



International  
Labour  
Office



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

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

**Exercise book**





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# 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.

- 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)



### 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?

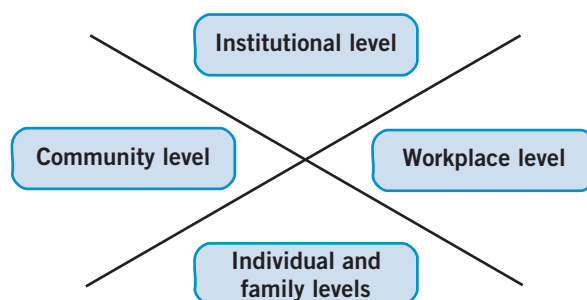
## Section 1.5: The people involved



### 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

<b>Aim: Victim assistance</b>		
<b>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>		
<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):

What role do I/does my agency have in identifying children or families at risk?	
What can I/my agency do to reduce the vulnerability to trafficking of a family that is suffering hardship?	
What can I/my agency do to develop opportunities for adult or youth employment or to help adults/adolescents to find suitable work?	
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):	



## 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.

<b>G</b>	<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>
<b>W</b>	<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>
<b>E</b>	<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>
<b>N</b>	<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'.

		Action to be taken	Principal responsibility of
Characteristics of bad demand			
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	
Name of organization	Action:	Name of organization	Action:	Name of organization	Action:

## 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>	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.
<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>	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.

## 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).



### **Exercise 49: Social dialogue and building partnerships**

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?</p> <p>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?</p> <p>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?</p> <p>Children experience a safe, welcoming and encouraging environment that enables participation.</p> <p>Why is it important?</p> <p>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?</p> <p>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?</p> <p>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?</p> <p>Child protection policies and procedures form an essential part of participatory work with children.</p> <p>Why is it important?</p> <p>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.

- Do you think that there are other principles or standards that should have been included?
- Are there any that you think are not relevant to effective participation?
- 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):

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1. Brief colleagues about learning points from this training course

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2.

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3.

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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:

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1.

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2.

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3.

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Based on what you have learned during this training course, list **3** (new) things that your **government** should consider doing to address child trafficking:

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1.

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2.

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3.

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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)**

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)

