





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

**Facilitators' Guide**

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## Messages to Facilitators

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

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

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

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

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

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

## Course structure:

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

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

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

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

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



# 1: Understanding child trafficking



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

## Day 1 - Session 1



Introduction (30 minutes)

### Introduction of participants

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

### Course objectives

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

## Section 1.1: Definitions



Definitions (30 minutes)

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

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

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

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



### Key words and concepts for this session:

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

## Approaches to child trafficking



(15 minutes)

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

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

The following approaches to combating child trafficking are covered:

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

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

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

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

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

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

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

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

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

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

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

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







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

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

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



(approximately 45 minutes)

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

**DEVELOPMENT**

Share any experience of running this exercise

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



**LIVE ELEMENTS**

Classroom materials that you may wish to use

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

## Exercise 2

## Terms related to the trafficking of children

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 3

## Defining trafficking

**When**

At the end of the first session on Day 1.

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

**Duration**

15 – 20 minutes to work on the answers

15 – 20 minutes to present and discuss in plenary

**Objectives**

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

**Methodology**

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

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

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

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

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

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

**Child B:**

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



## Exercise 3

## Defining trafficking



### Answers

#### Child C:

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

#### Child D:

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

#### Child E:

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

#### Child F:

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



## Exercise 3

## Defining trafficking



## Answers

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

**Child G:**

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

**Child H:**

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



## Things to note

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

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 1 - Session 2

### Section 1.2: International and regional instruments



(20 minutes)

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

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

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

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




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

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

#### *Classroom assignments*



(20 minutes)

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

**DEVELOPMENT**




Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 5

## Applying the international instruments

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

**DEVELOPMENT**





Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 6

## Protecting the rights of the child

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



## Exercise 6

## Protecting the rights of the child



### Methodology

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

#### *In class:*

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

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

Repeat for all the case studies.

#### *Optional:*

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



### Answers

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

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

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

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



### Things to note

#### DEVELOPMENT

Share any experience of running this exercise

#### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 1 - Session 3

### Section 1.3: Key concepts

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



(10 minutes)

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

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

#### *Classroom assignments*



(10 minutes)

## Exercise 7

## Grasping the key concepts







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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Risk and vulnerability



(15 minutes)

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



### Key words and concepts for this session:

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

## Classroom assignment



(30 minutes)

## Exercise 9

## Risk and vulnerability

**When**

At the end of the session covering risk and vulnerability.  
Could also be set as an overnight exercise.

**Duration**

30 minutes

**Objectives**

- To prompt analysis of risk and vulnerability within the context of case studies.

**Methodology**

Participants can do this exercise individually, in pairs or in small groups. Depending on available time, it may be best to allocate just one of the case studies to each pair/group, to give plenty of time for discussion afterwards.

Give participants 15 minutes to read through their allocated case study and decide on the answers.

Then take a few minutes to read each case study out to the group as a whole before asking participants to give their answers.

**Answers**

*Individual, family and community-level risk factors are (Q1):*

- Belonging to a marginalized ethnic group;
- Low income work (street trading and farming but not owning the land);
- Lack of birth registration;
- Lack of official status;
- History of illegal migration;
- History of moving to work in entertainment sector;
- Recruitment by older girls who belong to the village, and may therefore be trusted;
- Presence of unregistered recruitment agencies;
- Drug and alcohol abuse;
- Domestic violence;
- Inaccessibility of basic services;
- Large family size;
- Patriarchal family structures;
- Premature school drop-out (girls);
- Abuse of extended family system.

*Individual, family and community-level risk factors (Q2):*

It is not entirely clear whether the BeloBeloan children are at risk of trafficking, since we do not have sufficient information about them. The fact that SoSo is a more affluent neighbour does indicate that there might be movement for work/migration and, if this is not safe and legal, that might put adolescents in particular at risk.

*Institutional-level risk factors are (Q1):*

- Population density;
- Youthful demographics – indicator of high youth unemployment also (another risk factor);
- Gendered nature of youth unemployment particularly high risk for girls;
- Dependence on agriculture coupled with regular destruction of crops;
- Skewed birth ratio;
- Gendered nature of school drop-out figures;
- Gendered nature of depression/suicide rates in rural areas;
- Proximity of Booming Province coupled with transfer of information on higher standard of living there via television;
- Attraction of port cities (high risk destination because of nature of commerce there);
- Inaccessibility of the one registered recruitment agency and limits on services offered;
- Availability of unregistered agencies.



## Exercise 9

## Risk and vulnerability



### Answers

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

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

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

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

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

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

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

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



### Things to note

#### **DEVELOPMENT**

Share any experience of running this exercise

#### **LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 1 - Session 4

### Section 1.4: How child trafficking works



(20 minutes)

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

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

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



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







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

#### *Classroom assignments*



(70 minutes)

**Exercise 10** **Presenting your experience**

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







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 12

## The case of trafficked children and criminal activities

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



**Exercise 12**

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

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**DEVELOPMENT**

Share any experience of running this exercise

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**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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## Day 2 - Session 1

### Section 1.5: The people involved

#### Traffickers and intermediaries



(20 minutes)

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

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

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



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

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







#### Classroom assignments



(70 minutes)

## Exercise 13

## Putting together a snapshot of trafficking in your country

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







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 2 - Session 2

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

#### How many children are trafficked?



(15 minutes)

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

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

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

#### The impact of child trafficking



(15 minutes)

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

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

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



## Key words and concepts for this session:

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







## *Classroom assignments*



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

## Exercise 15

## From country to region

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

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 16

## The costs of trafficking

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



## Exercise 16

## The costs of trafficking



## Answers

**Impact on social development goals:**

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

**Impact on broader commitments:**

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

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



## Things to note

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 2 - Session 3

### Section 1.7: Research and knowledge for planning



(45 minutes)

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

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

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



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

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







#### Classroom assignments



(45 minutes)

## Exercise 17

## Role playing

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

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 18

## Designing an information-gathering project

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



## Exercise 18

## Designing an information-gathering project



## Answers

**2. Issues of importance**

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

**3. To explore further**

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

**4. Research methodology**

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

**5. Research team**

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

*Recommended actions*

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

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

**Things to note**

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 19

## Learning from disaggregated data

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 2 - Session 4

### Section 1.8: Planning for coordinated action

#### National Action Plans



(10 minutes)

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

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

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

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

#### Stakeholder analysis and building the national team



(10 minutes)

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

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

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



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

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

### ***Classroom assignments***



(60 minutes)

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









(10 minutes)

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

## Exercise 20

## Stakeholder analysis

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

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 21

## Planning coordinated action

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



## Exercise 21

## Planning coordinated action



## Answers

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

## 2. Victim assistance

### G Ministry of Justice

Ministry of Social Welfare (or equivalent)

Ministry of Children and Youth Affairs (or equivalent)

Ministry of Health (or equivalent)

Ministry of Religious Affairs (where appropriate)

Ministry of Women's Affairs

Department of Migration

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

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

*Main role will be:*

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

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

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

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

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

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

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

Provision of comprehensive services for returned children (outreach);

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

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

### W National, local workers' organizations

*Main role will be:*

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

### E National, local employers' organizations

*Main role will be:*

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

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



## Exercise 21

## Planning coordinated action



### Answers

**N** International, national and local organizations focusing on child welfare, trafficking, youth employment, education etc.

*Main role will be:*

Collaboration in providing services, and monitoring (case management) of trafficked children (outreach);

Participation in multi-sectoral task forces relating to the welfare of trafficked children;

Advocacy for trafficked children in relation to their status, provision of services etc (policy and outreach);

Family liaison, case management and provision of necessary family- or community-centred programmes to reduce the child's vulnerability to being re-trafficked (outreach).

**Other** There may be a role for:

Media — for example in covering cases of child trafficking (taking the child's right to privacy into account) and advocating for the rights of trafficked children.



### Things to note

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

### DEVELOPMENT






Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 22

## Coordinated action at subregional level

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



## Exercise 22

## Coordinated action at subregional level



### Answers

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



### Things to note

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 23

## Assessing partners' protection policies

**When**

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

**Duration**

30 minutes

**Objectives**

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

**Methodology**

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

**Answers**

Answers/discussion should cover the following elements:

Having a policy in place

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

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

Some elements of the policy might be:

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

Transforming policy into rules and regulations

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

This might include, for example:

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

Training

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

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



## Exercise 23

## Assessing partners' protection policies



### Answers

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



### Things to note

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

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



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

### Day 3 - Session 1

#### Introduction



(10 minutes)

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

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

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

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

### Identifying children at risk



(10 minutes)

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

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

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

### Targeting vulnerable families



(10 minutes)

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

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







### *Classroom assignment*



(30 minutes)

## Exercise 24

## What is your role in protection?

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## The roles and responsibilities of different kinds of actors



(15 minutes)

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

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

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

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

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



### Key words and concepts for this session:

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







### *Classroom assignments*



(25 minutes)

## Exercise 25

## Your experiences in protection

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 26

## Parliamentarians and actions to combat child trafficking

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 3 - Session 2

### Section 2.2: Protection (continued)

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

#### Youth employment + Job counselling and placement



(10 minutes)

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

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

#### Education



(10 minutes)

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

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

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

## Beyond awareness raising: Behaviour change



(5 minutes)

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

## Addressing exclusion and discrimination, including gender inequality



(10 minutes)

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

## The GWEN boxes



(15 minutes)

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



## Key words and concepts for this session:

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







## Classroom assignments



(40 minutes)

## Exercise 27

## Getting out the message

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







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 29

## Education, training and youth employment

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 3 - Session 3

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

#### Strengthening the legal framework



(10 minutes)

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

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



(10 minutes)

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

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

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



(5 minutes)

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

#### Promoting Decent Work



(10 minutes)

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

## Demand reduction



(10 minutes)

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

## GWEN boxes



(15 minutes)

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



### Key words and concepts for this session:

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







## Classroom assignments



(30 minutes)

### Exercise 30

### Acting against 'bad demand'

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

#### DEVELOPMENT







Share any experience of running this exercise

#### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 31

## The legal framework and human rights

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.









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

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 3 - Session 4

### Section 2.4: Prevention (continued)

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



(30 minutes)

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

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

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

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

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

#### GWEN boxes



(15 minutes)



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

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







#### Classroom assignments



(45 minutes)

## Exercise 34

## Supply chains

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

**DEVELOPMENT**






Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 35

## Cocoa case study

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



## Exercise 35

## Cocoa case study



## Answers

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

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



## Things to note

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

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






**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

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

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

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

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 4 - Session 1

### Section 2.5: Law enforcement

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

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

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



(15 minutes)

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

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

#### Improving law enforcement



(10 minutes)

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

## Supervision of the implementation of relevant ILO conventions



(10 minutes)

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

## GWEN boxes



(15 minutes)



### Key words and concepts for this session:

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






## Classroom assignments



(40 minutes)

## Exercise 37

## Recognizing signs in the workplace

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



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

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

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







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

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 4 - Session 2

### Section 2.6: Law enforcement (continued)

#### Identifying recruitment patterns + rapid response teams



(15 minutes)

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

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

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

#### GWEN boxes



(15 minutes)



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

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







#### Classroom assignments



(60 minutes)

## Exercise 39

## Recognizing child trafficking in your midst

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



**Exercise 39****Recognizing child trafficking in your midst****Answers**

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

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







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 40

## Create a rapid response team

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Day 4 - Session 3

### Section 2.7: Victim assistance

#### Victim identification



(5 minutes)

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

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

#### Needs assessment and appropriate response



(15 minutes)

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

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

#### Case management and service packages



(15 minutes)

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

## Avoiding double victimization



(10 minutes)

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

## GWEN boxes



(15 minutes)

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



### Key words and concepts for this session:

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







## Classroom assignments



(30 minutes)

## Exercise 41

## Case management: Needs assessment

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







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 4 - Session 4

### Section 2.8: Victim assistance (continued)

#### Psychosocial counselling and support measures



(15 minutes)

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

#### Permanent or temporary residence status



(10 minutes)

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

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



(10 minutes)

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

#### Promotion of social integration through campaigns



(10 minutes)

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

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

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

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

## Economic integration of rescued children



(5 minutes)

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

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









### Key words and concepts for this session:

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

## Classroom assignments



(40 minutes)

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 44

## Some questions for group discussion

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## 3: Matters of process



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

### Day 5 - Session 1

#### Section 3.1: Bringing it all together

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



(5 minutes)

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

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

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

##### Constructing a (N)AP



(15 minutes)

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

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

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

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







##### *Classroom assignments*



(80 minutes)

## Exercise 45

## Starting to put a NAP together

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

### DEVELOPMENT







Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 46

## Getting the timing right

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 5 - Session 2

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

#### Ownership and mobilization



(5 minutes)

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

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

#### Advocacy + Research and knowledge for change



(5 minutes)

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

In discussing the stages of planning advocacy:

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

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

## Working with the media



(5 minutes)

The most important points to stress here are that:

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

## Guidelines on media treatment of children



(potentially + 5 minutes)

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

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



## Key words and concepts for this session:

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







## *Classroom assignments*



(20 minutes)

## Exercise 47

## Planning an advocacy action

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 48

## Helping the media to understand the real issues

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

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



(10 minutes)







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

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

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

## Exercise 49

## Social dialogue and building partnerships

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Children and young people as active partners



(10 minutes)

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

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

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



### Key words and concepts for this session:

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

### *Classroom assignments*



(30 minutes)

## Exercise 50

## Protecting children and young people when they get involved

**When**

At the end of section 3.2.

**Duration**

30 minutes (or spend 30 minutes on social dialogue)

**Objectives**

- To consider protocols, and the intention behind them, in relation to the participation and protection of children and young people.

**Methodology**

This assignment is in two parts. First, participants are asked to read the Minimum Standards for Children's Participation (these are edited from the original version, which can be found at [www.crin.org](http://www.crin.org)) and then to answer the questions (which comprise two distinct exercises – you may wish to do one of these or both, depending on how much time you have).

**Answers**

The 'principles of participation' each of these standards relates to are illustrated graphically in the right-hand column of the Standards below:

**MINIMUM STANDARDS FOR CHILDREN'S PARTICIPATION****STANDARDS****Before the consultation**

1. A realistic budget to be made that includes all possible costs for children's participation.
2. Children-friendly background information is produced, translated and shared with children.
3. A child protection policy and strategy is developed for the consultation, all under-18 delegates, adult delegates and adults supporting children's participation, are informed of the policy.
4. Potential under-18 delegates are provided with relevant information regarding their involvement in the consultation process.
5. A transparent and fair process is used in the selection of under-18 delegates at national or regional consultations.
6. Systems are developed to ensure in the selection process under-18s are not discriminated against because of age, sex, abilities, language, social origin, class, ethnicity, geographical location, etc.
7. Potential under-18 delegates have time to consider their involvement. Processes are established to ensure that under-18 delegates are able to and have given their personal informed consent to their participation.
8. All under-18 delegates are accompanied to the consultation by a suitable adult who will take responsibility for their safety and welfare.
9. Consent is obtained for the use of all information provided by under-18s and information identified as confidential needs to be safeguarded at all times.



## Exercise 50

## Protecting children and young people when they get involved



### Answers

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



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



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



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



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



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



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



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



### During the consultation

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



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



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



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



## Exercise 50

## Protecting children and young people when they get involved



## Answers

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



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



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

*After the consultation*

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



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



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



## Things to note







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

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

	<b>When</b>	After exercise 49 has been completed.
	<b>Duration</b>	30 minutes
	<b>Objectives</b>	■ To prompt more intense consideration of the principles of participation.
	<b>Methodology</b>	Discussion in plenary.
	<b>Answers</b>	<p>a) One obvious principle that might be considered is: respect. Most others do, in fact, fall under the headings provided.</p> <p>b) Some participants may question the value of ‘a children-friendly environment’ – which seems to suggest that the room should be warm and painted bright colours! You may wish to explore what this really means, for example that activities are not held late at night, when young children should be in bed, or that debate should not be planned around a clearly ‘adult’ dinner, for example, where alcohol is served.</p> <p>c) Here you have a chance to consider also the earlier section on partnership building and social dialogue – most of the principles considered here would also apply to adults participating in meetings and consultations and are essential to promoting inclusion.</p>
	<b>Things to note</b>	

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 52

## Hart's Ladder of Participation

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 5 - Session 3

### Section 3.3: Monitoring and evaluation

#### Monitoring, evaluation and participatory methods



(20 minutes)

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

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

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

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

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



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

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







#### *Classroom assignments*



(70 minutes)

## Exercise 53

## Indicators for an outreach initiative

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

**DEVELOPMENT**







Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Exercise 54

## Indicators for a policy initiative







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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

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

**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Day 5 - Session 4

### Section 3.4: Learning and sharing lessons



(5 minutes)

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

#### Identifying good practices and weaknesses



(10 minutes)

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

#### Documenting the lessons



(5 minutes)

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

#### Designing a dissemination strategy



(10 minutes)

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

## Repeating good practices on a larger scale



(5 minutes)

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



### Key words and concepts for this session:

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







## Classroom assignments



(55 minutes)

## Exercise 56

## Lessons from a recent experience and identifying good practices

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

### DEVELOPMENT







Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.

## Exercise 57

## Developing a dissemination strategy

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







**DEVELOPMENT**

Share any experience of running this exercise

**LIVE ELEMENTS**

Classroom materials that you may wish to use.

## Wrap-up and Q&A

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

### DEVELOPMENT

Share any experience of running this exercise

### LIVE ELEMENTS

Classroom materials that you may wish to use.



