried out in an ethical way, which means paying attention to the privacy of the people involved and the protection needs of the children. An 'ethical implementation checklist' would include the following points:

### Before starting

- Explain that participants will remain anonymous (no names will be recorded) and the information will be confidential (only used for the stated purpose; not made public);
- Make sure participants have given informed consent; Make sure there are not 'inappropriate listeners' in the vicinity (e.g. staff, teachers or parents who are curious to hear children's views);

### During the discussion

- Allow participants to leave if they wish;
- Try to make sure that older or more powerful participants do not dominate the younger or less powerful ones;

### When discussing sensitive issues

- Gain confidence and trust of respondents;
- Promise participants that they will remain anonymous and their words will be kept confidential;
- Do not record names or take photographs;
- Make sure the venues for interviews or group discussions are private;
- Be open-minded and do not make judgements;
- If an individual mentions a personal problem or trauma, listen carefully and follow up with that person afterwards;

### At the end of the discussion

- Thank participants for their time and input;
- Look for any gaps in information and summarize the main points; ask participants if they agree and/or want to add anything;
- Explain what will happen next with the data they have produced;

### After data collection and analysis is complete

- Report back the main findings to participants and ask their opinions.



See Exercises 53, 54, 55 in the Exercise book.

## Section 3.4 Learning and sharing lessons

### Resources for this section:

IPEC: *Combating trafficking in children for labour exploitation: A resource kit for policy makers and practitioners*, Geneva, ILO, 2008, Book 5, section 5.6. [This section of the kit includes 7 downloadable resources that may also be considered as individual resources for this session.]

While the aim of all actions is to protect children from trafficking, help child victims and move towards elimination of this worst form of child labour, every action should also be designed to lead to better actions in the future. That means not only putting monitoring and evaluation in place so that progress can be checked and improved, but also putting in place a means of drawing together the lessons from the project and using these in a variety of ways.

Lessons can and should be used to:

- Improve future interventions;
- Identify interventions that are replicable or adaptable;
- Demonstrate actions that can be mainstreamed into government policy and programmes;
- Encourage donor support; and
- Leave something positive behind when the action is completed.

There are a number of steps to take to ensure that the experience of the action is useful beyond those involved. These are:

- identifying successful actions or elements of actions (often called ‘good practice’) that can be useful in the future;
- identifying those elements of interventions that were not so successful and need to be dropped, modified or further reviewed;
- documenting the lessons;
- sharing these lessons with others (dissemination); and
- repeating good practices on a larger scale (scaling up).

### Identifying good practices and weaknesses

Identifying good practices involves looking critically at the interventions carried out at the outreach and/or policy level. It should suggest how these could be used to improve actions in the future. One important thing to remember is to report not only successes but also weaknesses: What may seem like a mistake or a failure in an action is in fact a useful lesson for the future and, if documented, could lead to better interventions. Learning from documented weaknesses helps others to save time, money and effort in potentially embarking on weak actions.

Identifying good practices and weaknesses is essential to moving forward on the basis of tried-and-tested experience. In general, good practices are those that can be shown to be:

- Effective (that is, did it reduce child trafficking?);
- Efficient;
- Responsive to needs and beneficial to target group;
- Innovative and creative;
- Replicable or adaptable;
- Likely to be sustained/mainstreamed;
- Contributing to change.

They can include processes, approaches, strategies, interventions, policies, case studies, and knowledge. The key phrase here is that good practices *must show that it makes a difference in the fight against child trafficking* – something is not a good practice



just because it is done regularly; its value has to be demonstrated.

### Documenting the lessons

Documenting lessons means not only writing down what was done but analysing how it was done and what was learned. It is important when you prepare lessons-learned materials to keep in mind who might be using them: will they be used internally only or will they go to an external audience? What information do they need and how will they use it? Documenting lessons offers a chance to ensure that experiences are made useful to others.

When documenting the experience, the views of children, families and communities, as well as partners and ideally some independent observers should be included where possible. Their views do not have to be in agreement: often, different views of the same action can help readers to see the anti-trafficking initiative more clearly and come to their own conclusions.

Some useful hints:

- Find a memorable title/slogan;
- Paint a picture of the intervention that people can understand and remember;
- Explain the how, why, where, when and what;
- Give evidence for the conclusions you have reached about the results and impact;
- List the lessons learned clearly and with recommendations for replication or adaptation; and
- Provide references to resources.

### Designing a dissemination strategy

In order to make sure that the results of interventions reach those who can use them, a dissemination strategy should be designed when the intervention is planned. Questions to ask are: Who might be able to use the experience; how will they use it; what form do they need it in, and, how will they get it?



Answers to these questions may indicate the processes and tools you will need to collect the information. For example, if the target audience for a dissemination strategy is a trade union in the adjacent province B, they will need to know all the elements of project design, implementation and the lessons learned by the trade union in province A. The learning points could be sent to them as the project progresses (rather than waiting until the end) and possibly in an electronic newsletter. If, on the other hand, the target audience is the government ministry dealing with cross-border issues, then you may wish to wait until the end of the project to identify the specific issues that will be of interest to the ministry and send these to the ministry in a detailed letter.

If the intervention relates to a ministry-initiated policy or programme, the main target may be civil servants in government departments at other levels or in other countries in the region. In this case, you may choose to consider the regular forums for information exchange in which the government participates and consider whether an information-sharing session at such a forum would be possible.

Remember that dissemination does not always mean writing a long report, printing it in a glossy cover and sending it out by mail at high cost. Dissemination can take many forms including one-on-one meetings, information-sharing sessions, multimedia products, publications, or word-of-mouth. You will need to pay particular attention to how you can get the information to hard-to-reach groups, so check all possible means of transmission and whether your target groups have Internet access or postal access, for example. It is always a good idea to try and contact such target groups before you begin to prepare materials, so that you know how they can be reached.

## Repeating good practices on a larger scale

Repeating good practices in other areas is often called ‘replication’ and if done on a larger scale is often called ‘scaling up’. It involves taking the experience gained in one place – for example in one community or one school or one province – and spreading it to other communities, schools or provinces or even nationally. Scaling up has to be done very carefully. First of all, you will need to think through whether the scope of the initiative was a factor in its success. If the initiative is to work on a larger scale, will it lose the very thing that made it work? This requires careful analysis of the initiative and also consideration of the new context. Scaling up also presumes a heavier burden of coordination. At least at the beginning, it may be necessary to provide support and advice to partners who carry the project forward.

One way of scaling up is to work towards mainstreaming actions into larger policy initiatives. For example, an effective training module developed for teachers in schools in a district might be mainstreamed into the curriculum of the national teacher training college, with the cooperation of the college or maybe the education ministry.

The most important thing to remember is that the end of one initiative is really the beginning of the next. Perhaps the most important outcome of the documentation of good practices is transferring these practices – whether they relate to policy or to outreach initiatives – to other actors so that they can replicate the experience.



See Exercises 56, 57, 58 in the Exercise book.





# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

**Textbook 1** Understanding child trafficking

**Textbook 2** Action against child trafficking at policy and outreach levels

**Textbook 3** Matters of process

**Exercise book**

**Facilitators' guide (cd-rom)**

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Exercise book





# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

Exercise book

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## Table of contents

<b>1: Understanding child trafficking</b> .....5	
<b>Section 1.1: Definitions</b> .....5	
Exercise 1: Definitions in your country .....5	
Exercise 2: Terms related to the trafficking of children .....5	
Exercise 3: Defining trafficking .....6	
<b>Section 1.2: International and regional instruments</b> .....8	
Exercise 4: Laws relating to children in your country.....8	
Exercise 5: Applying the international instruments .....9	
Exercise 6: Protecting the rights of the child .....10	
<b>Section 1.3: Key concepts</b> .....11	
Exercise 7: Grasping the key concepts ...11	
Exercise 8: Illustrating trafficking in your country .....11	
Exercise 9: Risk and vulnerability .....12	
<b>Section 1.4: How child trafficking works</b> ..14	
Exercise 10: Presenting your experience...14	
Exercise 11: Reviewing risk factors in relation to your experience ...15	
Exercise 12: The case of trafficked children and criminal activities .....16	
<b>Section 1.5: The people involved</b> .....17	
Exercise 13: Putting together a snapshot of trafficking in your country.....17	
Exercise 14: Responding to the problem – some first thoughts.....17	
<b>Section 1.6: The scope and impact of child trafficking</b> .....18	
Exercise 15: From country to region.....18	
Exercise 16: The costs of trafficking .....18	
<b>Section 1.7: Research and knowledge for planning and targeting</b> ....19	
Exercise 17: Role playing .....19	
Exercise 18: Designing an information-gathering project .....20	
Exercise 19: Learning from disaggregated data .....21	
<b>Section 1.8: Planning for coordinated action</b> .....22	
Exercise 20: Stakeholder analysis.....22	
Exercise 21: Planning coordinated action .....23	
Exercise 22: Coordinated action at subregional level .....26	
Exercise 23: Assessing partners' protection policies.....27	
<b>2: Action against child trafficking at policy and outreach levels</b> .....28	
<b>Section 2.1: Broad protection to prevent trafficking of children at risk and former victims</b> .....28	
Exercise 24: What is your role in protection? .....28	
Exercise 25: Your experiences in protection.....29	
Exercise 26: Parliamentarians and actions to combat child trafficking .....30	
<b>Section 2.2: Protection (continued)</b> .....32	
Exercise 27: Getting out the message .....32	
Exercise 28: Protection to prevent (re)trafficking .....33	
Exercise 29: Education, training and youth employment.....35	
<b>Section 2.3: Prevention of the crime of child trafficking</b> .....36	
Exercise 30: Acting against 'bad demand' .....36	



Exercise 31: The legal framework and human rights .....	37	<b>3: Matters of process.....</b>	<b>53</b>
Exercise 32: Children and the Guidelines on migrant recruitment policy and practices .....	39	<b>Section 3.1: Bringing it all together .....</b>	<b>53</b>
Exercise 33: Safe migration for Decent Work.....	39	Exercise 45: Starting to put a NAP together .....	53
<b>Section 2.4: Prevention (continued) .....</b>	<b>40</b>	Exercise 46: Getting the timing right .....	55
Exercise 34: Supply chains.....	40	<b>Section 3.2: Mobilization, media, social dialogue and involving children and young people ...</b>	<b>56</b>
Exercise 35: Cocoa case study .....	41	Exercise 47: Planning an advocacy action .....	56
Exercise 36: Education and Decent Work initiatives and responsibilities.....	43	Exercise 48: Helping the media understand the real issues ...	57
<b>Section 2.5: Law enforcement .....</b>	<b>44</b>	Exercise 49: Social dialogue and building partnerships.....	58
Exercise 37: Recognizing signs in the workplace.....	44	Exercises 50 and 51: Protecting children and young people when they get involved .....	59
Exercise 38: Law enforcement, human rights and the labour context.....	45	Exercise 52: Hart's Ladder of participation .....	62
<b>Section 2.6: Law enforcement (continued).....</b>	<b>47</b>	<b>Section 3.3: Monitoring and evaluation ....</b>	<b>63</b>
Exercise 39: Recognizing child trafficking in your midst.....	47	Exercise 53: Indicators for an outreach initiative.....	63
Exercise 40: Create a rapid response team .....	49	Exercise 54: Indicators for a policy initiative.....	64
<b>Section 2.7: Victim assistance .....</b>	<b>50</b>	Exercise 55: Discussion on indicators .....	64
Exercise 41: Case management: Needs assessment.....	50	<b>Section 3.4: Learning and sharing lessons.....</b>	<b>65</b>
Exercise 42: Your experiences in victim assistance .....	50	Exercise 56: Lessons from a recent experience and identifying good practices .....	65
<b>Section 2.8: Victim assistance (continued).....</b>	<b>51</b>	Exercise 57: Developing a dissemination strategy .....	65
Exercise 43: Good or bad practice?.....	51	Exercise 58: Wrap-up exercise: Your personal plan of action and wish-list .....	66
Exercise 44: Some questions for group discussion .....	52		

# 1: Understanding child trafficking

## Section 1.1: Definitions



### Exercise 1: Definitions in your country

1. Prepare a note on legal definitions of 'child' in your country (or the country you live or work in, if it is different from your country of origin).
2. What is the age of majority (i.e. the age at which childhood legally ends) in relation to:
  - ▶ criminal responsibility (being tried and sentenced as an adult);
  - ▶ financial responsibility (for example acquiring a bank loan or signing a mortgage);
  - ▶ service in the armed forces;
  - ▶ the right to vote;
  - ▶ marriage;
  - ▶ consent to sexual activity?
3. Is there any difference between girls and boys in relation to these legal age provisions?
4. If your country has specific legislation relating to trafficking, is the age of 'child' specified in it?
5. How is 'trafficking' defined in law in your country, and are any means of coercion necessary in the recruitment of a child (as opposed to an adult)?
6. If you work with a specific agency or organization, do you work with an agency-specific definition of 'trafficking' or 'child'?
7. Do you consider that differing definitions of 'child' and 'trafficking' have implications for your work (at either policy or programming level)? Explain these and suggest how they can be overcome.



### Exercise 2: Terms related to the trafficking of children

Consider the following terms that are regularly used in discussions of child trafficking. Consider what they mean, how they are used and why this term is more/less useful than other equivalent terms. Think about any disagreements or discrepancies relating to the use of these terms or how people interpret them. Be ready to share your thoughts with others.

<ul style="list-style-type: none"> <li>• Child/ childhood</li> <li>• Adolescent/ young person</li> <li>• Adult/ adulthood</li> <li>• Victim/ victimization</li> <li>• Perpetrator</li> <li>• Exploiter</li> <li>• Trafficker</li> <li>• Trafficking/ child trafficking</li> </ul>	<ul style="list-style-type: none"> <li>• Migration/ migrant</li> <li>• People smuggling</li> <li>• Sex/gender</li> <li>• Family/ extended family</li> <li>• Child labour/worst forms of child labour</li> <li>• Slavery</li> <li>• Decent Work/ employment</li> <li>• Education/ learning</li> </ul>	<ul style="list-style-type: none"> <li>• Vocational/ skills training</li> <li>• Poverty</li> <li>• Racism</li> <li>• Discrimination</li> <li>• Exclusion</li> <li>• Displaced person/refugee</li> <li>• Disability</li> <li>• Commercial sexual exploitation of children (CSEC)</li> </ul>
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### Exercise 3: Defining trafficking

Read the case studies below and answer the questions. If you believe the answer is not clear – that there are ‘maybe’ areas – explain what they are and what information you would need to be able to give a more definite answer.

**A** is a 14 year-old boy who has finished schooling and hopes to find a job in a more affluent neighbouring country. A recruiter comes to his village and offers to help him get to the country and find work. His parents are happy because the recruiter gives them a small sum of money in advance. When they arrive in the destination country, the boy is handed over to an employer and made to work underground in a coalmine.

1. Is ‘A’ a victim of trafficking? If yes, on what grounds? If no, why not?
2. Can the employer at the coalmine be charged as a trafficker? If yes, on what grounds? If no, why not?
3. Would the situation be different if boy A was put to work as a labourer in a factory?
4. Would it make a difference if the parents were against his departure?
5. Would it make a difference if the recruiter had charged the family a fee for arranging the job for A, instead of paying for his labour?
6. Would it make a difference if boy A were 16 years old?

**B** is a 16 year-old girl who dreams of becoming a model. One day, a recruiter comes and tells her about a job in another country. He entices her with promises of glamorous locations where she will have a chance to work with internationally renowned designers. The recruiter arranges the trip, as B agrees, but does not accompany her. When B arrives at the destination, she finds that she is expected to ‘model’ skimpy clothes and entertain customers in pornographic performances.

1. Is girl B a victim of trafficking? If yes, on what grounds? If no, why not?
2. Is this recruiter a trafficker? If yes, on what grounds? If no, why not?
3. Would it make a difference if B were aware that the ‘modelling assignment’ would be pornographic, but still agreed because it would pay good money?

**C** is an 11 year-old boy living with his peasant parents on a plantation. His father falls sick and the family borrows money from the plantation owner. To pay it back over time, C starts working as the owner’s servant.

1. Is boy C a victim of trafficking? If yes, on what grounds? If no, why not?
2. If you answered ‘no’, would you still consider that there are issues of child protection to take into account in this case?
3. If the owner makes boy C work for a third person in a nearby town, would it make a difference to your conclusion?

**D** is a 10 year-old girl living in a poor rural area hit by famine. Her better-off aunt in the capital city says D can come and live with her if she helps with some household chores. The aunt promises to send her to school. This situation is fairly typical of the country in which the girl lives: the ‘placing’ of children with extended family members is a traditional way of coping for large families who are having difficulties making ends meet in this particular country.

1. Is girl D a victim of trafficking? If yes, on what grounds? If no, why not?
2. What conditions would you need to think about after D's arrival in the capital?
3. Does it make a difference that 'placing' a child with extended family is a long-held and accepted coping mechanism in the girl's country?

**E** is an 18 month-old baby girl living in an orphanage. A rich childless family comes to adopt her. The family pays a fee to a broker for arranging the adoption.

1. Is baby E a victim of trafficking? If yes, on what grounds? If no, why not?
2. If the adoptive family were not rich, and counted on the child to work when she is older, would it make a difference to your conclusion?
3. What if they intend to take baby E for begging?

**F** is a 17 year-old boy from Country X, who migrates illegally to Country Y. The fee for the arrangements is 50,000 blits. He finds work in a factory and every day has to put in 10 hours of heavy labour. The pay is reasonable.

1. Is F a victim of trafficking? If yes, on what grounds? If no, why not?
2. Does it make a difference that F migrated illegally?
3. Would it make a difference if F had been aged 18 when he migrated?
4. Is the employer a trafficker? If yes, on what grounds? If no, why not?

**G** is a young boy who comes from Country K. He is between 10 and 12 years of age but looks much younger, (say 7-8 years). He is picked up by the police in Country J who find him working in the market selling smallgoods along with 10 other children of different nationalities. After a couple of hours of inquiry the police investigator is able to establish that the child is in fact living in Country J with his family. It is not clear whether the family has legal status or not. Although he is in fact enrolled in school, G spends most of his time in the market to take home small sums of money to his parents each evening.

1. Is G a victim of trafficking? If yes, on what grounds? If no, why not?
2. Could G's parents be accused of trafficking? If yes, on what grounds? If no, why not?
3. Do you consider that there are child protection or family welfare issues that need to be addressed in this case?

**H**, a 14 year-old girl from Country T, consented to be moved by her brother from the centre of country T to the south of the country. She lives with her brother and sister-in-law in the south, near the border with Country Z. Every day she travels illegally across the border to sell fruit and eggs for a third person to whom her brother introduced her. H does not go to school. According to the Labour Act of Country Z, she would be allowed to work in non-hazardous conditions if she was a citizen of country Z. Girl H is quite happy with her earnings. Every week, of her own free will, she gives her brother some of the money to cover her living expenses.

1. Is H a victim of trafficking? If yes, on what grounds? If no, why not?
2. Is H's brother a trafficker? If yes, on what grounds? If no, why not?
3. Is the employer in Country Z a trafficker? If yes, on what grounds? If no, why not?

## Section 1.2: International and regional instruments



### Exercise 4: Laws relating to children in your country

1. Explain any differences between the relevant law in your country relating to children and:
  - a) the Convention on the Rights of the Child;
  - b) the Palermo Protocol;
  - c) ILO Convention No.182.
2. Outline the principal laws in your country that are specific to children's rights, for example: laws relating to the sexual abuse and exploitation of children, the minimum working age and any conditions specific to workers under the age of 18. You do not need to know the full detail of these laws, but attempt to give an overview of the legal protection of children, and comment on any elements that you consider to be particularly interesting or important (for example, if there is a provision that says children of asylum-seeking families that are not yet resident in a country should have full entitlement to education and training) or any areas that you believe could be improved (for example, raising the minimum legal age for work, or making special provisions for children with a disability in relation to school transport). Be sure to note whether there are any discrepancies in the protection offered to girls and to boys.
3. List the principal arms of government in your country that have responsibility for ensuring the rights of children and for dealing with trafficking. Add a one-line note on what this responsibility is. If there is a coordination mechanism within government (for example, a focal point or an inter-ministerial task force) dealing with children's issues, describe how it works.



## Exercise 5: Applying the international instruments

Choose one of the following Articles from international instruments explain:

1. Why it is an important tool for anti-trafficking work;
2. How it is implemented in your country (one example is sufficient).

*ILO Worst Forms of Child Labour Convention, 1999 (No.182) (Article 7(2)):*

“Each Member shall, taking into account the importance of education in eliminating child labour, take effective and time-bound measures to: (a) prevent the engagement of children in the worst forms of child labour...”

*UN Convention on the Rights of the Child (1989) (Article 34):*

“States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent: ...(b) the exploitative use of children in prostitution or other unlawful sexual practices...”

*Palermo Protocol (Article 5):*

“1. Each State Party shall adopt such legislative and other measures as may be necessary to establish as criminal offences the conduct set forth in article 3 of this Protocol [ie trafficking in persons], when committed intentionally.

“2. Each State Party shall also adopt such legislative and other measures as may be necessary to establish as criminal offences...(b) Participating as an accomplice in an offence established in accordance with paragraph 1 of this article...”

*ILO Minimum Age Convention, 1973 (No.138) (Article 3):*

“1. The minimum age for admission to any type of employment or work which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons shall not be less than 18 years”.



## Exercise 6: Protecting the rights of the child

Consider again the descriptions of the situation of four of the children you have already dealt with in Exercise 3. Say which of their rights, as per the UN Convention on the Rights of the Child, are being violated:

**C** is an 11 year-old boy living with his peasant parents on a plantation. His father falls sick and the family borrows money from the plantation owner. To pay it back over time, C starts working as the owner's servant.

**D** is a 10 year-old girl living in a poor rural area hit by famine. Her better-off aunt in the capital city says D can come and live with her if she helps with some household chores. The aunt promises to send her to school. This situation is fairly typical of the country in which the girl lives: the 'placing' of children with extended family members is a traditional way of coping for large families who are having difficulties making ends meet in this particular country.

**G** is a young boy who comes from Country K who was thought to be 10-12 years of age but who looked much younger, (say 7-8 years). He was picked up by the police in Country J who found him working in the market selling small goods along with 10 other children of different nationalities. After a couple of hours of inquiry the police investigator was able to establish that the child was in fact living in Country J with his family. It is not clear whether the family has legal status or not. Although he is in fact enrolled in school, G spends most of his time in the market to take home small sums of money to his parents each evening.

**H**, a 14 year-old girl from Country T, who consented to be moved by her brother from the centre of Country T to the south of Country T. She lives with her brother and sister-in-law in the south, near the border with Country Z. Every day she travels illegally across the border to sell fruit and eggs for a third person to whom her brother introduced her. H does not go to school. According to the Labour Act of Country Z, she would be allowed to work in non-hazardous conditions if she was a citizen of Country Z. Girl H is quite happy with her earnings. Every week, of her own free will, she gives her brother some of the money to cover her living expenses.



## Section 1.3: Key concepts



### Exercise 7: Grasping the key concepts

Match the definitions below with the concepts they describe. If this is done as a class exercise, follow the instructions of the facilitator to compete in a speed trial. If you are doing this by yourself, then give yourself just 10 minutes to complete the exercise.

People whose exploited labour becomes a factor of production from which traffickers make a profit.	
A route or a point on that route which is between the source and the destination.	
The place where the child ends up in exploitation – another word for ‘destination’ country.	
Trafficking that takes place from one country to another.	
Labour that is not hazardous but that is undertaken by a child who has not reached the legal minimum working age.	
The country, town or village or other source of origin of the trafficked child – another word for ‘sending’ place.	
Trafficking that is confined within a nation’s borders.	
Labour that is hazardous, putting the child’s safety or morals at risk, or that involves slavery or slavery-like practices, sexual exploitation, illicit activities, trafficking or recruitment into armed conflict.	
The active ‘pull’ of exploitative employers or other exploiters of trafficked labour.	



### Exercise 8: Illustrating trafficking in your country

Draw a map of your country (marking borders with neighbouring countries) or your state/province (marking nearby places of destination – cities, ports etc).

Draw arrows on the map to indicate the main trafficking movements of children from, to, through and within your country or state.

On the map, indicate which of the following terms are relevant to the situation in the country or state (and where), and the neighbouring country or region: Source; Transit; Destination; Supply; Demand.

Add any notes you think are also relevant – for example, you might indicate that a port city “has a thriving tourist sector so there are plenty of seasonal jobs available”.



## Exercise 9: Risk and vulnerability

Read the following descriptions relating to children in the fictional country called Central Country and its main province, BeloBelo. Then answer the questions.

### ***Individual, family and community level risk factors***

MaiMai is a district in BeloBelo province of Central Country that is on the border with SoSo, a country where people live in relative affluence. MaiMai faces significant problems with child trafficking into SoSo but research shows that it is a problem mainly among BeloBelo's two ethnic groups: the Bla and the Kra. The ethnic composition of the population of BeloBelo is 70 per cent BeloBeloans, 17 per cent Bla, and 13 per cent Kra.

The BeloBeloans own all the land and manage sizeable farms. The Bla are mostly small farmers and the Kra mainly do street trading. Neither the Bla nor the Kra register their children at birth because they have traditionally thought of themselves as 'temporary residents' in BeloBelo. As a result, they have no official status.

Both the Bla and the Kra have a history of irregular migration. Young girls in particular migrate to neighbouring SoSo, where they generally find work in restaurants and bars. Many girls migrate with the help of older girls who have been to SoSo before, or they use the services of unregistered recruitment agencies that have flourishing operations in most of the villages in the district.

The Kra have a history of drug and alcohol abuse and this is quite visible. Recent reports suggest rampant domestic violence among the Kra. The Kra live in the low areas close to the district capital, whereas the Bla live higher up in the mountains far away from basic services.

The Bla tend to have large families that are ruled over by the men, who make all family decisions. Many Bla girls drop out of school around the age of 13. Many of the girls are then sent into the households of extended family members elsewhere in the province, where they toil long hours in child domestic labour.

1. Based on the case description above and your own knowledge of child trafficking, please discuss and list risk factors – in particular at the individual, family and community level - that make Kra and Bla children vulnerable to trafficking. Where some of the risk factors relate to girls more than boys, or boys more than girls, be sure to indicate this.
2. Do you consider that girls and boys from the largest ethnic group, the BeloBeloans, are also at risk?

### ***Institutional-level risk factors***

BeloBelo province has 50 million inhabitants and is densely populated. Fifty per cent of the population is under the age of 20. It is a mainly agricultural society. Each August, annual rains regularly destroy the crops.

With few jobs outside agriculture, youth unemployment is high, in particular among girls. Most young men that stay in the rural areas are farmers. Most other young men have migrated for work to nearby Booming Province.

BeloBelo province is known for its skewed birth ratio (for every 100 girls there are 135 boys). Official statistics indicate that girls on average drop out of school 1.2 years earlier than boys. Suicide is the number one cause of death among girls and women aged 15-34 in rural areas.

All BeloBeloan villages have access to television and people can watch their local television station, or the channel of neighbouring Booming Province. Many young people have seen programmes showing the higher standard of living and job opportunities in Booming Province, especially along the east coast where the port cities are fuelling growing affluence.

There is one registered recruitment agency in BeloBelo province, and it is in the provincial capital. It offers job placement services catered to skilled labourers. A number of unregistered recruitment agencies operate in smaller district towns. They can quickly arrange a trip to the city. It has become popular among young people, early school leavers in particular, to use the services of these unregistered agencies. Anecdotal evidence suggests that these young people end up in sweatshops and illegal factories (mainly in Booming province) where they have to work 14-hour shifts, sometimes without pay.

1. Based on the case description above and your own knowledge of child trafficking, please discuss and list risk factors - in particular at the institutional level - that make children vulnerable to trafficking.
2. Is the situation different for boys and girls? Explain any differences; if you cannot be sure, say what other information you would need before you could answer this question in more detail.

### ***Workplace risk factors***

Recent reports in the media indicate that large numbers of young girls from BeloBelo province work in hairdressing salons in the big cities of Booming province. Recent research suggests that they are generally aged between 13 and 15, and mostly arrive alone.

In these hairdresser salons they sometimes have to perform sexual services. They work long hours, and often sleep in a room with seven or eight more girls. Food is of poor quality and the costs for food and accommodation are deducted from their monthly wages, which are already very low.

After a year or two, many of the girls are offered jobs in an entertainment palace where they are promised higher wages. Here they have to offer sexual services on a regular basis. They are given free alcohol and drugs for the first three months but have to pay for their drugs afterwards and the cost of the drinks is deducted from their wages.

The education and skills level of the girls is low and most of them do not have identity papers. Those that do have papers are obliged to hand them over to the employer for 'safekeeping'. Without papers they do not have access to basic healthcare or social services. The girls are told that, if they attempt to leave, their families back home will be punished.

Once a year there is a police spot check in the entertainment sector – usually it is announced beforehand. Once a year, around Christmas, most young migrant workers are allowed home to see their families, but in the three months before Christmas they do not receive any wages, so they have to return after Christmas to get their pay.

1. Based on the case description above and your own knowledge of child trafficking, please discuss and list risk factors - in particular at the workplace level - that make girls vulnerable to trafficking.
2. Would the situation be different if the girls were aged 15-18 rather than 13-15?

## Section 1.4: How child trafficking works



### **Exercise 10: Presenting your experience**

Prepare a three-paragraph outline of a typical case of child trafficking in your country (or the country in which you work). Be sure to outline the three stages of the process: how the children are recruited; how, through whom and where they move; and the exploitative results of the trafficking.

Pay particular attention to:

- ▶ The profiles of the children, if these are known (sex, age groups, ethnic composition, level of education, family circumstances);
- ▶ The profiles of the recruiters, traffickers and intermediaries, if these are known.

Indicate also, if you can, whether child trafficking in your country has changed over time and what has influenced this (economic factors of your country and neighbouring countries, changes in migration policies and rules, border issues, other factors).



## Exercise 11: Reviewing risk factors in relation to your experience

Consider the outline you prepared in Exercise 10 and decide which of the following risk factors are the main ones at play in the case you described. Are there other risk factors that are not on the list? Add these and explain why they put children at risk.

<p><i>Individual child risk factors</i></p> <ul style="list-style-type: none"> <li>• Sex (boy/girl)</li> <li>• Age</li> <li>• Ethnic grouping</li> <li>• Birth registration/citizenship status</li> <li>• Separation from family (orphaned, run-away, displaced etc)</li> <li>• Disability</li> <li>• Education or skill level</li> <li>• Position within the family hierarchy</li> <li>• Ignorance of life outside the family/community (naivety)</li> <li>• Exposure to negative peer pressures</li> </ul>	<p><i>Community risk factors</i></p> <ul style="list-style-type: none"> <li>• Youth unemployment</li> <li>• Community violence</li> <li>• Location (eg close to border with more prosperous neighbour)</li> <li>• Accessibility of schools and training centres</li> <li>• Road connection and transport</li> <li>• Community leadership and power structures</li> <li>• Policing, local authority services</li> <li>• Entertainment outlets and community centres</li> <li>• History of migration</li> </ul>
<p><i>Family risk factors</i></p> <ul style="list-style-type: none"> <li>• Single-parent family or one parent regularly absent</li> <li>• Large family size</li> <li>• Insufficient income</li> <li>• Ethnic grouping or caste</li> <li>• Illness or death in family</li> <li>• Power relations within the family</li> <li>• Preference for male/female child</li> <li>• Family violence</li> <li>• Debt</li> <li>• Discriminatory traditional or cultural practices</li> <li>• Tradition of migration</li> </ul>	<p><i>Workplace risk factors at destination</i></p> <ul style="list-style-type: none"> <li>• Unsupervised hiring of workers</li> <li>• Lack of labour monitoring</li> <li>• Poor labour protection and limited reach of labour law</li> <li>• Unregulated, informal economy</li> <li>• Lack of workplace representation (trade unions)</li> <li>• Inability to change employer</li> <li>• Predominance of men in workplace hierarchy</li> <li>• Public tolerance of prostitution/begging</li> </ul>
	<p><i>Institutional risk factors</i></p> <ul style="list-style-type: none"> <li>• Geography</li> <li>• Natural disaster</li> <li>• Peace/conflict status</li> <li>• Economy</li> <li>• Social service regime</li> <li>• Discrimination</li> <li>• Strength of legal framework</li> <li>• Level of corruption</li> </ul>



## **Exercise 12:** **The case of trafficked children and criminal activities**

Consider this case:

Boy M is 15 years old and unhappy at home. His father suspects him to be homosexual and has beaten him up several times. Boy M feels that the only choice available to him is to leave and, at a gay club, he has met another 15 year-old youth who also attracted regular beatings at home. This adolescent, Boy Q, dropped out of school and left home a year earlier and began hanging around the club, eventually earning enough money to survive by providing sexual services from time to time.

Together Boys M and Q head for the coast to try and find work in a tourist bar/club and plan to live cheaply in a beach community. Boy Q knows a guy in the beach community who links them up with a club owner. The club owner recruits them and tells them they can earn much more money – probably enough to rent an apartment – if they will help him by selling party drugs in the beach community. Boys M and Q don't really want to do that, but the owner threatens to fire them if they don't. Soon they become known as 'bad boys' who have drugs for sale and older men start to ask them for sex in exchange for money. Boy M is so upset at this that he starts using drugs to try and forget the situation he finds himself in. The club owner gives him the drugs in exchange for half of the money he makes from the men.

Discuss this case study and in particular consider your responses to the following questions:

1. Have Boys M and Q been trafficked?
2. If yes, can you identify the trafficker(s)?
3. Have Boys M and Q committed any crime(s)?
4. What should be the (i) law enforcement; (ii) social services; (iii) other agencies' responses to the situation if it comes to light?

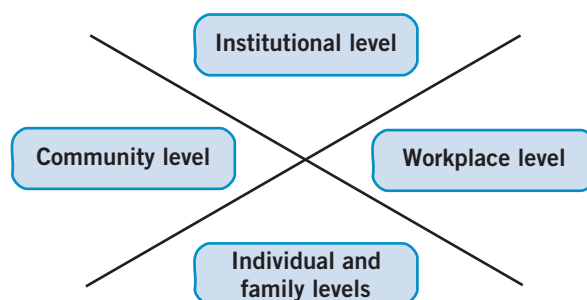
## Section 1.5: The people involved



### Exercise 13: Putting together a snapshot of trafficking in your country

Consider child trafficking in your country (or the country where you work) and write down:

1. FOUR known risk factors that contribute to increasing vulnerability in each of the categories in the diagram:



2. FOUR known kinds of trafficker/intermediary in your country, with a one-line comment on how they work (for example: 'men from the south go into villages in the north and groom young girls into a relationship they think is going to lead to marriage. They convince the family to allow the girl to leave with the man who then trades her into domestic service').
3. TWO identified trafficking routes either within your country or to other countries.
4. FOUR areas of exploitation into which children are trafficked either within your country or in other countries. Specify whether the sector mainly receives trafficked boys, or girls, or both.



### Exercise 14: Responding to the problem – Some first thoughts

For each of the elements you have identified in Exercise 13 (4 x 4 risk factors, 4 traffickers, 2 routes, 4 sectors), suggest the most relevant response you believe could make a difference (at policy or outreach levels). Remember to keep in mind that the best interests of the child must always be your primary consideration.



## Section 1.6: The scope and impact of child trafficking



### Exercise 15: From country to region

You have already built up a snapshot of the most prevalent characteristics of child trafficking in your country. Now the picture gets bigger. If you are doing this exercise as part of a classroom session, find other participants who come from or work in your region and put together a model of typical child trafficking patterns in your region. If you are working alone, repeat the 'country snapshot' exercise (Exercise 13) for other countries in your region and identify any similarities, differences or trends that become evident.

The essential elements of the regional picture that builds up will be:

- ▶ Vulnerability profile of the children at risk (comprising major risk factors at individual, family, community, workplace and institutional levels);
- ▶ Categories of traffickers and their methods;
- ▶ Trafficking routes;
- ▶ Principal sectors in which trafficked girls and boys are exploited.

Find, if you can, any available estimates of the numbers of children trafficked internally and externally in the countries of this region. This will add to your regional picture some idea of the size of the problem and how it is spread across the region (for example, trafficking might be a problem mostly in the south or in less affluent countries in the region). Be sure to identify which countries in the region are sending, transit and destination countries.

Discuss similarities and differences among the various countries or localities in the region. What are the reasons for these similarities and/or differences? (For example, they might be economic, a result of the topography of the country, linked to the presence of similar ethnic groups on both sides of a border etc.)



### Exercise 16: The costs of trafficking

Consider why it would be in a country's interests to vigorously address child trafficking. In your note, consider (and list specifics) under:

- ▶ The impact on the individual child
- ▶ The impact on children in general in the country;
- ▶ The economic costs to a country;
- ▶ The impact on social development goals;
- ▶ The international, regional and national commitments a country has made.

## Section 1.7: Research and knowledge for planning and targeting



### Exercise 17: Role playing

This is a very practical exercise. It can be done alone, in pairs or in groups. If you are alone, you should take the role of the interviewer and prepare a note on why you are doing the research, and the questions you will ask.

If you are working in a pair, one person should be the interviewer and the other the interviewee. Together, prepare a note on the purpose of the research. The interviewer should prepare the questions and ask them of the interviewee. The interviewee's task is to respond to the questions accordingly. Importantly, the interviewee should also give feedback to the person asking the questions, suggesting whether they are suitable or inappropriate. Use the details below to prepare this exercise:

*Interviewer:* You are part of a team investigating the exploitation of children in the garment sector in a large city. One of the aims of the research is to attempt to find out whether any of the children have been trafficked into exploitation. When you interview the child, it is likely that the employer will be present.

*Interviewee:* You are a 15 year-old girl working in the garment factory. You arrived there two years earlier from your village in the north of the country, with your older brother, who also worked in the factory. When he returned to your village, you were not allowed to accompany him because you had not earned enough money to pay for the accommodation and food provided by your employer.



## Exercise 18: Designing an information-gathering project

Consider the following scenario:

You have received reports from a local trade union representing transport workers that some of the members are concerned at the number of young girls from Country X who are suddenly appearing in a transport café that is usually used only by long-haul truck drivers. The girls are in their early teens, are usually in groups of three or four, and always have a man and woman with them. These adults order and pay for the food the girls eat and the woman always accompanies any of them who go to the ladies' room. The girls do not seem to chat or laugh as most teenage girls would when they are together.

The union representative says the truck drivers who came to him had participated in an awareness-raising session on child trafficking and have got it into their heads that the girls are being moved against their will into Country Y. They know that the major port they are heading for with their trucks is well known for its thriving commercial sex sector and there have been recent reports in the media in Country Y of an increase in the number of girls being moved along this particular route by traffickers.

You would like to know more about this situation and find out whether the concerns of the truck drivers are substantiated. In particular, you want to know more about the girls themselves.

1. What safety/protection issues do you need to review before you even consider initiating an information-gathering exercise in relation to this report?
2. What issues will be important in your decision whether or not to go ahead with the exercise?
3. If you do not go ahead with the project, what else might you usefully do to explore this situation further?
4. If you do go ahead with the project, what kind of research methodology will you use? Say whether you will undertake the research in Country X, along the route and in the transport café, and/or in Country Y. Also say whether your main aims will be to protect girls at risk in Country X (source), provide information to law enforcement about the situation of the girls in transit, and/or prevent exploitation of the girls in Country Y and/or plan a victim assistance response.
5. Who will you involve in your research team and what will be their role?



## Exercise 19: Learning from disaggregated data

Look at the table below, which synthesizes data collected from a group of children rescued from trafficking and who have all been brought together in a temporary reception centre.

1. From the data below on trafficked children, say what you can deduce about the likely profiles of children at risk.
2. Note any other categories of information that you think might be useful to collect, to narrow down the children most at risk.

<i>Child identifier</i>	<i>Age</i>	<i>Sex</i>	<i>Parents</i>	<i>Children in family</i>	<i>Level of education</i>	<i>Worked before being trafficked?</i>	<i>Other</i>
Ahmed	12	M	Mother, 32 Father (d.)	3 boys 2 girls	To age 10	No	—
Belinda	14	F	Mother, 36 Father, 38	2 boys 3 girls	To age 11	Yes	—
Consuela	15	F	Mother, 31 Father, 45	1 boy 1 girl	To age 15	No	—
Dimitri	10	M	Mother, 40 Father, 40	2 boys 3 girls	In school	No	Physical impairment
Enrique	9	M	Mother, 28 Father, 39	2 boys 4 girls	No schooling	No	Physical impairment
Fatima	14	F	Mother (d.) Father (d.)	5 boys 2 girls	To age 10	No	—
Gillian	14	F	Mother, 37 Father, 39	1 boy 3 girls	To age 8	Yes	HIV+
Ho Ming	8	M	Mother, 24 Father, 29	5 boys 3 girls	No schooling	Yes	Sensory impairment
Ibtisam	13	F	Mother, 35 Father, 38	3 boys 4 girls	In school	No	—

## Section 1.8: Planning for coordinated action



### Exercise 20: Stakeholder analysis

Look again at the information you compiled in Exercise 13 and 14. Consider which actors are best placed to work on the various problems you have identified.

Consider what the gaps might be at a policy level and at the level of direct assistance.

Fill in the name of these actors in the stakeholder analysis table below. If you have time, please put in brackets what they should do to fight trafficking.

	Policy level action (enabling environment)		
	Source	Transit	Destination
Broad protection of children at risk and victims			
Prevention of crime of trafficking			
Law enforcement			
Victim assistance			
	Direct assistance (outreach)		
	Source	Transit	Destination
Broad protection of children at risk and victims			
Prevention of crime of trafficking			
Law enforcement			
Victim assistance			



## Exercise 21: Planning coordinated action

Your task is to develop a first-stage plan to move towards coordinated (multidisciplinary) action to address child trafficking in your country. You are going to focus for this exercise on 'broad protection' and 'victim assistance' as in the tables that follow.

The tables will guide you in considering the various elements that should be taken into account. It is divided into Government (G), Workers' organizations (W), Employers' organizations (E), and NGOs and international organizations (N) and, depending on which group you belong to, you will probably be able to be more specific in that category. However, please consider making suggestions in any of the categories where you have an idea.

1. Under the heading 'Broad protection of children to prevent them from being trafficked and of victims to prevent their re-trafficking', you will suggest which actors might be involved in addressing the problem of a high drop-out rate in secondary schools (mostly girls and boys aged 13 and above), as this puts them at risk of entering child labour and increases their vulnerability to being trafficked. Be sure to say which actors would provide direct assistance programmes (outreach) and which would best be involved at policy level, including by influencing changes in policy.
2. Under the heading 'Victim assistance', you will suggest which actors might be involved in ensuring that the best interests of girls and boys rescued from trafficking and who find themselves in a third country are taken into account (including in deciding what will happen to them). Again, be sure to consider which actors might work at policy level and which at the outreach level.

<b>Aim: Broad protection to prevent trafficking of children at risk and former victims</b>		
<b>Objective: Address the high school drop-out rate of girls and boys aged 13+</b>		
<b>G</b>	Which arms of government might be involved? At what levels (eg provincial, urban etc)? How will they be coordinated (eg through a national referral mechanism)?	
	What will be their main role?	
	At outreach level	At policy level
<b>W</b>	Which workers' organizations might be involved?	
	What will be their main role?	
	At outreach level	At policy level
<b>E</b>	Which employers' organizations might be involved?	
	What will be their main role?	
	At outreach level	At policy level
<b>N</b>	Which NGOs, international agencies or civil society groups might be involved?	
	What will be their main role?	
	At outreach level	At policy level
<b>Other</b>	Are there other groups who do not fit exactly in the GWEN categories who should be involved?	
	What will be their main role?	
	At outreach level	At policy level



Aim: Victim assistance	
Objective: Ensuring that the best interests of girls and boys rescued from trafficking and who find themselves in a 3 <sup>rd</sup> country are taken into account (including in deciding what will happen to them)	
<b>G</b>	Which arms of government might be involved? At what levels (e.g. provincial, urban etc)? How will they be coordinated (e.g. through a national referral mechanism)?
	What will be their main role?
	At outreach level
	At policy level
<b>W</b>	Which workers' organizations might be involved?
	What will be their main role?
	At outreach level
	At policy level
<b>E</b>	Which employers' organizations might be involved?
	What will be their main role?
	At outreach level
	At policy level
<b>N</b>	Which NGOs, international agencies or civil society groups might be involved?
	What will be their main role?
	At outreach level
	At policy level
<b>Other</b>	Are there other groups who do not fit exactly in the GWEN categories who should be involved?
	What will be their main role?
	At outreach level
	At policy level



## Exercise 22: Coordinated action at subregional level

Your task is to develop a first-stage plan to move towards coordinated (multidisciplinary) action to address the cross-border trafficking of children between two countries: Country X (source) and Country Y (destination). You are going to focus for this exercise on one specific aim: Identifying victims and apprehending perpetrators.

Remember that identifying victims and perpetrators, and intervening, do not only take place at border crossings. There are actions that can be taken at source, in transit and at destination. Actions are not limited, moreover, to law enforcement; there are other possible categories of action. The important thing to remember is that different actors will have particular strengths that should be used.

The table will guide you in considering the various elements that should be taken into account. It is divided into Government (G), Workers' organizations (W), Employers' organizations (E), and NGOs and international organizations (N) and, depending on which group you belong to, you will probably be able to be more specific in that category. However, please consider making suggestions in any of the categories where you have an idea.

Aim: Identification of victims and apprehension of perpetrators		
Objective: Address the high incidence of trafficking of girls and boys across the border between Country X and Country Y		
<b>G</b>	Which arms of the governments might be involved? At what levels (e.g. provincial, urban etc)? and how will they be coordinated (e.g. through a national referral mechanism)? For each organization list what will be their main role.	
	In country X (source)	In country Y (destination)
<b>W</b>	Which workers' organizations might be involved? For each organization list what will be their main role.	
	In country X (source)	In country Y (destination)
<b>E</b>	Which employers' organizations might be involved? For each organization list what will be their main role.	
	In country X (source)	In country Y (destination)
<b>N</b>	Which NGOs, international agencies or civil society groups might be involved? For each organization list what will be their main role.	
	In country X (source)	In country Y (destination)



### Exercise 23: Assessing partners' protection policies

An important element of assessing the suitability of work partners, and one that is often overlooked, is the organization's own policy (and consequent regulations, protocols, processes and structures) to ensure that no-one within that organization is a threat to children. There have been examples in recent years of child abusers or other exploiters working with organizations that are supposed to protect children.

There are a number of steps that can be taken to contribute to protecting children. Look at the various categories of action that are listed in the table below, and then fill in the remaining column. The first row provides some examples.

When you have finished this, be prepared also to talk about what is done in the organization you represent in each of the categories in the table.

	<i>How to go about this?</i>
Knowing the organization and its personnel	Check whether the organization has a protection policy Include a question on the topic when interviewing new staff Check references when recruiting new staff
Having a policy in place	
Transforming policy into rules and regulations	
Training	
Monitoring	
Reporting	
Investigation and sanctions	

## 2: Action against child trafficking at policy and outreach levels

### Section 2.1: Broad protection to prevent trafficking of children at risk and former victims



#### Exercise 24: What is your role in protection?

Before looking in more detail at the roles different actors can play in reinforcing the protective environment of the child, use this exercise to consider what you believe your principal role to be. Fill in the right-hand column of the table. If you do not believe that you have a role to play in any of the areas listed in the left-hand column, say so and explain who you think should take responsibility for that role.

For the second part of this assignment, discuss your answers with others from the same area of work. Put together a combined list of responsibilities and tasks. You will be able to check this against the roles and responsibilities outlined in the ‘GWEN-box’ of section 2.1 in textbook 2 .

My role is part of my responsibility as:  
(specify government, workers’ organization, employers’ organization, NGO, international agency):

<p>What role do I/does my agency have in identifying children or families at risk?</p>	
<p>What can I/my agency do to reduce the vulnerability to trafficking of a family that is suffering hardship?</p>	
<p>What can I/my agency do to develop opportunities for adult or youth employment or to help adults/adolescents to find suitable work?</p>	
<p>Please list here what you consider to be the three main tasks of you or your agency in the area of protection (of children from trafficking):</p>	



## Exercise 25: Your experiences in protection

Describe an action, strategy or policy that you (or your organization) have developed to protect children from trafficking. If you have not worked directly in anti-trafficking actions, describe a protection action or policy in a related field that you have been involved in, such as child labour. Answer the following questions specifically in your description:

1. Was the protection action/policy targeted at a particular group of children or all children? Was it targeted principally at girls, or boys, or both? If it was targeted at a particular group of children, how were they identified as the target? (If the action/policy was directed at families, then you should still describe why the children in that family justified its being targeted.)
2. What were the main elements of risk that the target group of children was facing? If the target group included both girls and boys, describe the differences in risks, or levels of risk, that the girls and boys faced. You may wish also to give more detail about the profiles included within the group (for example: girls from an ethnic minority group and boys from that group over the age of 10 were at risk of trafficking because they were not in school).
3. What was the protection action/policy that you developed and how, specifically, did it address the risk(s) that you had identified?
4. How did you take gender specifics into account in designing the policy/action? For example, did you develop two separate lists of risk factors for girls and boys? Did you target mothers of the at-risk families as opposed to fathers, or both together?
5. How did you implement the action/policy? Did you work with others and, if yes, who?
6. Were other, complementary actions/policies introduced to accompany your action? If yes, what were they and who was responsible for them?
7. Do you believe the protection action/policy was effective? On what grounds do you base that conclusion?



## Exercise 26: Parliamentarians and actions to combat child trafficking

UNICEF and the Inter-Parliamentary Union (IPU) together developed a handbook for parliamentarians outlining their role in combating the trafficking of children.<sup>1</sup> It points out that government commitment to prevent and respond to child trafficking requires a range of interventions, some broad and some more narrowly focused. Within this framework, parliamentarians have a key role to play, as legislators, overseers of government action and opinion leaders.

Some of the key recommendations for action by parliamentarians include:

1. Ratifying international instruments related to child trafficking, without reservation. Where reservations exist reviewing them with a view to their ultimate removal.
2. Meeting international reporting commitments under the CRC by ensuring that: an initial report and subsequent periodic reports are submitted; Parliament is involved in the preparation of the report by providing information or by remaining informed about its contents; parliamentary action is properly included and reflected in the report; the concluding observations of the Committee are presented to and debated by Parliament.
3. Demonstrating commitment to child protection by: prioritizing poverty alleviation, with a particular emphasis on fighting poverty from a child's perspective; prioritizing education for all, with emphasis on improving access for girls; creating inter-country collaboration through MoUs and regional agreements on child trafficking prevention and victim protection; building institutional capacity to facilitate a strong, coordinated response to protection rights violations through such measures as creating a national office, a parliamentary committee on child trafficking and a NAP to combat child trafficking, and monitoring the progress of such plans; allocating sufficient funds for anti-trafficking programmes and investing in social programmes that reduce children's vulnerability.
4. Strengthening and improving national legislation and law enforcement to end child trafficking in accordance with international legal standards by: clearly defining the crime and punishment for all actors involved in trafficking and seriously enforcing relevant laws; providing for extra-territorial application of the law; strengthening all related laws and policies (immigration, labour, adoption) with an eye towards preventing child trafficking; ensuring victims do not face criminal sanctions.
5. Creating open dialogue about child protection issues by: collaborating with private sector groups, especially the tourism industry, to raise awareness and encourage acceptance of The Code of Conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism.
6. Raising awareness about child trafficking among other parliamentarians through briefings, holding special sessions and hearings, giving speeches and ensuring that parliament debates the question on a regular basis; facilitating the collection of accurate data; working with the media to spread informed messages about child trafficking.
7. Building capacity of local communities to effectively tackle or prevent child trafficking by: supporting groups at the community level who work to combat child trafficking; providing assistance to children without caregivers to reduce vulnerability; ensuring that all children are registered at birth.

<sup>1</sup> UNICEF & IPU: *Handbook for Parliamentarians No.9: Combating child trafficking*, Geneva, 2005.

8. Involving children in policy decisions which affect their lives by: supporting youth parliaments and listening to their recommendations; involving children in policy decisions that impact their lives.
9. Implementing policies to help child trafficking victims, including: establishing mechanisms to rapidly identify and appoint temporary guardians for trafficked children.
10. Ensuring that children receive social services such as proper medical attention, counselling, safe housing and necessary legal services; making available temporary humanitarian visas until a more permanent solution is determined; providing children with access to child-appropriate legal justice that provides adequate remedies; ensuring that the child is protected during all legal proceedings.

Discuss these recommendations. Consider the specific actions that you or members of parliament in your country should prioritize from the list, given the current situation in your country. Suggest any other actions that might be taken that do not feature in this list.

## Section 2.2: Protection (continued)



### Exercise 27: Getting out the message

Imagine that you are going to produce a series of 30 second radio ‘spots’ around the topics listed in the left-hand column of the table below.

You only have time for one main statement in each spot, so it needs to encapsulate one persuasive message that will make people stop and think (and maybe even consider whether they should change their own behaviour). Complete the sentences in the middle column to make a series of strong child protection messages, or write a sentence of your own. Remember that they must immediately capture the attention of ordinary people listening to the radio, so avoid complicated ideas or jargon.

Radio spots are ‘mass media’ vehicles that reach a broad public, so your message will be quite general. If, however, you would like a particular group of people to listen and react to your spot, write this in the third column and say how you might do this (for example, running a message during a prime-time music programme is likely to reach young people; broadcasting a message during a day-time soap opera is likely to reach those not working).

<i>Issue</i>	<i>Message</i>	<i>Key target</i>
The importance of education to the family	Every family benefits from education because...	
The importance of sending girls to school	A girl who goes to school is...	
The importance of reducing youth unemployment	When young people have decent work...	
The value of careers guidance	Guidance in planning your working life is...	
The need for self-protection	Protecting yourself from...	
The risks to girls of living on the streets	A girl’s life on the streets is...	
The risks to boys of living on the streets	Boys who live on the streets are...	
The importance of not sending children into work prematurely	Every child...	

Now add in the left-hand column below an issue that you think is particularly important to fighting trafficking in children. Add a message in the right-hand column that you would use in a radio ‘spot’ to bring it to people’s attention and make them think about why it is important.

<i>Issue</i>	<i>Message</i>





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**Exercise 28:**  
**Protection to prevent (re)trafficking**

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This exercise is designed to help you to focus on protection actions to be targeted at the children most vulnerable to (re)trafficking in your country. Remember that these priority targets will be identified within the context of a broad protection plan for all children in the country. Answer the questions in the section related to your normal area of activity. If you have time, however, you may also wish to read through the questions aimed at other groups, since this will help you to think about how different actions can be complementary. Where you can see opportunities for such complementarity, for cooperation or coordination among the groups, be sure to note this.

<p><b>G</b></p>	<ol style="list-style-type: none"> <li>1. List which children are most at risk of trafficking and re-trafficking for labour and sexual exploitation in your country. Please list at least four groups and consider for instance orphans, runaways, children who have dropped out of school, children with a disability, children of a particular caste/ethnic group, and children of specific religious groups. Make sure you consider both girls and boys and note any differences in the gender make-up of the groups you identify.</li> <li>2. Explain which specific government services the identified groups might benefit from if they are eligible (think of specific poverty alleviation programmes, credit facilities, specific education and training facilities, identity card services, etc).</li> <li>3. Explain what might additionally need to be done to ensure that the identified groups are eligible for these services.</li> <li>4. Explain how you would ensure that the various groups know about the services and how to access them, and/or that the services are delivered more effectively.</li> </ol>
<p><b>W</b></p>	<ol style="list-style-type: none"> <li>1. List which children are most at risk of trafficking and re-trafficking for labour and sexual exploitation in your country. Please list at least four groups and consider for instance orphans, runaways, children who have dropped out of school, children with a disability, children of a particular caste/ethnic group, and children of specific religious groups. Make sure you consider both girls and boys and note any differences in the gender make-up of the groups you identify.</li> <li>2. List the types of skills training that might be offered through workers' organizations to any of the groups you have identified (include skills training for particular types of wage employment and skills training for particular types of self employment). Note which skills training services might be more suitable for boys and which for girls, and explain why you think that is the case.</li> <li>3. Explain where the skills training should be offered to the different groups (in sending or receiving locations, in cities or rural areas, for example) and the venues that might allow effective outreach to these children (for example, through a club, a church or mosque, or a market).</li> <li>4. Consider what kinds of life-skill training might also be provided to the same groups of children and how this might happen (for example, can it be offered in the same venue as the skills training?)</li> </ol>
<p><b>E</b></p>	<ol style="list-style-type: none"> <li>1. List which children are most at risk of trafficking and re-trafficking for labour and sexual exploitation in your country. Please list at least four groups and consider for instance orphans, runaways, children who have dropped out of school, children with a disability, children of a particular caste/ethnic group, and children of specific religious groups. Make sure you consider both girls and boys and note any differences in the gender make-up of the groups you identify.</li> <li>2. Note the types of employment that might be offered to the different groups when they reach working age (include particular types of wage employment and particular types of self-employment), and list potential work hazards and how to address them. Be sure to note whether the employment sector you are suggesting is most likely to attract girls or boys of working age.</li> <li>3. List the types of employers and training agencies that might also be involved in offering various types of skills training.</li> <li>4. Note the precautions you could take to make sure that you/your members do not become part of a child trafficking or child labour incident.</li> </ol>
<p><b>N</b></p>	<ol style="list-style-type: none"> <li>1. List which children are most at risk of trafficking and re-trafficking for labour and sexual exploitation in your country. Please list at least four groups and consider for instance orphans, runaways, children who have dropped out of school, children with a disability, children of a particular caste/ethnic group, and children of specific religious groups. Make sure you consider both girls and boys and note any differences in the gender make-up of the groups you identify.</li> <li>2. Note for each of the identified groups what actions NGOs, international agencies or civil society groups might take to reduce the risks of child trafficking.</li> <li>3. Explain for each of the identified groups how they are most effectively reached.</li> <li>4. Develop for each of the identified groups messages that might promote to reinforce their self-protection against child trafficking.</li> </ol>



## Exercise 29: Education, training and youth employment

Discuss the situation in your country (or the country where you live or work) in relation to the important issues outlined below. Where you do not know specific statistics, indicate what you believe the situation to be:

### Education

1. To what age is education compulsory?
2. What percentage of boys and girls never goes to school?
3. What percentage of boys and girls leaves school after primary education?
4. What percentage of boys and girls drops out of school before they complete secondary education?
5. Is education free for girls and boys? Are there hidden/incidental charges or costs that children and their families have to meet as a condition of the child's going to school?
6. What three things would you do/advocate for in order to improve the educational experience of boys and girls in your country? Is your suggestion relevant for both girls and boys?
7. What are the main reasons why parents do not support their children's education? What do you believe could be done to address this?

### Vocational training

1. How is vocational training offered? (eg through specialist colleges, private training centres, apprenticeship schemes, NGOs etc)
2. What are the major areas in which vocational training is offered to girls and boys?
3. Do you consider that these are the areas in which girls and boys of working age need to acquire skills to be able to find suitable employment in rural and/or urban areas, or do you think other areas should be covered? What are they?
4. How do children and young people learn about the vocational training that is available and how do they access it? Are the information channels and the means of access different for girls and boys?
5. Are there conditions on the training that are in any way exclusionary (for example, no girls or boys allowed, no access for people with a disability etc)?
6. What three things would you do/advocate for in order to improve vocational training for children of working age in your country?

### Careers guidance and job placement

1. Who takes responsibility for careers guidance to children and young people in your country? Is this different for girls and for boys?
2. How are job placement services provided? Is this different for girls and for boys?
3. What is done to bring such services to hard-to-reach children, such as those living on the streets or in isolated rural areas?
4. Are these services free of charge? Are there any conditions attached to them that result in some children or young people being excluded?
5. What three things would you do/advocate for in order to improve careers guidance and job placement for girls and boys of working age in your country?

## Section 2.3: Prevention of the crime of child trafficking



### Exercise 30: Acting against 'bad demand'

Consider the five major characteristics of 'bad demand' as listed below. For each of them, say whether they occur at source or destination (or both). Suggest one action that could be taken to address this characteristic and who should be responsible for that. Be as detailed as you can. For example, do not say 'reduce pressure for cheap labour' but explain what could be done to achieve that, for example 'Work with retail outlets, exporters and consumer organizations to explore avenues to relieve pressure on prices in target sectors and so relieve pressure on producers in these sectors' or 'Work with employers' and workers' organizations to negotiate for these savings to be passed on to workers through productivity agreements'.

Characteristics of bad demand		Action to be taken	Principal responsibility of
Pressure for cheap and subservient labour	At source		
	At destination		
Weak or absent labour law enforcement	At source		
	At destination		
Informal and unregulated forms of work	At source		
	At destination		
Restrictive migration policies	At source		
	At destination		
Lack of organization or representation of workers	At source		
	At destination		



### Exercise 31: The legal framework and human rights

Read the following extracts from the Office of the High Commissioner for Human Rights (OHCHR) Recommended Principles and Guidelines. These relate to legislation and the trafficking of human beings, both adult and children. Consider (1) whether they are all relevant to the specific case of child trafficking; and (2) whether you would add any points or clarifications relating specifically to child trafficking that seem to be missing.

Guideline 4: Ensuring an adequate legal framework. States should consider:

1. Amending or adopting national legislation in accordance with international standards so that the crime of trafficking is precisely defined in national law and detailed guidance is provided as to its various punishable elements. All practices covered by the definition of trafficking such as debt bondage, forced labour and enforced prostitution should also be criminalized.
2. Enacting legislation to provide for the administrative, civil and, where appropriate, criminal liability of legal persons for trafficking offences in addition to the liability of natural persons. Reviewing current laws, administrative controls and conditions relating to the licensing and operation of businesses that may serve as cover for trafficking such as marriage bureaux, employment agencies, travel agencies, hotels and escort services.
3. Making legislative provision for effective and proportional criminal penalties (including custodial penalties giving rise to extradition in the case of individuals). Where appropriate, legislation should provide for additional penalties to be applied to persons found guilty of trafficking in aggravating circumstances, including offences involving trafficking in children or offences committed or involving complicity by State officials.
4. Making legislative provision for confiscation of the instruments and proceeds of trafficking and related offences. Where possible, the legislation should specify that the confiscated proceeds of trafficking will be used for the benefit of victims of trafficking. Consideration should be given to the establishment of a compensation fund for victims of trafficking and the use of confiscated assets to finance such a fund.
5. Ensuring that legislation prevents trafficked persons from being prosecuted, detained or punished for the illegality of their entry or residence or for the activities they are involved in as a direct consequence of their situation as trafficked persons.
6. Ensuring that the protection of trafficked persons is built into anti-trafficking legislation, including protection from summary deportation or return where there are reasonable grounds to conclude that such deportation or return would represent a significant security risk to the trafficked person and/or her/his family.
7. Providing legislative protection for trafficked persons who voluntarily agree to cooperate with law enforcement authorities, including protection of their right to remain lawfully within the country of destination for the duration of any legal proceedings.
8. Making effective provision for trafficked persons to be given legal information and assistance in a language they understand as well as appropriate social support sufficient to meet their immediate needs. States should ensure that entitlement to such information, assistance and immediate support is not discretionary but is available as a right for all persons who have been identified as trafficked.

9. Ensuring that the right of trafficking victims to pursue civil claims against alleged traffickers is enshrined in law.
10. Guaranteeing that protections for witnesses are provided for in law.
11. Making legislative provision for the punishment of public sector involvement or complicity in trafficking and related exploitation.



### Exercise 32: Children and the Guidelines on migrant recruitment policy and practices

Consider the explanation in section 2.3 of textbook 2 about the ILO-TICW training course based on the Guidelines on migration recruitment policy and practices. These were drafted in relation to both adults and children of working age who seek to migrate for work. Consider the following questions:

<b>All</b>	What questions should a recruitment agency ask when they are confronted with the case of an adolescent who wishes to migrate for work?
<b>G</b>	How can governments ensure that recruitment agencies do not become a conduit for the migration for work of children who have not reached the minimum working age in their country of origin and/or the country of destination?
<b>W E</b>	What is the role of workers' and employers' organizations in working with recruitment agencies so that they understand child trafficking and know what they can do to contribute to combating it?
<b>N</b>	What role can NGOs, international agencies or other civil society actors play in helping recruitment agencies to work in a way that is in the best interests of the child and specifically to combat child trafficking?



### Exercise 33: Safe migration for decent work

Consider the situation of children and young people of working age in your country, and:

1. Fill in the table (you may wish to re-draw it to give yourself more space to write) with the names of organizations that might be involved in facilitating safe migration for Decent Work for children of working age/young people at source, transit and destination or a combination of these. Say whether the organization is best placed to work to help girls or boys or both.
2. Note what each of the organizations can do to make such migration safer, and note whether this applies to an action targeting girls, or boys, or both.

Source		Transit		Destination	
<i>Name of organization</i>	<i>Action:</i>	<i>Name of organization</i>	<i>Action:</i>	<i>Name of organization</i>	<i>Action:</i>

## Section 2.4: Prevention (continued)



### Exercise 34: Supply chains

Consider the case study below. Answer the questions and be ready to discuss your answers.

#### **Sheila, from Australia, and her many coloured coat**

Sheila had never been to Country Med before, but she had heard about the magnificent clothes you could buy there, all locally made. She had also heard that Country Med had a significant child labour problem and in particular that children from the neighbouring Country Nearby had traditionally been brought in to the small workshops that produced the clothes, especially since Country Med had worked hard to implement plans to get and keep all its children in school until they reached the age of 15.

The guidebook she had brought with her advised that she should look out for clothes stores that had a sticker in the window – issued by the Med Tourist Board — stating that ‘All clothes on sale in this store are made in child labour (and child trafficking)-free workshops in Med’. She did this and found, in one of the stores, a bright red jacket that had traditional Med motifs embroidered on it, silk trim around the neck and sleeves, and fabulous silver buttons. Inside the neck was a small Med Chamber of Commerce label saying ‘Made by hand in Med. Guaranteed child labour (and child trafficking)-free.’

1. Do you consider that the window sticker is a statement that can be guaranteed to be true?
2. Does the fact that the red jacket has a Chamber of Commerce label affect your answer in any way?
3. What procedures do you consider the Med Tourist Board might have put in place to monitor the production of the red jacket (as an example) and the use of the sticker?
4. What procedures do you consider the Med Chamber of Commerce might have put in place to monitor the production of the red jacket (as an example) and the use of the label?
5. Are any elements of the red jacket potentially a result of sub-contracting or external supplier arrangements?
6. Do you have any concerns whatsoever in relation to the red jacket and the possible exploitation and/or trafficking of children?





### Exercise 35: Cocoa case study

Read the following case study, which is an edited version of an article that appeared in the UK newspaper *The Guardian* in January 2008, and then answer the relevant questions:

#### **Ivory Coast set to meet cocoa child labour deadline**

ABIDJAN, Jan 8 (Reuters) — World top cocoa grower Ivory Coast is on track to meet a US-imposed July 1 deadline to certify its cocoa beans as produced free of the worst forms of child labour, US government officials said on Tuesday.

US Senator Tom Harkin and Congressman Eliot Engel, who proposed the scheme in 2001, are visiting the West African state to check progress by the Ivorian government and chocolate industry to eradicate slavery and abusive child labour.

“We believe that working together Ivory Coast will make (the deadline) and that industry has a major, major role to play,” said New York Congressman Eliot Engel.

“We are going to insist on the deadline,” he said after a meeting with Ivorian Prime Minister Guillaume Soro.

Child labour on cocoa farms has become a controversial issue following heavily-publicised campaigns by some rights groups calling for boycotts of ‘blood chocolate’ or other goods produced by children on West African cocoa plantations.

A 2002 survey by the International Institute for Tropical Agriculture said 284,000 children were working in dangerous conditions on West African cocoa farms, mainly in Ivory Coast, which produces nearly half the world’s supply, and that some of them had been trafficked into slavery on the cocoa farms.

The Ivorian Government denies accusations of slavery and says most child farm workers are the children or relatives of the farmers and that helping on the farm will teach them a trade that will provide them with a living in their adult years.

The certification scheme calls on the cocoa industry and government to determine the extent of child labour in half of the country’s cocoa growing zones. It must then tackle the problem through awareness campaigns, building schools and other means and then allow independent monitors to check progress.

“We want them to go to school. We want to make sure that they are not doing harvesting work like lifting heavy loads,” Engel said.

A pilot study last year involving 184 children in three cocoa zones showed that almost all were related to the farmers but did undertake difficult or dangerous tasks including carrying heavy loads, burning brush and applying pesticides. It found nearly half of these children did not attend school.

Neighbouring Ghana, the world’s No. 2 cocoa producer which is also subject to the deadline, has said it expects to be ready on time.

US legislators could impose a ban on Ivorian or Ghanaian cocoa purchases if monitoring and corrective schemes are not in place, though the senators would not say what would happen if the deadline, already extended from July 2005, was missed again.

<b>G</b>	<ol style="list-style-type: none"> <li>1. What is the role of the Ivorian and Ghanaian Governments in ensuring that the cocoa sectors in these two countries are child trafficking-free?</li> <li>2. What could governments in this subregion do to address the issue of children from other parts of the region being trafficked into the cocoa sector in Ivory Coast/Ghana?</li> </ol>
<b>W</b>	<ol style="list-style-type: none"> <li>1. What is the role of any international trade unions representing workers in the chocolate industry in regard to reports of child trafficking in Ivory Coast/Ghana?</li> <li>2. Given that most cocoa farms in Ivory Coast are family small-holdings, is there a role for local workers' organizations in Ivory Coast?</li> </ol>
<b>E</b>	<ol style="list-style-type: none"> <li>1. Describe the likely supply chain that a European chocolate manufacturer who sources cocoa from the Ivory Coast is likely to deal with.</li> <li>2. What can the European chocolate manufacturers do to contribute to eliminating child trafficking into the Ivorian cocoa sector?</li> <li>3. Is there a role for employers in any related sectors (which ones?) to cooperate in eliminating child trafficking into the Ivorian cocoa sector?</li> </ol>
<b>N</b>	<ol style="list-style-type: none"> <li>1. What is the likely impact on families, of removing children from work in the cocoa sector in Ivory Coast/Ghana?</li> <li>2. What can NGOs and/or international agencies do to support children affected by the Harkin/Engels initiative to eliminate child labour and child trafficking in the cocoa sector of Ivory Coast and Ghana? (If the children fall into different types of child labour, give a separate answer for each category).</li> </ol>



### Exercise 36: Education and Decent Work initiatives and responsibilities

Consider again the situation of children in child labour or trafficked into the cocoa sector in the Ivory Coast (see Exercise 35). Answer the questions below:

<b>G</b>	<p>What is the role of governments in relation to the provision and promotion of education for children in the groups described in the press release on the cocoa sector in Ghana (ie the children of farming families; children who drop out of school in order to start work on family or neighbouring small holdings; children who are in child labour in family businesses; children who have been trafficked into exploitation such as that in the cocoa sector)? Consider formal and non-formal education and vocational training.</p>
<b>W</b>	<p>What is the role of workers' organizations in relation to the provision and promotion of education for children in the groups described in the press release on the cocoa sector in Ghana (ie the children of farming families; children who drop out of school in order to start work on family or neighbouring small holdings; children who are in child labour in family businesses; children who have been trafficked into exploitation such as that in the cocoa sector)? Consider formal and non-formal education and vocational training.</p> <p>What is the role of workers' organizations in relation to ensuring decent work conditions for children of farming families who have reached the minimum age for work?</p>
<b>E</b>	<p>What is the role of employers' organizations in relation to the provision and promotion of education for children in the groups described in the press release on the cocoa sector in Ghana (ie the children of farming families; children who drop out of school in order to start work on family or neighbouring small holdings; children who are in child labour in family businesses; children who have been trafficked into exploitation such as that in the cocoa sector)? Consider formal and non-formal education and vocational training.</p> <p>What is the role of employers' organizations in relation to ensuring decent work conditions for children of farming families who have reached the minimum age for work?</p>
<b>N</b>	<p>What is the role of NGOs, international agencies and other civil society actors in relation to the provision and promotion of education for children in the groups described in the press release on the cocoa sector in Ghana (ie the children of farming families; children who drop out of school in order to start work on family or neighbouring small holdings; children who are in child labour in family businesses; children who have been trafficked into exploitation such as that in the cocoa sector)? Consider formal and non-formal education and vocational training.</p>

## Section 2.5: Law enforcement



### Exercise 37: Recognizing signs in the workplace

Read the case study below (adapted from a real case included in ILO handbook for labour inspectors (2008)) and:

1. List all the indications of (a) forced/exploitative labour and (b) trafficking that you recognize in this example.
2. Outline what you believe would be the most appropriate interventions in this case by (a) the German Government (and say which parts of the government), (b) the Lithuanian Government (and say which parts of the government); (c) the German garment workers' union; (d) the German garment manufacturers' association; (e) any locally operating NGOs, international organizations or welfare groups.
3. The 14 year-old child cannot be held responsible in German law for any crime that she may have committed in the course of the exploitative situation in which she has been held, but the 16 year-old can. Comment on this and indicate any other issues that arise because of the differing ages of the two girls.

#### Case study

The German labour office in Frankfurt/Main reported a case of exploitative employment of four Romanian women and two Lithuanian girls (one aged 14 and the other aged 16) in an underground tailoring operation.

Inspectors found a hidden sweatshop that was protected with video cameras and iron doors. The labour inspectors, posing as clients, obtained access and found 15-20 sewing machines in the sweatshop and the six intimidated workers.

In the course of a long interview, the workers described the circumstances of their employment: They had to work 12-15 hours a day for an hourly wage of 1.5 Euros. The women and girls were locked up in the workshop. Once every two weeks they were allowed to go shopping without a guard. They said they were afraid of their employer, a Jordanian citizen. The sweatshop had been running for several years with 10-12 illegal employees who changed regularly. The total value of the production amounted to one million Euros. The labour inspector said this was one of the most shocking incidents he had seen in his seven years of professional experience and that it was rare for victims to be so cooperative with labour inspectors. Nevertheless, the women and girls had to leave the country once the case had been reported to the immigration authorities.



### Exercise 38: Law enforcement, human rights and the labour context

Read the following extract from the *OHCHR Recommended Principles and Guidelines on Human Rights and Human Trafficking* relating to law enforcement. It was written primarily with state police forces and judiciary in mind, so consider whether/how it relates to labour inspectorates and labour law. Is there anything that needs to be added or clarified? Discuss how labour inspectors relate to the police when addressing child labour/child trafficking in the informal economy.

#### **OHCHR Guideline 5: Ensuring an adequate law enforcement response**

States and, where applicable, intergovernmental and non-governmental organizations as well as workers' and employers' organizations should consider:

1. Sensitizing law enforcement authorities and officials to their primary responsibility to ensure the safety and immediate well-being of trafficked persons.
2. Ensuring that law enforcement personnel are provided with adequate training in the investigation and prosecution of cases of trafficking. This training should be sensitive to the needs of trafficked persons, particularly those of women and children, and should acknowledge the practical value of providing incentives for trafficked persons and others to come forward to report traffickers. The involvement of relevant non-governmental organizations in such training should be considered as a means of increasing its relevance and effectiveness.
3. Providing law enforcement authorities with adequate investigative powers and techniques to enable effective investigation and prosecution of suspected traffickers. States should encourage and support the development of proactive investigatory procedures that avoid over-reliance on victim testimony.
4. Establishing specialist anti-trafficking units (comprising both women and men) in order to promote competence and professionalism.
5. Guaranteeing that traffickers are and will remain the focus of anti-trafficking strategies and that law enforcement efforts do not place trafficked persons at risk of being punished for offences committed as a consequence of their situation.
6. Implementing measures to ensure that "rescue" operations do not further harm the rights and dignity of trafficked persons. Such operations should only take place once appropriate and adequate procedures for responding to the needs of trafficked persons released in this way have been put in place.
7. Sensitizing police, prosecutors, border, immigration and judicial authorities, and social and public health workers to the problem of trafficking and ensuring the provision of specialized training in identifying trafficking cases, combating trafficking and protecting the rights of victims.
8. Making appropriate efforts to protect individual trafficked persons during the investigation and trial process and any subsequent period when the safety of the trafficked person so requires. Appropriate protection programmes may include some or all of the following elements: identification of a safe place in the country of destination; access to independent

legal counsel; protection of identity during legal proceedings; identification of options for continued stay, resettlement or repatriation.

9. Encouraging law enforcement authorities to work in partnership with non-governmental agencies in order to ensure that trafficked persons receive necessary support and assistance.

## Section 2.6: Law enforcement (continued)



### Exercise 39: Recognizing child trafficking in your midst

Consider the four case studies that follow and then answer the following four questions:

1. Do you think that there are possible cases of child trafficking in the four case studies given below?
2. What specific details made you come to that conclusion?
3. What would you do in each case?
4. Are there any external factors to these specific cases that you think might be relevant to the way you perceive them?

#### Case 1

A large company in your town is building a new office block near your office. The construction is significant and it is clear that there are numerous sub-contractors employed on the site: trucks come and go every day advertising the names of plumbers, electricians, suppliers of window frames and similar services on the side panels.

The workers often take their midday snacks to a small park. Among them are several groups of young workers – apprentices, you presume – who tend to sit together or sometimes kick a ball and generally take advantage of their few moments of rest.

One of the young workers, though, never joins in the game. He sits with two older men but doesn't seem to talk to them much. He keeps his head down and just eats his lunch in silence. Today he is alone and, as you walk past, you notice that he has a nasty bruise on his cheek and seems upset. You ask him if he is OK but he looks at you as though he doesn't understand. You are about to try again when one of the two men arrives and, smiling, says to you, "Oh don't worry about him; he has moods and you can't get a word out of him". The man ruffles the young worker's hair and tells him to pull himself together. He offers him a cigarette and says to you, "I'll sort him out, don't worry".

#### Case 2

On the weekends, you often go to a local produce market where the hustle and bustle makes shopping an enjoyable experience. The crowded laneways around the market are filled with food stalls and you often stop there for a snack. You find it annoying, though, that there is almost always a group of children around the food stalls, making signals of hunger with their hands, and asking customers for money. The children are poorly dressed but quite clean. Their physical appearance suggests that they may be from the ethnic minorities that live in the rural areas around the town where you do your shopping.

The children range from four or five year-olds who are quite timid and simply hold out their upturned palms to pre-teens who are quite aggressive in their demands. When people do give them money, they usually go away but reappear shortly afterwards.

At one moment you saw two women go and buy food for the children instead of giving them money, and a burly man appeared from nowhere, grabbed the food and threw it to the floor before marching the children away.

### Case 3

Every Friday evening you take the ferry to visit friends who live in a village on the other side of the lake from your home in the city. It's a fun journey. It only takes 90 minutes, and the ferry is usually crowded with children making their way home from school or women with their children returning after a day's shopping in the city. You can imagine the noise when so many children get together and it is the last day of school for the week!

The students are all wearing their school uniforms and it's difficult to tell them apart. They seem to carry identical school bags and make the same level of noise when they laugh. The younger kids have clearly not started school yet, and are still able to accompany their mothers on a shopping trip.

One day you are surprised to see a family with two 11 or 12 year-old girls who are not in school uniform. One of the girls is crying and the other is comforting her. The parents look as if they are trying to ignore the tears and from time to time they seem to be arguing.

### Case 4

Your friend who comes from Country X, a still-developing nation, goes home for annual visits and this year invited you to accompany her. You stay with her younger sister, who works in a bank. The family has two sons and a daughter, who are all school students. On the first morning, you wake up late and the children are already at school. Your friend's sister has gone to work. Your friend says that the housemaid will prepare breakfast for you, but you are shocked to find that the maid is a young girl, no older than 12 or 13.

You want to know more about her, but she doesn't speak your language or the language of your friend and her family. She seems scared when you try and communicate with her and runs away and hides. She is still missing when the sister returns from work and, when she finally emerges, the sister takes her into the kitchen and scolds her. You hear crying and shouting, but your friend signals to you not to intervene. You go to bed that night confused and concerned.





## Exercise 40: Create a rapid response team

Consider this case study:

At 10 pm one Saturday night, police act on a tip-off from a local agricultural workers' association and raid a farm in the foothills of Green County, Fieldland. In a barn at the back of the homestead, they find 20 migrant workers, among which there are 14 adult men, four boys aged between 11 and 15 and two girls who appear to be in their early teens but who refuse to give their age. All six of the children are from a village some 50 kilometres away and arrived at the farm together in the back of a pick-up truck driven by the uncle of one of the boys.

The workers have all been locked in the barn every night after working in the fields. There are no windows to climb out of or other means of escape, and they have in any case been told that the owner has a shotgun and will shoot anyone who tries to get out. Every night two men bring them a large tureen of soup and some bread for their supper and they are given a small breakfast and hot tea to start the day. They have worked seven days a week for a month, without a break, and have been promised pay at the end of the harvest season. They have no idea, however, how they are supposed to return to their homes and fear that the owner will make them pay for transport out of the wages they receive.

In the crowded communal living quarters, it seems likely that the two girls have been forced to provide sexual services to some of the men.

1. First of all, do you consider this to be a case of forced labour and/or trafficking? Answer in relation to the adults, the four boys and the two girls.
2. Identify any traffickers involved in this case.
3. When the police take the six children away, what will be their likely needs (1) in the first 24 hours; (2) in the following month; (3) in the year ahead?
4. Which agencies or organizations do you think should form part of a multi-disciplinary rapid response team to make sure that their needs are met? What would be their principal role?

## Section 2.7: Victim assistance



### Exercise 41: Case management: Needs assessment

When carrying out a needs assessment with a victim of child trafficking, what would be the areas that you would most want information about? For example, some of the areas might relate to the individual child, to her/his family or community, or to the trafficking incident.

1.	6.
_____	_____
2.	7.
_____	_____
3.	8.
_____	_____
4.	9.
_____	_____
5.	10.
_____	_____



### Exercise 42: Your experiences in victim assistance

Prepare a presentation on your own experiences in the area of victim assistance. If possible, describe how child trafficking victims are handled in your country (be as comprehensive as possible, outlining where they are housed, who takes primary responsibility for them at different stages, what their legal status is if they are not indigenous children, what services are available to them etc).

If you have not had experience with trafficked children, describe the situation of other children who have come under State care (for example as a result of being withdrawn from child labour, or unidentified runaway children, or victims of child abuse or maltreatment).

Consider in particular whether the rights of the children in the situations you describe are taken sufficiently into account and whether the best interests of the child are respected. If they are not, suggest what modifications you would like to see in order for children to fully enjoy their rights.

## Section 2.8: Victim assistance (continued)



### Exercise 43: Good or bad practice?

Read the case studies below and answer the questions:

#### Case 1

Carmelita, a social worker, goes to a village to conduct a family and community assessment before returning a trafficked 13 year-old girl to her family. She meets the school principal because she wants to make sure that the school staff understands the trauma that the child has faced. She explains that the girl was trafficked into the capital and spent six months in child domestic labour. She was obliged to work seven days a week doing all the household chores. She was regularly beaten by the woman of the house, and forced to provide sexual services to her husband and several of his friends. The girl's health has suffered as a result of this distressing treatment and she needs medical attention once she is back home.

Do you consider that the actions of Carmelita are in the best interests of the child? Explain your answer.

#### Case 2

Ibrahim, a 14 year-old boy from a rural community, was rescued from traffickers who had taken him across the border from his own country, and had been forcing him to work on the streets, washing car windows at traffic lights and begging for money. Ibrahim spent a year in a temporary refuge in the town where he was found, because he had agreed to give evidence at the trial of his traffickers in order to be able to stay in the country rather than return to work in the fields at home. A special anti-trafficking court had been set up to hear cases of child trafficking, but it operated only in the capital city, some 100 kilometres from the town Ibrahim was staying in. He travelled there with a police officer when the time came for him to give evidence, but had nowhere to stay. The policeman housed him in the police station, where he slept in the cell used to detain adult suspects awaiting interrogation.

List the elements of Ibrahim's story that you consider need to be addressed in his best interests.



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**Exercise 44:**  
**Some questions for group discussion**

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1. What do you consider is the importance of taking a child's sex and age into account as you plan the protection, support and rehabilitation services that a child victim of trafficking needs?
2. What other factors do you consider should be taken into account in plans to protect, support and rehabilitate trafficked children (for example, are there cultural factors to take into account)?
3. Once a child is rescued, should s/he be sent back to her/his family? If yes, when? If no, why not?
4. If a child cannot go back to her/his family, where can s/he go? If there are several possibilities for living arrangements, what should you take into account in deciding which one is best for the child?
5. It is often said that, in addition to needing general education and vocational training, children need 'life skills' training (this is true for all children and in particular for those at risk of trafficking or who have been trafficked). What life skills do you consider children should have/learn in order to empower them and reduce their vulnerability to being trafficked?
6. What is the role of the community in general in relation to children who have been trafficked?
7. What do you believe should be the final outcome of the rehabilitation process?

## 3: Matters of process

### Section 3.1: Bringing it all together



#### Exercise 45: Starting to put a NAP together

Obviously you are not going to be able to develop a NAP in the next 20 minutes! Putting a NAP in place should, by definition, take time – the time to consult as many stakeholders as possible, including children and young people and representatives of their communities. So, this exercise will be divided into core elements that different groups of participants can work on (if you are working alone, you may wish to select one element and work on that, or complete this exercise bit by bit).

1. In the first column please specify whether the action targets girls, boys, or girls and boys. Give the age group targeted and other defining characteristics (eg out-of-school, in child labour, with a disability etc.). If you believe that some actions should instead target secondary targets, say who these are (eg families of children at risk, community leaders, workers' advisory committees, chambers of commerce, traffickers, etc.).
2. For each intervention category, and within it for each target group, list in the second column the most important action(s) to be included in a NAP - For example: NFE for children between the ages of 10 and 14 who have never been to school (Protection action). For each of these actions, mention whether they will be implemented at source (S), in transit (T) or at destination (D).
3. List the core agencies to be involved in the third column.
4. How or through which mechanisms/agencies will the agencies mentioned in the third column coordinate.

I AM FILLING IN THIS TABLE AS A REPRESENTATIVE OF G/W/E/N (circle one)		
Target group	Suggested action	Implementing agency
<b>BROAD PROTECTION OF CHILDREN TO PREVENT TRAFFICKING OF CHILDREN AT RISK AND FORMER VICTIMS</b>		
How will these four actions be coordinated, and by whom?		
<b>PREVENTION OF THE CRIME OF TRAFFICKING</b>		
How will these four actions be coordinated, and by whom?		
<b>LAW ENFORCEMENT</b>		
How will these four actions be coordinated, and by whom?		
<b>VICTIM ASSISTANCE</b>		
How will these four actions be coordinated, and by whom?		



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**Exercise 46:**  
**Getting the timing right**

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Review the actions you have included in the plan you put together in Exercise 45. For each of them, suggest the most appropriate time-frame for implementation, including:

- ▶ The order in which they should be implemented;
- ▶ The duration of the action;
- ▶ The most likely source of funding and when an application should be made for that funding (take account of budget cycles, for example).

## Section 3.2: Mobilization, media, social dialogue and involving children and young people



### Exercise 47: Planning an advocacy action

For this exercise, you will be asked to work in groups, either from the same country or region, or in a multidisciplinary group working in the same area of activity (for example, victim assistance).

You are going to outline the major elements of an advocacy action in support of your work. WHAT you want to achieve is provided. You are asked to specify WHO (the specific target you will reach out to within the general target given below — for example, if you are targeting government, which ministry will you reach out to?); HOW (what mechanisms will you use to reach the target of your advocacy?); and the WHEN (the ideal timing of your action in order to have maximum impact).

Finally, suggest a one-sentence message that contains the core of your argument to the target, for example: “You should....because....”.

<b>G</b>	<p>WHAT?: you want to advocate the importance of sending both girls and boys to school right up to the minimum working age, and convince parents that this is in the interests of their children, their family and the community.</p> <p>WHO?</p> <p>HOW?</p> <p>WHEN?</p> <p>Message:</p>
<b>W</b>	<p>WHAT?: you want to convince the government to address a loophole in national law relating to the minimum age of employment to ensure that no children under 15 work full time.</p> <p>WHO?</p> <p>HOW?</p> <p>WHEN?</p> <p>Message:</p>
<b>E</b>	<p>WHAT?: you want to convince employers in the informal sector to become registered and allow working conditions within their enterprises to be monitored.</p> <p>WHO?</p> <p>HOW?</p> <p>WHEN?</p> <p>Message:</p>
<b>N</b>	<p>WHAT?: you want to advocate for the rights of young migrants of working age to join trade unions.</p> <p>WHO?</p> <p>HOW?</p> <p>WHEN?</p> <p>Message:</p>





## Exercise 48: Helping the media understand the real issues

Do you remember BeloBelo province and the children at risk there? Below is an edited version of the case study. Please read it and then do the assignment at the end.

“BeloBelo is a province of Central Country. It has 50 million inhabitants and is densely populated. Fifty per cent of the population is under the age of 20. The province is known for its skewed birth ratio (for every 100 girls there are 135 boys). Official statistics indicate that girls on average drop out of school 1.2 years earlier than boys. Suicide is the number one cause of death among girls and women aged 15-34 in rural areas. BeloBelo is a mainly agricultural society.

MaiMai is a district in BeloBelo province that is on the border with SoSo, a country where people live in relative affluence. MaiMai faces significant problems with child trafficking into SoSo but research shows that it is a problem mainly among BeloBelo’s two ethnic groups: the Bla and the Kra. The ethnic composition of the population of BeloBelo is 70 per cent BeloBeloans, 17 per cent Bla, and 13 per cent Kra.

The BeloBeloans own all the land and manage sizeable farms. The Bla are mostly small farmers and the Kra mainly do street trading. Neither the Bla nor the Kra register their children at birth because they have traditionally thought of themselves as ‘temporary residents’ in BeloBelo. As a result, they have no official status.

The Kra have a history of drug and alcohol abuse and recent reports suggest rampant domestic violence among the Kra. The Kra live in the low areas close to the district capital, whereas the Bla live higher up in the mountains far away from basic services.

The Bla tend to have large families that are ruled over by the men, who make all family decisions. Many Bla girls drop out of school around the age of 13. Many of the girls are then sent into the households of extended family members elsewhere in the province, where they toil long hours in child domestic labour.

Both the Bla and the Kra have a history of illegal migration. Young girls in particular migrate to neighbouring SoSo, either with the help of older girls who have been to SoSo before or through unregistered recruitment agencies that have flourishing operations in most of the villages in the district.

All BeloBeloan villages have access to television and people can watch their local television station, or the channel of neighbouring Booming Province. Many young people have seen programmes showing the higher standard of living and job opportunities in Booming Province, especially along the east coast where the port cities are fuelling growing affluence.

A number of unregistered recruitment agencies operate in smaller district towns. They can quickly arrange a trip to the city. It has become popular among young people, early school leavers in particular, to use the services of these unregistered agencies. Anecdotal evidence suggests that these young people end up in sweatshops and illegal factories (mainly in Booming Province) where they have to work 14-hour shifts, sometimes without pay.

Every August, annual rains regularly destroy the crops in BeloBelo. With few jobs outside agriculture, youth unemployment is high, particularly among girls. Most young men that stay in the rural areas are farmers. Most other young men have migrated for work to nearby Booming Province.

Large numbers of young girls from BeloBelo Province work in hairdressing salons in the big cities of Booming Province. Recent research suggests that they are generally aged between 13 and 15, and mostly arrive alone. In these hairdresser salons they sometimes have to perform sexual services. They work long hours, and often sleep in a room with seven or eight more girls. Food is of poor quality and the costs for food and accommodation are deducted from their monthly wages, which are already very low.

Imagine that you are working in SoSo and have read reports in the media about local fears that cheap labour from neighbouring BeloBelo is undermining wages in some sectors of work in SoSo and that migrant workers from BeloBelo should be sent home and labour migration stopped.

Please:

1. Draft a brief media release that you will send to the Editor of the daily national newspaper in SoSo, with a view to informing her/him of the situation regarding migration into SoSo (maximum 300 words); OR
2. Write a letter to the Editor of the daily national newspaper in SoSo commenting on the media reports that have been running in SoSo (maximum 150 words); OR
3. Write a letter to the Editor of the daily national newspaper in Central Country reacting to the media reports in SoSo and suggesting what you think should be done (maximum 150 words).




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### **Exercise 49: Social dialogue and building partnerships**

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To the extent possible create mixed groups of representatives of government, workers, employers and NGOs.

1. As a group, discuss and list reasons why it would be in the interest of workers' organizations to fight child trafficking.
2. As a group, discuss and list reasons why it would be in the interest of employers and employers' organizations to fight child trafficking.
3. As a group, discuss and list what it is about tripartite alliances (together with NGO's) that makes for a stronger response to child trafficking than when these sets of organizations do not work together.

Be ready to share your group findings in plenary.



## Exercises 50 and 51: Protecting children and young people when they get involved

Read the Minimum Standards for Children's Participation below (these are edited from the original version, which can be found at [www.crin.org](http://www.crin.org)). These were prepared for a specific meeting, so the terms used are related to that meeting. However, the intention of the standards is straightforward.

### MINIMUM STANDARDS FOR CHILDREN'S PARTICIPATION

These standards are based on four principles of participation:

	<p><b>1. An ethical approach: transparency, honesty and accountability</b></p> <p>What do we mean? Adults involved in national or regional consultations follow ethical and participatory practice and put children's best interests first.</p> <p>Why is it important? There are inevitable imbalances in power and status between adults and children. An ethical approach is needed in order for children's participation to be genuine and meaningful.</p>
	<p><b>2. A children-friendly environment</b></p> <p>What do we mean? Children experience a safe, welcoming and encouraging environment that enables participation.</p> <p>Why is it important? The quality of children's participation and their ability to benefit from it are strongly influenced by the efforts made to create a positive environment for their participation.</p>
	<p><b>3. Equality of opportunity</b></p> <p>What do we mean? Child participation work should encourage those groups of children who typically suffer discrimination and who are often excluded from activities to be involved in the process e.g. girls, working children, children with disabilities, rural children, sick/HIV+ children etc.</p> <p>Why is it important? Children, like adults, are not a homogeneous group and participation should provide for equality of opportunity for all regardless of age, situation, ethnicity, sex, abilities, class, caste or other factors.</p>
	<p><b>4. Participation promotes the safety and protection of children</b></p> <p>What do we mean? Child protection policies and procedures form an essential part of participatory work with children.</p> <p>Why is it important? Organisations have a duty of care to children with whom they work and everything should be done to minimise the risk to children of abuse and exploitation or other negative consequences of their participation.</p>



## Exercise 50:

Decide which of the four ‘principles of participation’ each of the standards below relate to.

STANDARDS
<b>Before the consultation</b>
1. A realistic budget to be made that includes all possible costs for children’s participation.
2. Children-friendly background information is produced, translated and shared with children.
3. A child protection policy and strategy is developed for the consultation, all under-18 delegates, adult delegates and adults supporting children's participation are informed of the policy.
4. Potential under-18 delegates are provided with relevant information regarding their involvement in the consultation process.
5. A transparent and fair process is used in the selection of under-18 delegates at national or regional consultations.
6. Systems are developed to ensure in the selection process under-18s are not discriminated against because of age, sex, abilities, language, social origin, class, ethnicity, geographical location, or other relevant factors as per specific cases.
7. Potential under-18 delegates have time to consider their involvement. Processes are established to ensure that under-18 delegates are able to and have given their personal informed consent to their participation.
8. All under-18 delegates are accompanied to the consultation by a suitable adult who will take responsibility for their safety and welfare.
9. Consent is obtained for the use of all information provided by under-18s and information identified as confidential needs to be safeguarded at all times.
10. A formal complaints procedure (run by the Child Protection Focal Point) is set up to allow under-18 delegates to make a complaint in confidence about any issue concerning their involvement in the consultation. Information about the complaints procedure should be produced in a children friendly format, translated and distributed to all delegates.
11. The roles and responsibilities of all involved in the consultations (children and adults) are clearly outlined and understood. National Focal Agencies, Guardians and under-18 delegates receive briefings on their particular roles.
12. All under-18 delegates must be fully insured (medical and travel) during their participation in the regional consultation (during travel to and from the place of the consultation and stay in the town/country) and should fall under the responsibility of either their National Focal Agency or the organization hosting the consultation.
13. Under-18 delegates are knowledgeable and informed about the issue of violence against children in their country and should be mandated by their peers at a national level.
14. All adult delegates receive a sensitisation briefing at the consultation on how to work with under-18s.
15. The meeting place for the consultation needs to be accessible to under-18 delegates with a disability.
16. A preparatory workshop for under-18 delegates is organized immediately before the consultation to help prepare under-18 delegates for the consultation.
17. Facilitators are experienced at working effectively and confidently with under-18 delegates and able to facilitate an environment that is non-discriminatory and inclusive.



**STANDARDS****During the Consultation**

18. One person is given responsibility for child protection issues at all consultations.
19. Under-18 delegates are given equal opportunity with adult delegates to make statements, presentations and voice their opinions at the consultation. These contributions are reflected in any outcome documents from the consultation.
20. Translators are provided for under-18 delegates during the course of the consultation and translation of all appropriate documents needed during the meeting is provided. Guardians provide translation for under 18 delegates during the time they are not in the consultation sessions (during travel, before and after the consultation and on any excursions).
21. Media activities follow an ethical code. Children who speak to the media are informed and prepared. Someone is assigned to coordinate work on the media and to accompany the children whenever there are journalists present and in particular when children are being interviewed.
22. No photographs, videos or digital images of under-18s can be taken or published without that person's informed consent.
23. It should not be possible to trace information back to individual children or groups of children.
24. All delegates (adults and under-18s) are given the opportunity to evaluate their participation practice during the consultation (as part of the scheduled activities).

**After the consultation**

25. Under-18 delegates are given opportunities to feedback and use their experience of participating in the consultation with their peers, or with projects they are connected to and with local communities or organizations.
26. Under-18 delegates are included in distribution lists for all follow-up documents from the consultation.
27. National Focal Agencies provide support to under-18 delegates in order that they can be involved in follow-up activities from the consultation.



### Exercise 51:

These principles and standards were developed with children for a specific meeting.

- a) Do you think that there are other principles or standards that should have been included?
- b) Are there any that you think are not relevant to effective participation?
- c) Which, if any, of these standards also apply to adults participating in consultations?



### Exercise 52: Hart's ladder of participation

The level of child participation that organizations achieve can be illustrated as a ladder. It can be applied to any type of intervention. The aim is to go as high up the ladder as possible.

There are eight rungs on the ladder:

Children lead
Children lead with adult support
Joint decision making
Consultation
Invitation
Tokenism
Manipulation
Adults rule

(Adapted from Hart, R: *Children's participation from tokenism to citizenship*, UNICEF Innocenti Research Centre, Florence 1992)

They represent (starting from the bottom rung):

- ▶ Adults rule — Adults make all the decisions; children are told nothing except what they must do.
- ▶ Manipulation — Adults decide what to do and ask children if they agree – but nothing happens until the children do agree.
- ▶ Tokenism — Adults decide what to do, but children are allowed to decide some minor aspects or are given a 'rubber stamp' role.
- ▶ Invitation — Adults invite children's ideas but make the decisions themselves on their own terms.
- ▶ Consultation — Adults consult children and consider their opinion carefully; then adults decide but taking all opinions into account.
- ▶ Joint decision making — Adults and children decide together on an equal footing.
- ▶ Children lead and adults support — children take the lead in deciding, with help from adults.
- ▶ Children lead — Children decide what to do, and adults get involved only if the children ask for their help.

Write these eight items on cards and discuss them. Would you change the order in any way? Would you add more rungs?

## Section 3.3: Monitoring and evaluation



### Exercise 53: Indicators for an outreach initiative

You are planning an outreach programme that includes three main elements (and that involves G, W, E and N):

- ▶ An income-generating scheme to help to improve the financial status of poor families in a village where recruiters are known to target vulnerable families;
- ▶ Awareness-raising actions targeted at children in the identified high-risk age group and their families (to counteract the possibility of children seeking to migrate unsafely);
- ▶ A skills training/youth employment element to cater to the needs of unemployed adolescents in the village who are at risk of trafficking.

Here are some parts only of a planning logframe for this programme. Please suggest **at least three** indicators that will allow an evaluator to assess results for each of the objectives listed.

Ensure the indicators are specific, measurable, achievable, realistic and time-bound (i.e. SMART).

<i>Immediate objective</i>	<i>Indicators</i>
40 vulnerable families in Village X will have protected their children from trafficking through increased family income.	
The likelihood of 40 boys and girls (at risk of trafficking) migrating for work unsafely has been reduced.	
The employment prospects of 25 unemployed adolescents (male and female) at risk of trafficking in Village X have been increased.	



### Exercise 54: Indicators for a policy initiative

You are planning a policy initiative.

Here are some parts only of a planning logframe for this initiative. They have been allocated to different actors. Please suggest **at least two** indicators that will allow an evaluator to assess results for each of the objectives listed.

Ensure the indicators are specific, measurable, achievable, realistic and time-bound (i.e. SMART).

	<i>Immediate objective</i>	<i>Indicators</i>
<b>G</b>	Effective child trafficking prevention policy put in place in relevant policy areas (such as education, migration & employment)	
<b>W E</b>	Policy makers and society aware of risk of irregular migration and labour exploitation dimension of child trafficking, and mobilized for action in source and destination areas	
<b>N</b>	Policy makers take into consideration the views of children when developing a national action plan to fight child trafficking	



### Exercise 55: Discussion on indicators

Give your logframes from Exercises 53 or 54 to the person sitting in front of you. You should receive the logframe of the person sitting behind you. The front row should give their logframes to people in the back row.

Take a few minutes to read what your colleague has written, and to form ideas about the suggestions made. Consider whether each indicator is 'smart'. Be ready to discuss these with the group as a whole.



## Section 3.4: Learning and sharing lessons



### Exercise 56: Lessons from a recent experience and identifying good practices

Outline, as succinctly as possible, a recent anti-trafficking initiative you have been involved in. This might be an outreach/direct assistance or a policy initiative.

Write four bullet points explaining:

- ▶ which elements of the initiative made it a success and might be useful in the future;
- ▶ which elements of the intervention were not so successful and need to be dropped, modified or further reviewed;
- ▶ any lessons you learned during or after the intervention, that might be useful to others;
- ▶ any conditions necessary before the good practices might be repeated on a larger scale (scaled up).



### Exercise 57: Developing a dissemination strategy

In small groups, consider each of the outlines produced in Exercise 56. For each of these, decide on the main elements of a dissemination strategy for sharing the lessons and good practices with those who can use them:

- ▶ Who will be the main target for your dissemination actions? Why?
- ▶ Are there any other (secondary) targets whom you would consider including in dissemination? Why?
- ▶ What form will your dissemination take for both the main and secondary targets?
- ▶ Who will do all this work and what resources are needed to do it?



**Exercise 58:**  
**Wrap-up exercise – your personal plan of action and wish-list**

Based on what you have learned during this training course, list **3** things **you will do personally** to help address child trafficking (as part of your work):

1. Brief colleagues about learning points from this training course

2.

3.

Based on what you have learned during this training course, list **3** (new) things that **your office/department** should consider doing to address child trafficking:

1.

2.

3.

Based on what you have learned during this training course, list **3** (new) things that your **government** should consider doing to address child trafficking:

1.

2.

3.







# TRAINING MANUAL TO FIGHT TRAFFICKING IN CHILDREN FOR LABOUR, SEXUAL AND OTHER FORMS OF EXPLOITATION

**Textbook 1** Understanding child trafficking

**Textbook 2** Action against child trafficking at policy and outreach levels

**Textbook 3** Matters of process

**Exercise book**

**Facilitators' guide (cd-rom)**

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Global Initiative to Fight Human Trafficking (UN.GIFT)  
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