



**HUMAN TRAFFICKING  
AWARENESS PROGRAMME**  
SOUTH AFRICA



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Disclaimer: All of the characters and stories in this resource are fictitious. The names in each case do not personify or represent any specific individual. The regions in each case do not depict any form of human trafficking exclusively in those regions.

# AWARENESS PROGRAMME OVERVIEW

We are grateful that you have chosen to learn more about human trafficking and take action by spreading awareness. This resource has been created to equip you to reach your friends, family, and community with important information about human trafficking, and to empower them with “next steps” for abolishing it. It is designed in a way that is flexible and can easily be tailored to suit the context of your audience. So have fun, make it your own, and don’t hesitate to reach out with questions. We look forward to hearing about the impact that you have in the fight for freedom.

## What are the goals?

1. Educate you on the reality of modern-day slavery and A21’s work to abolish it.
2. Equip you to recognise and report potential scenarios of human trafficking.
3. Empower you to impact your community and mobilise others to take action.

## How long is it?

There are three sessions that will take approximately one hour each to complete.

## Who is it for?

Ages 13 and above. It can be facilitated with a group ranging from 2 to 200+ people.

## How is it structured?

### **Section One: Facilitator Guide**

Provides step-by-step instructions to help you lead your group through each session.

### **Section Two: Abolitionist Guide**

Provides opportunities for participants to refer to throughout each session. We suggest that you print one abolitionist guide for each person who will be participating in the session.

### **Section Three: Activities Guide**

Provides two activities for each session. We recommend that you review each activity in advance, as some require printing, cutting, and organising. Occasionally, there will be extra props that are recommended.

### **Section Four: Resource Guide**

Provides additional resources and information for you and your team to continue to learn more about human trafficking.

# A21 OVERVIEW

# A21 OVERVIEW

## Who are we?

A21 is a global nonprofit organisation determined to eradicate human trafficking through awareness, intervention, and aftercare. A21 aims to combat modern-day slavery through a multi-dimensional operational strategy: Reach, Rescue, and Restore. Through partnerships and the efforts of supporters across the globe, A21 believes that more potential victims will be identified and assisted, and perpetrators will be brought to justice.

## What is our mission?

To abolish slavery everywhere, forever.

## When did we start?

Our founders, Nick and Christine Caine, became aware of human trafficking in 2008 after seeing a missing persons poster in an airport baggage claim. After extensive research, planning, and training, we opened our first home for survivors of human trafficking in Thessaloniki, Greece. Over the next 10 years, we grew and established field offices, community centres, and administrative bases in 12 countries. Each office is unique in its strategy and operational approach. To learn more about the history and work of A21, watch our short film, *Missing Persons*, that was released on our 10-year anniversary: [A21.org/10](https://www.a21.org/10). For a complete list of A21 offices, visit: [A21.org/where-we-work](https://www.a21.org/where-we-work).

## What is our vision?

We believe in a world without slavery. For more than 10 years now, we've rolled up our sleeves and set our feet to action. Why? Because in a single moment a number can turn into a name, a tragedy into a victory, and a belief into an action. Freedom is our goal for every human being on the planet.



# CONTENT OVERVIEW

# CONTENT OVERVIEW

## Session 1 - Past to Present

### Purpose:

- Consider human rights and the impact of slavery on human rights.
- Define slavery and identify the common forms of human trafficking.
- Discover how victims of human trafficking are used as commodities.

### Essential Questions:

- How has slavery violated human rights?
- What does modern-day slavery look like?
- In what way is a human trafficking victim like a commodity?

## Session 2 - Reach to Restore

### Purpose:

- Examine the A21 operational strategies: Reach, Rescue, Restore.
- Identify factors that lead to people being or becoming vulnerable to trafficking.
- Understand methods that traffickers use to recruit victims.

### Essential Questions:

- What strategies are in place to Reach, Rescue, and Restore lives?
- What makes someone vulnerable to being or becoming a human trafficking victim?
- What are the common methods traffickers use to recruit their victims?

## Session 3 - Awareness to Action

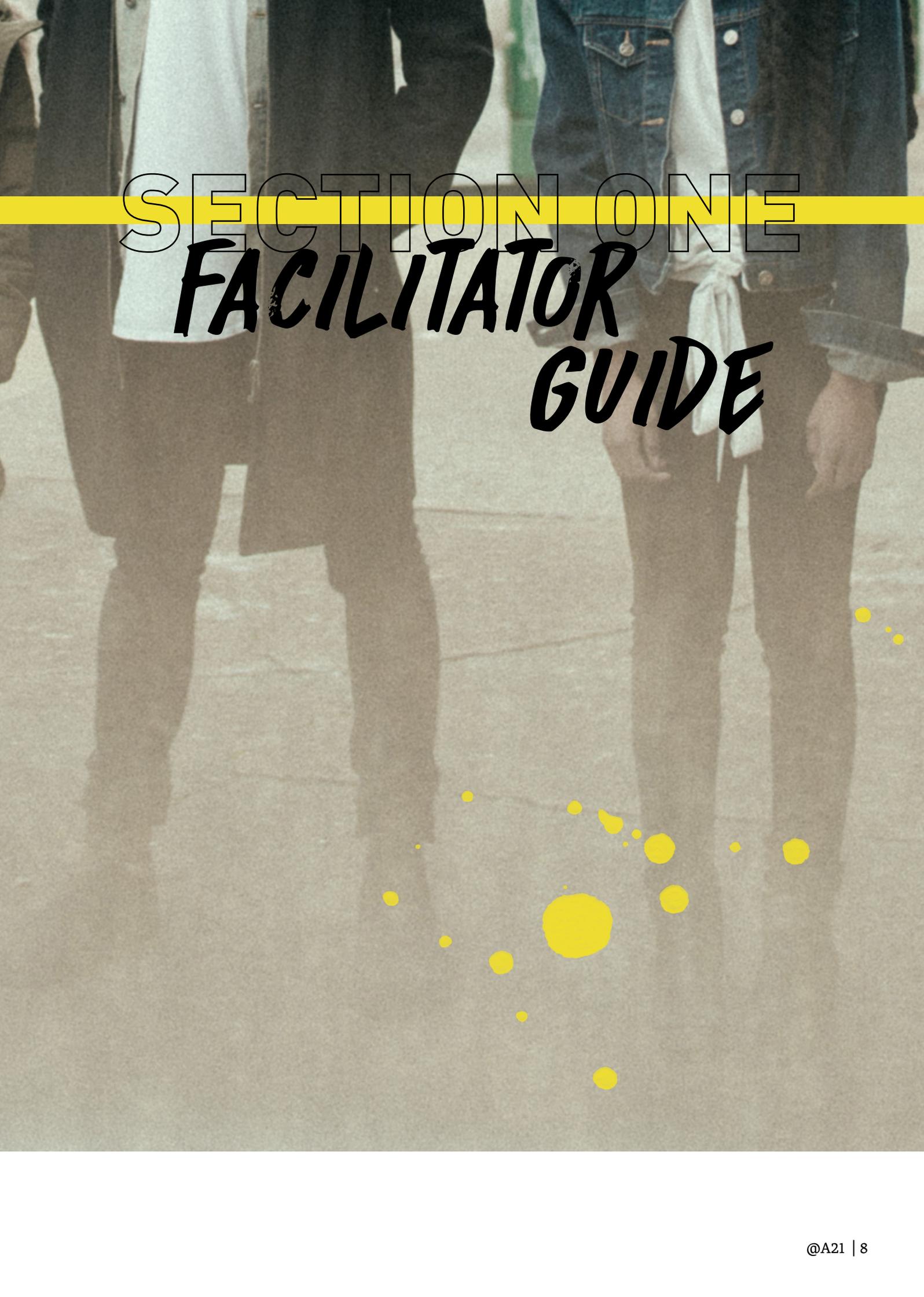
### Purpose:

- Recognise indicators of human trafficking that may be seen in everyday life.
- Learn how to report suspected human trafficking situations.
- Provide human trafficking awareness to your community.

### Essential Questions:

- What are some ways that victims of human trafficking can be recognised?
- What steps should be taken to report suspected human trafficking situations?
- What role does an abolitionist have toward eradicating human trafficking?



The background of the page is a photograph of people walking, showing their lower bodies and legs. A solid yellow horizontal bar runs across the upper portion of the image. In the bottom right corner, there is a cluster of yellow circles of various sizes, resembling paint splatters or a trail of dots.

# SECTION ONE

# *FACILITATOR GUIDE*

# SESSION 1: PAST TO PRESENT

## Prepare

Below are the materials you will need for this session:

- A21 Awareness Programme Video #1
- Can You See Me? (CYSM) Video
- Session One Abolitionist Guide
- Human Rights Game (Activity 1)
- Concept Sort (Activity 2)
- Social Media Kit (Resource 1)

## Introduce

Begin by playing the A21 Awareness Programme Video #1, and then follow that video with a Can You See Me? video of your choice.

## Interact

**Say:** In 1948, the United Nations set forth a Universal Declaration of Human Rights. It declares that various human rights, including the rights to life and liberty, are to apply to all people in all nations. While the declaration is comprised of 30 articles, I will read just a couple:

- Article 4 states: “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.”
- Article 5 states: “No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.”

Slavery exists today. It has violated human rights throughout history and although it may look different now, it is still slavery. When a human being’s life, liberty, or fortune is under the control of another, slavery exists. Human rights are being violated every day in plain sight in the form of human trafficking.

**Do:** Play the Human Rights What’s Missing Game (Activity 1) to identify some human rights and the emotions that one would feel if certain rights were removed or violated.

# SESSION 1: PAST TO PRESENT

## Interact

**Say:** Human trafficking is the illegal trade of human beings. It's the recruitment, control, and use of people for their bodies and for their labour. Through force, fraud, and coercion, people are being bought and sold against their will right now in the 21st century. There are five main forms of human trafficking that have been identified globally: labour trafficking, sex trafficking, involuntary domestic servitude, bonded labour, and child soldiers. The definitions of these forms of trafficking are listed on your abolitionist guide. Please take a moment to review them.

**Do:** Complete the Concept Sort (Activity 2) to compare and contrast the features, attributes, and/or characteristics of the concepts of human rights, human trafficking, and abolitionists.

## Inspire

Review the Session One Abolitionist Guide and determine how you are going to spread awareness about human trafficking today.

# SESSION 2: REACH TO RESTORE

## Prepare

Below are the materials you will need for this session:

- A21 Awareness Programme Video #2
- Can You See Me? (CYSM) Video
- Session 2 Abolitionist Guide
- Ripple Effect (Activity 3)
- Uncover The Facts (Activity 4)
- 21 Ways to Help (Resource 2)

## Introduce

Begin by playing the A21 Awareness Programme Video #2, and then follow that video with a Can You See Me? video of your choice.

## Interact

**Say:** A21 combats human trafficking through a multi-dimensional operational strategy: Reach, Rescue, and Restore. Reach is the A21 strategy that reaches the vulnerable, increases awareness, and disrupts the very existence of human trafficking. Rescue is the A21 strategy that is about working closely with law enforcement to support police operations, identifying victims through hotlines, assisting in the prosecution of traffickers, representing survivors in court proceedings, and collaborating with governments and other NGOs. Restore is the A21 strategy that provides the necessary support to equip survivors to pursue their dreams and live independently. On your Abolitionist Guide, you will be able to read about some of the main programmes that fit into each of these strategies.

**Do:** Use the Reach, Rescue, and Restore Ripple Effect (Activity 3) to identify actions abolitionists can take within each of the operational strategy areas.

# SESSION 2: REACH TO RESTORE

## Interact

**Say:** While anyone can become a victim of human trafficking, certain people are more vulnerable than others due to varying factors. People who become victims are often those searching for employment or pursuing an opportunity to further their education. People can also become victims when they are tricked into believing they have found love and affection. This is known as the “loverboy” tactic when a trafficker poses as a boyfriend. Others come from poverty-stricken areas and are forced to migrate for work, or they are driven out of their home by war and instability. Those in a vulnerable state are likely to desire to change their circumstances. They pursue an opportunity that they believe will transform their lives or support their families. Traffickers see that desire and take advantage of a person’s hopes for a better future.

**Do:** Divide into partners or groups, and research a local human trafficking case to Uncover The Facts (Activity 4).

## Inspire

Review the Session Two Abolitionist Guide and determine how you are going to take action to help combat human trafficking today.



# SESSION 3: AWARENESS TO ACTION

## Prepare

Below are the materials you will need for this session:

- A21 Awareness Programme Video #3
- A21 Awareness Programme Video #4
- Can You See Me? (CYSM) Video
- A-Teams Video
- Session 3 Abolitionist Guide
- Live Talk Show (Activity 5)
- Take Action (Activity 6)
- A-Teams Invite Flyer (Resource 3)

## Introduce

Begin by playing the A21 Awareness Programme Video #3, and then follow that video with a Can You See Me? video of your choice.

## Interact

**Say:** How are we going to abolish slavery everywhere, forever? You. Your friends. Your community. The more we are equipped with knowledge about human trafficking, made aware of the signs and indicators to be looking for, and proactively reporting our suspicions, the more likely it will be for victims of human trafficking to be identified. The heart of A21 is for the one. The one woman, the one man, the one child trapped and exploited, unable to see another end to their story. We see the one, we fight for the one, and we sacrifice to restore the one.

**Do:** Ask participants to review the indicators of human trafficking and hotline information found in their Abolitionist Guide. Invite each participant to pull out their phone, and to add the human trafficking hotline number to their contacts. Encourage them to make a report if they ever suspect that human trafficking may be happening. Next, perform the Live Talk Show (Activity 5) to learn more about how human trafficking can be seen and reported in everyday situations.

# SESSION 3: AWARENESS TO ACTION

## Interact

**Say:** Abolitionists are people who take action to end slavery. As abolitionists, our mission is to abolish slavery everywhere, forever. We are among pioneers who have existed for thousands of years, and will continue to take our place in history, believing that we will see slavery ended in our lifetime. In order to achieve this audacious goal, let's look at some practical next-steps that we can take as abolitionists.

**Do:** Divide participants into groups to brainstorm ways to Take Action (Activity 6) in order to bring awareness about human trafficking to your community. Next, play the A-Teams Video. Pass out an A-Teams Invite Flyer to every person in the group, inviting them to join A-Teams. If they are already registered for A-Teams, invite them to give this flyer to someone who has never heard about human trafficking before.

## Inspire

Review the Session Three Abolitionist Guide (Appendix) and record the ideas that have been mentioned today to spread awareness in your community.

A photograph of three young adults (two men and one woman) walking together in a park-like setting. They are all smiling and looking down. The man on the left is wearing a dark denim jacket over a white t-shirt. The woman in the middle is wearing a tan jacket over a white t-shirt and dark jeans. The man on the right is wearing a black jacket over a black t-shirt. The background is a blurred forest. A yellow horizontal bar is positioned behind the text. Several yellow circles of varying sizes are scattered across the lower half of the image.

# SECTION TWO

# ABOLITIONIST

# GUIDES

# SESSION 1: PAST TO PRESENT

## Purpose

- Consider human rights and the impact of slavery on human rights.
- Define slavery and identify the common forms of human trafficking.
- Discover how victims of human trafficking are used as commodities.

## Essential questions

- How has slavery violated human rights?
- What does modern-day slavery look like?
- How is a human trafficking victim like a commodity?

## Universal Declaration of Human Rights definition

“Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination.”<sup>1</sup>

## Human trafficking definition

Human trafficking is the illegal trade of human beings, mainly for the purposes of forced labour and sex trafficking.

# SESSION 1: PAST TO PRESENT

## Global human trafficking statistics

- It is estimated that anywhere between 20.9 million<sup>2</sup> and 40.3 million<sup>3</sup> people are held in slavery today.
- Approximately 71% of human trafficking victims are women and girls.<sup>4</sup>
- Up to 50% of female victims are minors.<sup>5</sup>
- Human trafficking generates an estimated USD \$150.2 billion per year.<sup>6</sup>
- Traffickers face a mere 1% chance of ever being prosecuted.<sup>7</sup>

## South Africa Statistics

- Estimated 155 000 people living in modern day slavery in South Africa.
- 53.76/100 (54%) of the population are vulnerable to becoming potential victims of trafficking.
- South Africa is a Source, Transit and Destination country, which lead to various hotspots developed around the country and for the crime to increase in society.

# SESSION 1: PAST TO PRESENT

## Main forms of human trafficking globally



### Forced Labour:

When a person is forced to work in captivity with little or no pay. Forced labour is well documented in extractive industries—industries that consist of having children remove non-renewable raw material out of the earth such as oil and minerals.



### Sex Trafficking:

Forcing, deceiving, or coercing a person to perform a commercial sex act. Sex trafficking can include forms of commercial sexual exploitation in sex tourism, pornography, and strip clubs.



### Bonded Labour:

Also known as debt bondage or peonage, bonded labour is often made to look like an ordinary employment agreement at first. However, in the agreement, the worker starts with a debt to repay. This worker finds out later that the debt is impossible to repay, thus making their enslavement permanent. Workers may also inherit intergenerational or ancestral debt in more traditional systems of bonded labor.



### Involuntary Domestic Servitude:

Forcing a person to work and live in the same place for little or no pay. Involuntary domestic servitude consists of an individual working in a private residence. This makes inspection by authorities more difficult. Domestic workers often are not given the same basic benefits and protections that are ordinarily bestowed upon workers.



### Child Soldiers:

Unlawful recruitment or use of children—through force, fraud, or coercion—as combatants, or for labour or sexual exploitation by armed forces. Thousands of children, some as young as 8 years old, are currently serving as child soldiers around the world. These children are commonly being forced into sexual slavery, fighting on the front lines, participating in suicide missions, and acting as spies, messengers, or lookouts.

# SESSION 1: PAST TO PRESENT

## Take action

Spread the word about human trafficking on social media by downloading the Awareness Social Media Kit and using the images and content we have provided. Don't forget to include the hashtags: #ATEAMS #A21



# SESSION 2: REACH TO RESCUE

## Purpose

- Examine the A21 operational strategies: Reach, Rescue, Restore.
- Identify factors that lead to people becoming vulnerable to trafficking.
- Understand methods that traffickers use to recruit victims.

## Essential questions

- What strategies are in place to Reach, Rescue, and Restore lives?
- What makes someone vulnerable to becoming a human trafficking victim?
- What are the common methods traffickers use to recruit their victims?

## A21 operational strategies (3Rs)

**REACH** The A21 strategy that reaches the vulnerable, increases awareness, and disrupts the demand for human trafficking.

**Prevention:** Resources, campaigns, community-based programmes, and social enterprise initiatives that provide information and tools to those who are vulnerable to being trafficked, so that they don't become a victim in the first place.

**Awareness:** Informing and influencing society by breaking down stereotypes and false perceptions of human trafficking, and empowering people to be a part of the solution. Some of the main events and campaigns that A21 outworks to spread awareness and increase victim identification include Walk For Freedom, Can You See Me?, and It's A Penalty.

**Education:** It's vital that youth are informed and equipped to combat human trafficking. A21 equips educators with standardised curriculum that provides knowledge and understanding of historical and modern-day slavery, and seeks to activate 21st century abolitionists.

# SESSION 2: REACH TO RESCUE

## RESCUE

The A21 strategy that is all about working closely with law enforcement to support police operations, identifying victims through hotlines, assisting in the prosecution of traffickers, representing survivors in court proceedings, and collaborating with governments and other NGOs.

### Hotlines:

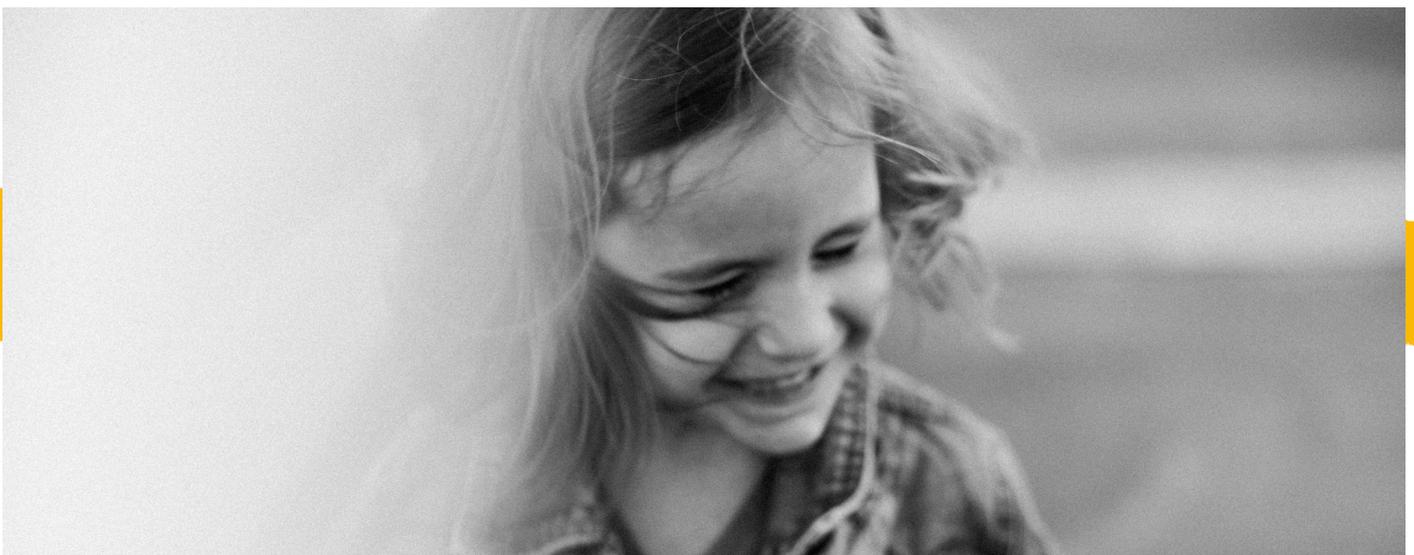
A phone line available 24-hours/7-days a week to victims, the general public, and frontline professionals, to provide a reporting mechanism for human trafficking suspicions. A21 currently has hotlines set up in Greece, Bulgaria, and South Africa.

### Identification training:

Providing victim identification training to organisations and individuals who, as a result of their profession, are likely to encounter potential victims of human trafficking.

### Child advocacy centre:

A safe and child-friendly environment where a child is able to speak to a trained forensic interviewer about trauma that a child has experienced, and receive support through collaborative efforts for the primary purpose of assisting a criminal prosecution.



# SESSION 2: REACH TO RESCUE

**RESTORE** The A21 strategy that provides the necessary support to equip survivors to pursue their dreams and live independently.

**Aftercare:** A21 takes survivors from crisis to stability. We work face-to-face with every person in our care, providing them with access to housing, medical treatment, counselling, education, employment, and repatriation based on their individual needs.

**Freedom centres:** A holistic model of support designed to enable survivors of human trafficking to practice an independent life, come alongside other survivors in a local community context, and receive the support and care needed to walk through trauma and experience restoration.

**SAFE repatriation:** Our SAFE programme repatriates survivors back to their home. It's a worldwide initiative—from the United States to Ukraine, South Africa to Thailand. We also provide opportunities for survivors in education, employment training, and social enterprise.

## How human trafficking happens

There are many factors that fuel human trafficking. Below are just a few.

- Poverty and the desire for a better life are leading causes.
- Human trafficking is a demand-driven model for human beings to be treated as commodities.
- Human beings can be sold again and again, and require little overhead costs.
- Human trafficking is a low-risk and high-profit criminal industry.
- Gangs and organised crime networks are among those who participate in the illegal trade of human beings, often driven by greed and permitted by corruption.
- Cultural norms can be used to justify human trafficking and criminal activity.
- Runaway and homeless children are among the most vulnerable as they are typically minors and are in need of money, food, shelter, and assistance.
- Violence, threats, and abuse are used to emotionally and physically trap victims by breaking down their will and forcing them to comply.

# SESSION 2: REACH TO RESCUE

## Methods traffickers use to recruit victims

There can be more than one method used in a single human trafficking situation. The truth is that a victim can be anyone, anywhere, at any time.

**Force:** Victims are sometimes kidnapped and forced into modern-day slavery. In desperate situations, parents will sell their children in exchange for money to support themselves and their other children. In some cases, children are sold to support drug addiction.

**Fraud:** Traffickers frequently recruit victims through false advertisements for jobs that promise legitimate jobs. False marriage promises and human smuggling are also common ways human traffickers take advantage of those who are vulnerable.

**Coercion:** It is common for traffickers to lure victims by appearing to meet an emotional, physical, or relational need/desire. Traffickers target victims with promises to care for them, when in reality the plan is to exploit them. Female victims are often coerced into human trafficking through men alleging to be a loving boyfriend.

# SESSION 2: REACH TO RESCUE

## Examples of industries where human trafficking happens

Agriculture, Construction, Electronics, Fishing, Forestry, Healthcare, Housekeeping, Mining, Manufacturing, Transportation, Massage Parlors, Escort Services, Modelling, Sales Crews, Janitorial Services, Hospitality, Shipyards, Restaurants, Salon Services, Fairs and Carnivals, Elder Care, Peddling, Nannying, and Domestic Service.

## The role of technology

Traffickers are sophisticated in their use of technology to recruit, manipulate, and lure innocent people into dangerous situations.

- The main types of technology used by traffickers are cell phones and tablets, social media platforms and websites or other classified sites where girls are forced to put advertisements online as “escorts”.
- Chat rooms are often used to exchange information about sex tourist locations, while social media is used to “target, stalk, and land victims as well as to convey, buy, and sell pornographic records of sex trafficking.”
- Traffickers may also utilise biometric data, chips, and global positioning systems.

## Call to action

Choose one of the “21 Ways to Help” action steps to do today.



# SESSION 3: AWARENESS TO ACTION

## Purpose

- Recognise indicators of human trafficking that may be seen in everyday life.
- Learn how to report suspected human trafficking situations.
- Provide human trafficking awareness to your community.

## Essential questions

- What are some ways that victims of human trafficking can be recognised?
- What steps should be taken to report suspected human trafficking situations?
- What role does an abolitionist have in eradicating human trafficking?

## Signs of trafficking

Human trafficking is often hidden in plain sight. By becoming aware of the indicators related to possible human trafficking scenarios, victims can be identified.

A selection of possible indicators are detailed over the page. This list is not exhaustive and represents only a selection of possible indicators.

## Hotline numbers

A list of hotline numbers is detailed on the opposite page. For all other countries, if you suspect trafficking, contact your local authorities.

## Take action

Sign up online to join A-Teams today! [A21.org/Action](https://A21.org/Action)



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## USA

Adults: (888) 373-7888  
Minors: 1-800-THE-LOST (1-800-843-5678)

## UK

08000 121 700

## AUSTRALIA

131 237

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## SPAIN

900 10 50 90

## UKRAINE

527

## BULGARIA

0800 20 100  
(+359 800 20 100 if overseas)

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## GREECE

1109

## SOUTH AFRICA

0800 222 777

## THAILAND

1300

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## NORWAY

22 33 11 60

## THE NETHERLANDS

033 44 81 186

## DENMARK

+45 70 20 25 50

# SESSION 3: AWARENESS TO ACTION

## Signs of trafficking



### Controlled by another person

They are accompanied by a controlling person, and do not speak on his or her own behalf, but instead defer to another person.



### Bad health and malnutrition

They may have signs of abuse or signs of being denied food, water, sleep, and/or medical care.



### Controlled movement

They are transported to or from work, or live and work at the same place. They show signs that their movements are being controlled.



### Lack of official documentation

They are not in possession of their passports, identification, or legal documents.



### Lack of earnings

They are unable to keep his or her earnings: it is 'withheld for safekeeping'. In many cases, the person owes a debt they are working to pay off.



### Substance abuse

They may show signs of drug use or drug addiction. They can be forced or coerced into drug use by his or her traffickers, or turn to substance abuse to help cope with his or her enslavement.



### Foreign, unfamiliar with the language

They have recently arrived in the country and do not speak the language of the country - or they only know sex-related or labour-related words.

# SESSION 3: AWARENESS TO ACTION



## **Lack of trust**

They may be distrustful or suspicious. A victim of human trafficking may act as if they distrust any person who offers them assistance or attempts to converse with them.



## **Feelings of being trapped**

They feel that they are unable to leave their current situation.



## **Overly fearful, depressed, and submissive behaviour**

They are frightened to talk to outsiders and authorities since they are closely monitored and controlled by their trafficker(s). They may be fearful, anxious, depressed, overly submissive, and may avoid eye contact.



## **Lack of personal belongings**

They may have few or no personal possessions.



## **Signs of physical abuse**

They may have bruises, scars, and other signs of physical abuse and torture. Victims of human trafficking are often beaten in areas that will not damage their appearance, such as their lower back.



## **Deceived by a false job offer**

Their actual job is different from the advertised job they had accepted.



## **Signs of dependence**

They may demonstrate affection, attachment, or dependence toward their abuser.

# SECTION THREE

## ACTIVITIES



# ACTIVITY 1

## HUMAN RIGHTS GAME

**Materials** Human Rights Image Cards (copy cards front to back and cut apart), tray

- Directions**
1. Present to the group the Human Rights Image Cards on a tray. Allow the group a few moments to look at the cards.
  2. Remove the tray out of the sight of the group and take away one card.
  3. Place the tray back in the view of the group and ask them to identify the card that was removed.
  4. Read the information written on the back of the identified card and ask how they would feel if this human right was removed from their everyday lives.

### Rights within the Universal Declaration of Human Rights



#### Right to choice of employment

Article 23(1): Everyone has the right to work, to free choice of employment, to just and favourable conditions of work, and to protection against unemployment.



#### Right to liberty

Article 3: Everyone has the right to life, liberty, and security of person.



#### Right to opinion and expression

Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.



#### Right to rest and leisure

Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.



#### Right to education

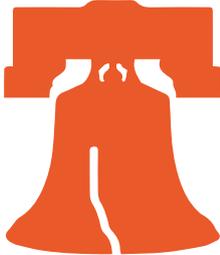
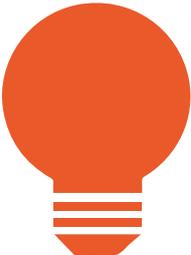
Article 26 (1): Everyone has the right to education. Education shall be free, at least in the basic and fundamental stages. Basic education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.



#### Right to freedom

Article 4: No one shall be held in slavery to servitude; slavery and the slave trade shall be prohibited in all their forms.

## Human rights image cards (front)

<p>Choice of employment</p> 	<p>Right to liberty</p> 
<p>Right to opinion and expression</p> 	<p>Right to rest and leisure</p> 
<p>Right to education</p> 	<p>Right to freedom</p> 

## Human rights image cards (back)

<p>Article 3: Everyone has the right to life, liberty and security of person.</p>	<p>Article 23(1): Everyone has the right to work, to free choice of employment, to just and favourable conditions of work, and to protection against unemployment.</p>
<p>Article 24: Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.</p>	<p>Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without inference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.</p>
<p>Article 4: No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.</p>	<p>Article 26(1): Everyone has the right to education. Education shall be free, at least in the basic and fundamental stages. Basic education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.</p>

# ACTIVITY 2

## CONCEPT SORT

**Materials**    Concept cards, plate, tape, and markers

- Directions**
1. Set up the activity by hanging three plates on the wall side-by-side, or setting them down on a flat surface, such as a table. These plates will represent each of the category headings for the concept sort.
  2. Hand out a concept card to each participant. (Note: depending on the size of your group, some people may receive the same word on their card, or they may be given multiple cards with different words). Ask them to review their word.
  3. Invite participants to move around the room and locate others with word cards that have similar features, characteristics, and/or common attributes to their own word card.
  4. Once they have formed groups based on the similarities of their cards, ask them to come up with a name for their group that best describes the category that their concept cards fit within. The categories are: human rights, human trafficking, and abolitionist. Have them write this word on one of the plates, and place their cards on or beside the plate.
  5. Discuss the common features of the grouped words, and why they fit within the category that has been written.

### Answers

- Human rights:**
- Right to Choice of Employment
  - Right to Opinion and Expression
  - Right to Liberty

- Human trafficking:**
- Sex Trafficking
  - Forced Labour
  - Involuntary Domestic Servitude

- Abolitionist:**
- Advocate
  - Part of a Movement
  - Freedom Fighter

## Concept cards (front)

Right to Choice of Employment

Right to Opinion & Expression

Right to Liberty

Sex Trafficking

Forced Labour

Involuntary Domestic Servitude

Advocate

Part of Movement

Freedom Fighter

## Concept cards (back)

<p>Article 23(1): Everyone has the right to work, to free choice of employment, to just and favourable conditions of work, and to protection against unemployment.</p>
<p>Article 19: Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.</p>
<p>Article 3: Everyone has the right to life, liberty and security of person.</p>
<p>Forcing, deceiving, or coercing a person to perform a commercial sex act.</p>
<p>Forcing a person to work in captivity for little or no pay.</p>
<p>Forcing a person to work and live in the same place for little or no pay.</p>
<p>A person who publicly supports or recommends a particular cause or policy.</p>
<p>A member of a group of diffusely organised people or organisations striving toward a common goal relating to human society or social change.</p>
<p>A person who fights for the cause of freedom or on behalf of someone who is not yet free.</p>

# ACTIVITY 3

## RIPPLE EFFECT

**Materials** 3R's ripple effect ponds (copy each set of ponds for each group) and action stones (copy, cut apart, mix, and place in a stack for sorting)

- Directions**
1. Discuss the concept of the “Ripple Effect.” This effect takes place when one action leads to the spreading of other actions, such as when ripples expand across a body of water when an object is dropped into it.
    - a. *Optional:* Bring in a bowl and fill it with water. Hold a few small pebbles in your hand. Demonstrate the concept of the ripple effect of when you drop a pebble into the water and identify how you notice concentric circles rippling out from the entry point.
  2. Give each group a set of the 3R's ripple effect ponds. Have them read and discuss the theme for each of these three A21 operational strategies and discuss the attributes of each one.
  3. Place a stack of Action Stones for the group to read and discuss, then place each one in the pond that best represents the described A21 operational strategy area.
  4. Have each group brainstorm an additional action that can be taken in each category of Reach, Rescue, and Restore. Ask them to write these actions on the blank stones provided, and to place them on the appropriate pond image.

# ACTIVITY 3

## RIPPLE EFFECT



# ACTIVITY 3

## RIPPLE EFFECT



# ACTIVITY 3

## RIPPLE EFFECT



# ACTIVITY 3

## RIPPLE EFFECT

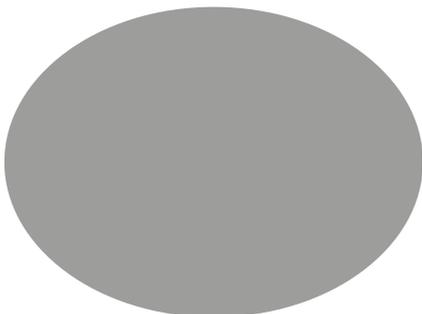
### Action stones

#### Reach

Support education about human trafficking by advocating to have curriculum in your local high school.

Shop for a cause and raise awareness through A21 merchandise.

Host or participate in a human trafficking awareness event, such as Walk For Freedom.

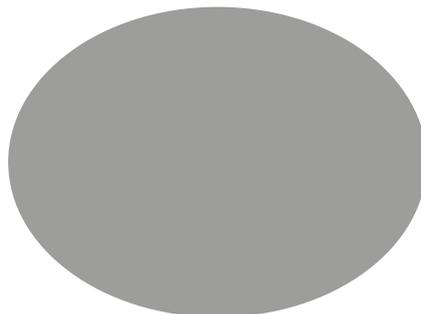


#### Rescue

Represent a survivor during court proceedings to see traffickers fined and sentenced to jail.

Report suspicions of human trafficking to law enforcement or by calling a hotline.

Visit [A21.org/CanYouSeeMe](https://www.a21.org/CanYouSeeMe) to watch PSA videos to learn more about the indicators of human trafficking.

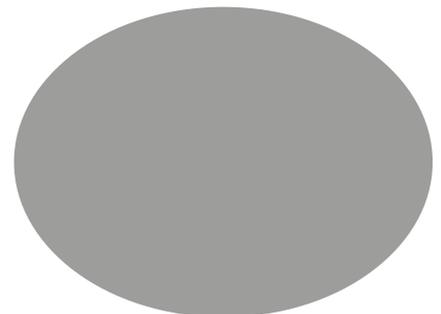


#### Restore

Provide employment opportunities for survivors of human trafficking.

Sponsor a survivor of human trafficking to attend university through a scholarship programme.

Donate gift cards to an A21 Freedom Center.



# ACTIVITY 4

## UNCOVER THE FACTS

**Materials** Investigator Form; *Optional:* Locate local articles with human trafficking cases in advance, short stories

**Directions**

1. Divide participants into partners or small groups, and ask them to research a local human trafficking case from your region.
2. Use the Investigator Form to identify as many of the key details of the case as they are able to uncover.
3. Invite a member from each group to trade places with a member from a different group and have them present their case to the new group.

*Optional:* If it is not feasible to have groups research a local case of trafficking during the session, feel free to find local articles in advance and print them for the groups to use, or you can use the short stories provided.

# ACTIVITY 4

## UNCOVER THE FACTS

### Investigator form

Survivor name: \_\_\_\_\_

Survivor age: \_\_\_\_\_

Location: \_\_\_\_\_

Form of trafficking: \_\_\_\_\_

Method/tools of recruitment: \_\_\_\_\_

Did the victim escape? \_\_\_\_\_

If so, how? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If not, describe the current trafficking situation: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Reflect on what feelings you experienced as you learned about this case: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# ACTIVITY 4

## UNCOVER THE FACTS

### Optional stories

#### Sex trafficking



Ella is an American girl who had been in the foster care system for years. It was family after family. Home after home. Her life was always changing. When she turned 18, she was too old to stay in the system. She felt hurt and alone with nowhere to go and no one to turn to. One day, a woman approached her asking if she needed any food or help. Ella thought this woman really cared about her. The woman said her boyfriend was a good guy and could take care of her, and Ella chose to trust her. While everything seemed okay at first, the boyfriend suddenly told Ella that she owed him money for everything he had provided for her. He began trafficking her, forcing her to go from city to city, selling herself for sex. He told her she was worthless and that nobody cared about her. But one day, Ella met with a man who she thought was paying for a service. He turned out to be a law enforcement officer who offered to help. Despite the risk, she trusted him and told him her story. The officer assisted her to safety, her trafficker was arrested, and she was able to receive assistance to begin to rebuild her life.

#### Labour trafficking



While travelling throughout Ukraine, Anton was offered a chance to work overseas. Excited about this new opportunity, he accepted. But Anton was lied to. When he arrived, nothing was as it seemed. His identification documents were burned, and he was beaten by his traffickers. They forced him to work in a factory, on a farm, and in a household for little or no pay—he was enslaved and abused for three years. After multiple attempts, Anton finally managed to escape. Today, bondage is no longer his daily reality.

#### Child soldier



Mamello was 6 years old. He was out playing ball with his brother and his friends when military trucks surrounded them and they were abducted. They were brought to a camp several hours away and were yelled at and threatened. One of the soldiers blindfolded him and put a gun in his hands. Another aggressive soldier who was standing next to Mamello hit him and told him to hold the gun tightly and fire it. Mamello remembers pulling the trigger and thinking for just a split second that he was a man. But then they removed his blindfold and Mamello saw his best friend, Kevin, across from him in a pool of his own blood. Mamello had feelings of hatred toward these soldiers for making him kill his friend. The day soon came when they sent him on a mission; Mamello was one of many young boys they had forced to fight.

# ACTIVITY 4

## UNCOVER THE FACTS

### Bonded labour



Ambra was a victim of human trafficking at a very young age. Her story began when she was 13 years old. Her sister, Amoli, was to be married. In her culture, people are often subjected to arranged marriages. Upon marriage, the bride's family is to provide her husband with a dowry. A dowry in Ambra's culture is when the bride's family gives a sum of money or goods. When Ambra's sister Amoli was wed to her husband, their parents had to take out a loan of 50 dollars. Although Ambra did not know it, she had become collateral for her family's loan. When Ambra's family could not pay back the loan, Ambra was made to work to pay off the debt. Ambra was one of 20 children, mostly girls around her age that had to work to pay off family debt. They worked 11 hours a day with one break to use the bathroom and sometimes ate just one meal. They worked making bracelets in tight quarters. Ambra found it hard to sit still. Her body would hurt from being hunched over all day. There was a man there who was considered the "Keeper." He only came in to yell at them. He would tell them how worthless and unwanted they were. For every 1,500 beaded bracelets Ambra produced, she would receive a small amount of money. It was not nearly enough to live, plus pay for her parent's debt.

### Involuntary domestic servitude



Catherine was about 17 years old when her mother fell into poor health. She was the second oldest of 9 children. Two "friends" of her mother came to their house and suggested that Catherine apply to go to Norway to work as a caretaker for a family they knew. She was promised a set sum of money each week along with room and board. It was her intent to send money home to help take care of her mother and her siblings. In order to travel and help with the visa process to enter Norway, Catherine was arranged to be married. When she arrived, she was brought to a large house in a suburb. Instead of meeting her husband, she met a family with a father who was very harsh towards her. He made it very clear that she now belonged to him, and if she did not do everything she was told to do, she would be beaten, starved, and locked in a closet. Every day Catherine would have to wake up while it was still dark outside, and was made to clean the house, cook the meals, take care of the children, and do anything else that needed to be done around the house. She was given a mat to sleep on and was not allowed to leave the property. If she failed to do everything that was on her "to do" list each day, she would not receive any food. For months, she lived in these conditions, working 14 hours a day, 7 days a week.

# ACTIVITY 5

## LIVE TALK SHOW

**Materials** Two chairs, small table with coffee cups (create a talk show set)

**Directions** Choose two people to perform a live talk show, using the script below. Invite the rest of the participants to listen to the talk show and take notes. Ask the audience the discussion questions provided.

**Script**

**Host:** Good afternoon everyone. Today we have the pleasure of meeting Oliver. He is a human trafficking survivor and is here to share his story with us. Oliver, would you please tell us your story and how you ended up in your situation?

**Oliver:** Well, first I want to say what an honour it is to speak with all of you. Though sometimes it's hard to talk about, I am very lucky to be alive today and free to be here with all of you to tell my story.

**Host:** There is a need for people to hear your story, so that they can understand how someone can be vulnerable and become a victim of human trafficking.

**Oliver:** My story began when I was 21-years-old. I was newly married and had my first child on the way. With my family growing, I needed to make enough money to support my family. I applied for a job at a factory that was advertised at a local job fair. The factory made plastic containers for various companies. It was labour intensive and seemed to have a lot of opportunities, including the opportunity to relocate to the West. You see, in my country it is almost impossible to get a job.

**Host:** With a family on the way, I'm sure you felt the need to provide. So, while you were in the interviewing process, did you suspect this job could possibly be a scam?

## Script

- Oliver:** Not at the time, but looking back, there were many red flags. Nonetheless, the employment began and I was given the night shift without any other options. I started work at 5pm and sometimes wouldn't finish until 12pm the following day. My job was seven days a week, and I was physically exhausted all the time.
- Host:** I can only imagine how worn and tired you must have become. That's beyond the normal hours anyone should be asked to work.
- Oliver:** I thought it would be worth it. I wanted so badly to help my family survive. I was determined that quitting was not an option despite the long hours. We were supposed to be paid every two weeks but I did not receive my first paycheck until after the third week, and the amount it was written for was only three days worth of wages.
- Host:** Wait...you worked twenty-one days, but only paid for three. What did you do when you realised what had happened?
- Oliver:** I addressed the issues with management. They explained that they would have it taken care of right away. The following week I was called into the office to have a meeting with my boss. He said there were multiple fees that needed to be paid in order to run the factory, and that sum had been taken out of everyone's paycheck.
- Host:** At that point did you decide to quit?
- Oliver:** I tried, but I was trapped.
- Host:** What do you mean trapped?
- Oliver:** When I signed the paperwork with the factory, one of the things I signed said that I "accepted all company policies, including helping to invest in the company through my services." If I breached the contract, I would have to pay back a year's pay of salary to them and all of my relocation fees. When I had moved, the company required that I hand over all of my identification documents, including my passport. I felt like I had no choice. People need to understand that human trafficking in any case is not by accident. It's a well thought-out plan; it is an organised crime.

# ACTIVITY 5

## LIVE TALK SHOW

### Script

- Host:** How did you escape this nightmare? What steps did you take toward being free from all this?
- Oliver:** I remembered hearing about human trafficking at the job fair I was attending. There was a group warning people about false job advertisements, and they gave me a flyer with a hotline number on it. At the time, I didn't think much of it, as I didn't really think that I would ever find myself in a trafficking situation. But I decided to call the number, and shared what I was experiencing. I was scared to do this, because I knew it was dangerous to make the call, but I knew it was my only option for escape.
- Host:** When this information was uncovered, what happened to the factory?
- Oliver:** There was an investigation and the factory owner was convicted. I was able to explain how I was deceived when signing my contract in a court hearing and received a sum of restoration money that I was able to take back home to help support my family.
- Host:** You know, I never realized how forced labour could be happening all around the world in so many different ways—some more subtle than others. This company is a fraud, but people wouldn't even think that a place like that would have these sorts of issues.
- Oliver:** I hear from people all the time that they would have never thought this could happen, which makes me even more motivated to bring human trafficking awareness about forced labour to my community and the world.
- Host:** Thank you so much for sharing and being on today's show. I just want to remind our viewing audience to stay alert on how human traffickers prey on victims' vulnerabilities and how these vulnerabilities cause victims to be susceptible to trafficking that may ultimately lead to a forced labour situation.

## Discussion questions

**Question one:** Why was it important that there was a group at the job fair raising awareness about false job opportunities and human trafficking?

**Sample answer:** In this story, Oliver was able to identify himself as a victim of human trafficking, and call the hotline number to receive help, ultimately resulting in him finding freedom from the situation of exploitation he was in. If he had never heard about human trafficking, and was unaware of the human trafficking hotline number, then he may not have been able to escape. Awareness is the first step of the solution.

**Question two:** How does spreading awareness to the general public impact victims of human trafficking?

**Sample answer:** In everyday situations, the general public may come in contact with a victim of human trafficking. Awareness surrounding the signs of human trafficking and possible indicators of a trafficking victim is essential. We all have the opportunity and responsibility to report any suspicions that we see in our own community.

**Question three:** What information is needed to make a report to a human trafficking hotline?

**Sample answer:** You do not need to know for certain that human trafficking is taking place to make a report. If you have a suspicion, call the hotline, and the operators will be able to ask you questions about what you have seen and experienced. Every report matters, and information shared is able to be compiled to build intelligence over time.

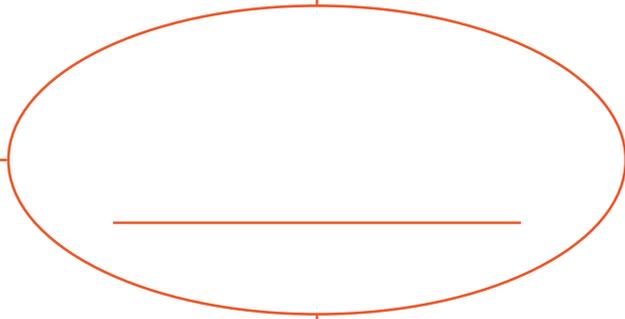


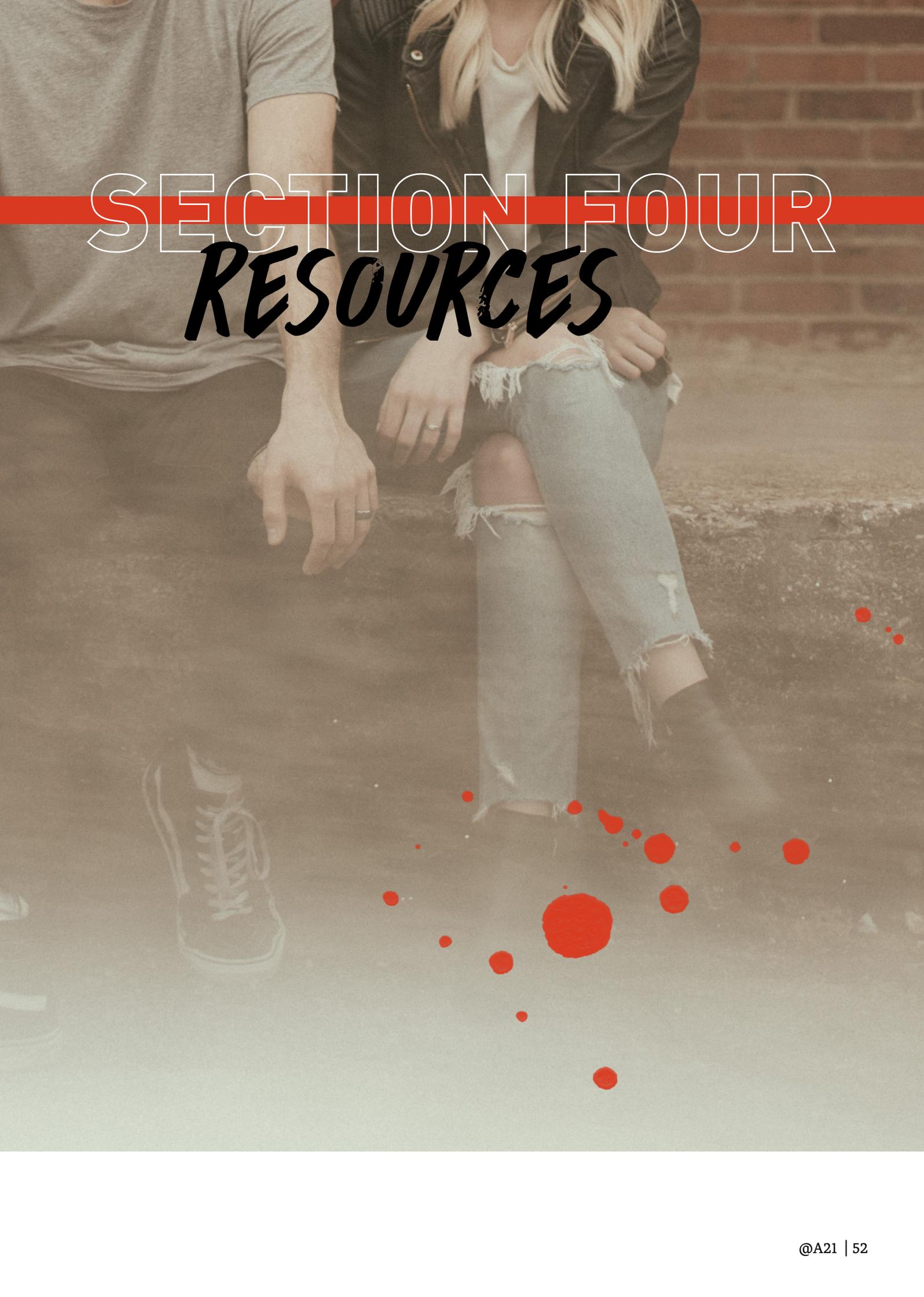
# ACTIVITY 6

## TAKE ACTION

**Materials** A large sheet of paper for each group, markers, and a copy of the 21 Ways to Help PDF for each group.

- Directions**
1. Divide into groups, and distribute a copy of the 21 Ways to Get Involved PDF to each group. Invite them to review the different ways to get involved, and discuss additional ideas that they have for bringing awareness to their community. Note: If they completed the “call to action” in session two, have them share about which step they chose to take within their group.
  2. Distribute a large sheet of paper to each group that has the Take Action Diagram on it. In the centre of the circle, ask each group to write the target audience that they want to reach with awareness about human trafficking. This could be a school, university, city, or other group of people.
  3. On each line, have them write a different action step that they can take to raise awareness about human trafficking among the group they have identified.
  4. Ask each group to present their awareness strategy, and allow the other groups to ask questions and offer suggestions.
  5. After each group has shared their ideas, take some time to summarise some of the action steps that can be taken starting today.





# SECTION FOUR

## *RESOURCES*



# **~~RESOURCE 1~~**

# **~~SOCIAL MEDIA KIT~~**



## A-TEAMS SOCIAL MEDIA

Spread the word about #ATEAMS through your team accounts or your personal social media! We've made it easy with images and content you can post or use for inspiration. Go ahead and pick your favourite or write your own.

We can't wait to hear what you have to say! Don't forget to use the hashtags: #ATEAMS #A21

### INSTAGRAM + FACEBOOK

Choose your favourite option:

- 1 As long as there has been slavery, there have been those rising up against it. A-Teams are the new and final abolitionists. Together, we believe a world without slavery is possible. #ATEAMS
- 2 We are one team coming under one mission: to abolish slavery everywhere, forever. We will be the last generation sold. Learn more: [A21.org/Action](http://A21.org/Action) #ATEAMS
- 3 #ATEAMS are the grit, heart, and movement behind @A21. We are abolitionists around the world who are committed to using our time, talents, and influence to end slavery, everywhere, forever. Join us: [A21.org/Action](http://A21.org/Action)
- 4 Write your own by sharing your story. Why are you a part of A-Teams? Inspire those in your community by sharing your story. Don't forget to use these hashtags: #ATEAMS #A21
- 5 Right now, as you read this, there are millions of people around the world who are still enslaved. Although slavery looks different than it did before, so do we. We are the new abolitionists. We are A-Teams. #ATEAMS

### TWITTER

Choose your favourite option:

- 1 As long as there has been slavery, there have been those rising up against it. Join us: [A21.org/Action](http://A21.org/Action) #ATEAMS
- 2 Our mission: to abolish slavery everywhere, forever. We are A-Teams and we will be the last generation sold. #ATEAMS
- 3 #ATEAMS are the grit, heart, and movement behind @A21. Join us: [A21.org/Action](http://A21.org/Action)
- 4 Share your story. Inspire those in your community to take action with you. Don't forget to use the hashtags: #ATEAMS #A21
- 5 Slavery looks different than it did before, but so do we. We are the #NewAbolitionists. We are #ATEAMS.



[A21.org](http://A21.org)



[@A21Campaign](https://www.facebook.com/A21Campaign)



[@A21](https://www.instagram.com/A21)



[@A21](https://twitter.com/A21)



[@TheA21Campaign](https://www.snapchat.com/add/TheA21Campaign)



**~~RESOURCE 2~~**  
**~~21 WAYS TO HELP~~**

# 21 WAYS TO TAKE ACTION

## LEAD AN A-TEAM

LEAD A TEAM OF ABOLITIONISTS IN YOUR COMMUNITY.

[A21.ORG/ACTION](https://a21.org/action)

## STAY CONNECTED



F O L L O W

## WATCH & SHARE

WATCH AND SHARE A21'S VIDEOS ABOUT HUMAN TRAFFICKING SCENARIOS AND SURVIVOR STORIES. [A21.ORG/WATCH](https://a21.org/watch)

## VOLUNTEER

Help abolish slavery in one of our offices around the world.

[A21.ORG/VOLUNTEER](https://a21.org/volunteer)

## GIVE A GIFT

Give a gift card from either Woolworths, Pick 'n Pay, Checkers or other supermarkets, and help give dignity to a survivor.

[A21.ORG/CONTACT](https://a21.org/contact)

## INVITE A21

INVITE A21 TO SPEAK AT OR ATTEND YOUR EVENT. [A21.ORG/INVITE](https://a21.org/invite)

## HOST A WALK

Help rally together abolitionists for A21's largest annual fundraising and awareness event by bringing Walk For Freedom to your city. [A21.ORG/WALKHOST](https://a21.org/walkhost)

## START A FUNDRAISER

START A FUNDRAISER AND HELP SUPPORT A21'S WORK TO REACH, RESCUE, AND RESTORE LIVES. [A21.ORG/FUNDRAISE](https://a21.org/fundraise)

## SUPPORT A CAMPAIGN

Spread the word and take collective action to reach your city.

[A21.ORG/CAMPAIGN](https://a21.org/campaign)

## CREATE

Write a poem, perform a song, or deliver a spoken word about justice.

TAG [@A21](https://a21.org)

## START SHARING

Use your voice, platform, and influence to share about human trafficking, A21, and what you are doing to take action through A-Teams.

#ATEAMS

## KNOW THE FACTS

Equip yourself with the facts about human trafficking, and then equip others.

[A21.ORG/FACTS](https://a21.org/facts)

## SPONSOR FREEDOM

Change the life of a victim of human trafficking by giving monthly.

[A21.ORG/DONATE](https://a21.org/donate)

## MAKE A REPORT

Learn to recognise indicators of human trafficking and how to report possible situations. [A21.ORG/CANYOUSEEME](https://a21.org/canyouseeme)

## EDUCATE OTHERS

Bring prevention, education, and awareness to your community. [A21.ORG/EDUCATE](https://a21.org/educate)

## GIVE LIBERTY

Purchase a Liberty Scarf and support survivors through social enterprise:

[A21.ORG/LIBERTY](https://a21.org/liberty)

## SHARE A SURVIVOR'S

## STORY

SHARE A SURVIVOR'S STORY AND INSPIRE OTHERS TO TAKE ACTION.

[A21.ORG/STORIES](https://a21.org/stories)

## GET YOUR GEAR

Shop for a cause and start conversations with what you wear. [A21.ORG/SHOP](https://a21.org/shop)

## INVITE OTHERS

Tell everyone you know about how you are taking your place in history to abolish slavery everywhere, forever. Invite them to join A-Teams too.

[A21.ORG/ACTION](https://a21.org/action)

## SEND A CARD

The simple act of sending a card to a survivor is an incredible encouragement. Find the address to your nearest office. [A21.ORG/CONTACT](https://a21.org/contact)

**~~RESOURCE 3~~**  
**~~A-TEAMS INVITE FLYER~~**



A21.org



@A21Campaign



@A21



@A21



# ABOVE EVERY TEAM



THERE ARE MORE SLAVES TODAY THAN





**OUR MISSION IS A21'S MISSION: ABOLISH SLAVERY EVERYWHERE, FOREVER.**

**WE ARE THE GRIT, THE HEART, AND THE MOVEMENT BEHIND A21.**

A-Teams are an extension of A21, reaching people who have yet to be reached with the message of freedom.

A-Teams are ready to be activated at any moment. To execute awareness events, pull off daring fundraisers, and multiply the impact of A21's campaigns. A-Teams encourage and spur each other on to keep taking action by rallying locally and globally as a united force.

As long as there is slavery, there will be A-Teams.

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**JOIN A-TEAMS TODAY**

1. Visit **A21.org/Action**
2. **Sign Up**
3. **Take Action**

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