



Applying the New Tactics Resources to the Topic:

Labor/Domestic Servitude Trafficking

Classroom resources, exercises and lesson plans

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Topic: Labor/Domestic Servitude Trafficking

Introduction:

Labor and domestic servitude trafficking is a serious and often under-represented problem across the world that is often confused with smuggling of a person on their own volition for the purposes of obtaining work. There are many forms of exploitive labor trafficking which include bonded labor, forced labor, and child labor. This module focuses on the trafficking of persons for the purposes of non-sexual related labor and provides a wide range of resources, means of engagement with the topic, and assignments for greater understanding and research.

Goals:

- Introduce Ss to the topic of labor trafficking through a variety of resources as well as critical engagement.
- Give Ss a background in tactics that have been successfully used to fight against labor trafficking and invite them to consider additional tactics that could be used.
- Provide Ss with a practical means by which to address the issue of labor trafficking as well as a means by which to apply tactics used by NGOs to combat this issue across the world.

Materials

Films

Call + Response (<http://www.callandresponse.com/>)

Black Gold (<http://www.blackgoldmovie.com/>)

Child Camel Jockeys-Modern Day Slavery (<http://www.ansarburney.org/videlinks/video-hbo1.html>)

Ghosts (<http://www.nickbroomfield.com/ghosts.html>)

Books

Chalke, Steve. *Stop the Traffick*

Bales, Kevin. *Disposable People*

McDonnell, Faith J.H. and Grace Akallo. *Girl Soldier: A Story of Hope for Northern Uganda's Children*

Bok, Francis. *Escape from Slavery*

Derby, Nana. *Contemporary Slavery: Researching Child Domestic Servitude*

Newsletters

IOM—Global Eye on Human Trafficking

(http://www.iom.int/jahia/webdav/site/myjahiasite/shared/shared/mainsite/projects/showcase_pdf/global_eye_seventh_issue.pdf)

Documents

- **Forced Labor and Human Trafficking: Estimating the Profits** by Patrick Belser (2005)
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1016&context=forcedlabor>
- **Human Trafficking** by David Feingold in *Foreign Policy* (2005, No. 150, pp.26-30,32)
- **Globalization and Human Trafficking** by Loring Jones, David Engstrom, Tricia Hilliard, and Mariel Diaz in the *Journal of Sociology & Social Welfare* (2007, Vol.34, No. 2, pp. 107-)
- **The Facts about Human Trafficking: Forced Labor** by The United States Department of State (June 3, 2008, <http://2001-2009.state.gov/documents/organization/108839.pdf>)
- **Trafficking in Persons Report 2009** (<http://www.state.gov/g/tip/rls/tiprpt/2009/>)
- **Human Trafficking Into and Within the United States: A Review of the Literature** by Heather J. Clawson, Nicole Dutch, Amy Solomon, and Lisa Goldblatt Grace in *Study of HHS Programs Serving Human Trafficking Victims* (2009, <http://aspe.hhs.gov/hsp/07/HumanTrafficking/LitRev/>)
- **Forced Labor Costs Considerable: A View from the ILO** (2009, <http://www.state.gov/documents/organization/126791.pdf>)
- **Human Trafficking: Your Rights** (<http://www.catholiccharitiesoregon.org/documents/Immigration-UnderstandingHumanTraffickingDownload2.pdf>)
- **Swept Under the Rug: Abuses against domestic workers around the world** (<http://www.hrw.org/en/reports/2006/07/27/swept-under-rug>)

Organizations (a sampling)

- Polaris Project
- Free the Slaves
- Not for Sale Campaign
- Change.org
- Freedom Center
- Chab Dai
- Stop the Traffik
- International Rescue Committee
- World Vision
- Coalition to Abolish Slavery and Trafficking

Treaties and Conventions

- **A Practical Guide to ILO Convention No. 182**
www.ilo.org/public/english/standards/ipec/publ/law/
- **Convention Concerning Forced or Compulsory Labour No. C29.**
<http://ilolex.ilo.ch:1567/english/convdisp2.htm> . Click on C29 in left menu.
- **Additional Human Rights Instruments, listed by country, name of treaty, type of treaty, reporting status, ratifications and reservations** <http://www.unhchr.ch/tbs/doc.nsf> or <http://www.unhchr.ch/pdf/report.pdf>
- **Slavery Convention** by United Nations Office of the High Commissioner for Human Rights (1926)
- **Protocol amending the Slavery Convention** by United Nations Office of the High Commissioner for Human Rights (1953)
- **Supplementary Convention on the Abolition of Slavery, the Slave Trade and institutions and practices similar to slavery** by United Nations Office of the High Commissioner for Human Rights (1956)
- **Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of others** by United Nations Office of the High Commissioner for Human Rights (1949)
- **Convention on the Rights of the Child** by United Nations Office of the High Commissioner for Human Rights (1989)
- **Optional Protocol to the Convention on the Rights of the Child, on the Sale of Children, Child Prostitution and Child Pornography** by United Nations Office of the High Commissioner for Human Rights (2000)
- **United Nations Convention against transnational organized crime and its Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children** by United Nations (2000)
- **Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing The United Nations Convention Against Transnational Organized Crime and Protocol against the Smuggling of Migrants by Land, Sea, and Air by United Nations** (2000)
- **The Annotated Guide To The Complete UN Trafficking Protocol** by Ann D. Jordan, International Human Rights Law Group (2002)

New Tactics in Human Rights

- Using a code of conduct to protect labor rights in the garment industry
<http://www.newtactics.org/en/tactics/using-code-conduct-protect-labor-rights-garment-industry>
- Human Trafficking: Addressing Modern Day Slavery
<http://www.newtactics.org/en/blog/new-tactics/human-trafficking-addressing-modern-day-slavery>
- Collaborating with Border Police to Prevent Trafficking
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>

- Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society (<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>)
- Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry (<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>)
- Using international monitoring bodies to pressure government to address violations and establish mechanisms for protection <http://www.newtactics.org/en/tactics/using-international-monitoring-bodies-pressure-government-address-violations-and-establish-m>
- Giving people the information and skills that they need to claim their rights <http://www.newtactics.org/en/tactics/giving-people-information-and-skills-they-need-claim-their-rights>
- Sharing files on the disappeared to contribute to healing from genocide <http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>
- Using dialogue to build strong alliances for effective sharing of information between organizations <http://www.newtactics.org/en/tactics/using-dialogue-build-strong-alliances-effective-sharing-information-between-organizations-0>
- Using international mechanisms to apply pressure on a national government to institute policy and legal changes <http://www.newtactics.org/en/tactics/international-monitoring-bodies>
- Leveraging shareholder power to press corporations to adopt socially and environmentally responsible policies and practices <http://www.newtactics.org/en/tactics/leveraging-shareholder-power-press-corporations-adopt-socially-and-environmentally-responsib>
- Using the power of the media to send targeted messages to people in a position to end abuses <http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>
- Independent monitoring to verify and oversee effective compliance with codes of conduct <http://www.newtactics.org/en/tactics/independent-monitoring-verify-and-oversee-effective-compliance-codes-conduct>
- Developing pro bono services in the professional legal community <http://www.newtactics.org/en/tactics/expanding-access-justice>
- Creating an ombudsman institution to provide recourse to victims of discrimination <http://www.newtactics.org/en/tactics/creating-ombudsman-institution-provide-recourse-victims-discrimination-0>
- Access to Justice: Creating local level, citizen action mediation bodies to ensure human rights http://www.newtactics.org/sites/newtactics.org/files/Suddhakar_Access_update2007.pdf
Note: This is an In-depth case study

- Demanding Compensation: Convincing the government to compensate victims of abuse by police, military, and armed forces personnel
<http://www.newtactics.org/en/tactics/demanding-compensation-convincing-government-compensate-victims-abuse-police-military-and-ar>
- Visually representing human rights violations to build awareness
<http://www.newtactics.org/en/tactics/visually-representing-human-rights-violations-build-awareness-0>
- Supporting non-governmental organizations in their use of international mechanisms to press government for change
<http://www.newtactics.org/en/tactics/supporting-non-governmental-organizations-their-use-international-mechanisms-press-governmen>
- Using Living Newspapers to bring world events into the classroom
<http://www.newtactics.org/en/tactics/using-living-newspapers-bring-world-events-classroom>
- Action Theatre to mobilize communities for change
www.newtactics.org/en/tactics/action-theatre
Note: This is an in-depth case study

Blog Post

“How will human trafficking ever be stopped?” (<http://www.newtactics.org/en/blog/philippe-duhamel/how-will-human-trafficking-ever-be-stopped>)

Dialogue

- “Engaging Pro Bono Lawyers” (<http://www.newtactics.org/en/blog/new-tactics/engaging-pro-bono-lawyers>)
- “Human Trafficking: Addressing Modern Day Slavery” (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking-addressing-modern-day-slavery>)
- “Documenting Violations: Choosing the Right Approach” (<http://www.newtactics.org/en/blog/new-tactics/documenting-violations-choosing-right-approach>)

Exercises and Assignments for Guiding Issue Research

- Divide Ss into groups. Each group will be responsible for researching the problem of labor trafficking in a specific country. A multi-media presentation or a literature review may be good culminating options.
- Choose one of the movies listed to watch in class or assign to be watched outside of class and have Ss write a reflection paper.
- Choose a movie to be watched in class and put Ss into groups to reflect up and discuss the movie.

- Choose one of the books listed and assign the Ss to read it one week prior to class. To stimulate critical thinking, in-class small group discussions centered on a pre-chosen set of questions pertaining to the book are discussed. The same can be done with the documents and dialogues listed.
- Assign Ss to small groups which will each be given a different book to read over the course of a week. Groups are assigned the task of presenting the most informative and helpful information in the book for understanding the issue of labor trafficking.
- Choose several laws, treaties, or conventions that you would like Ss to have knowledge of and discuss. Assign groups of students to read one of the laws, treaties or conventions. (Each group should have the same number of Ss as the total number of laws, treaties, or conventions that will be looked at.) Ss will first meet in their groups to discuss and review the specific mechanism that their particular law/treaty/convention provides in terms of 1) suppressing trafficking, 2) helping victims and 3) punishing perpetrators. Ss will then disperse with one student from each group moving to a different group to share their information. This is also called a jigsaw activity.
- Ss are assigned a particular tactic in order to determine how NGOs are creatively working on labor trafficking issues to address the problems of 1) combating trafficking, 2) helping victims, and 3) punishing perpetrators. Ss may also be assigned a tactic that is not specific to labor trafficking to better understand how other NGO tactics could be applied to the issue.
- Ss can be assigned to do a case study of a particular country in order to determine what efforts are being made to combat labor trafficking. Ss should consider the efforts and actions of the government as well as NGOs and NPOs. Ss can report on their findings in a variety of ways such as a written report, presentation, etc.
- Ss can create a videotaped “special report” on the status of labor trafficking in a particular area or highlight a particular type of labor trafficking. Another option would be to create a radio segment or a pamphlet.

Resources for Practical Application from New Tactics in Human Rights Project:

Tactics Specific to the Topic

- Using a code of conduct to protect labor rights in the garment industry
<http://www.newtactics.org/en/tactics/using-code-conduct-protect-labor-rights-garment-industry>
- Human Trafficking: Addressing Modern Day Slavery
<http://www.newtactics.org/en/blog/new-tactics/human-trafficking-addressing-modern-day-slavery>
- Collaborating with Border Police to Prevent Trafficking
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>
- Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society
<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>

- Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry <http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>

Tactics Non-specific to the Topic

Prevention Tactics

- Using international monitoring bodies to pressure government to address violations and establish mechanisms for protection <http://www.newtactics.org/en/tactics/using-international-monitoring-bodies-pressure-government-address-violations-and-establish-m>
- Giving people the information and skills that they need to claim their rights <http://www.newtactics.org/en/tactics/giving-people-information-and-skills-they-need-claim-their-rights>
- Sharing files on the disappeared to contribute to healing from genocide <http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>
- Using dialogue to build strong alliances for effective sharing of information between organizations <http://www.newtactics.org/en/tactics/using-dialogue-build-strong-alliances-effective-sharing-information-between-organizations-0>

Intervention Tactics

- Using international mechanisms to apply pressure on a national government to institute policy and legal changes <http://www.newtactics.org/en/tactics/international-monitoring-bodies>
- Leveraging shareholder power to press corporations to adopt socially and environmentally responsible policies and practices <http://www.newtactics.org/en/tactics/leveraging-shareholder-power-press-corporations-adopt-socially-and-environmentally-responsib>
- Using the power of the media to send targeted messages to people in a position to end abuses <http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>
- Independent monitoring to verify and oversee effective compliance with codes of conduct <http://www.newtactics.org/en/tactics/independent-monitoring-verify-and-oversee-effective-compliance-codes-conduct>

Restorative Tactics

- Developing pro bono services in the professional legal community <http://www.newtactics.org/en/tactics/expanding-access-justice>

- Creating an ombudsman institution to provide recourse to victims of discrimination
<http://www.newtactics.org/en/tactics/creating-ombudsman-institution-provide-recourse-victims-discrimination-0>
- Access to Justice: Creating local level, citizen action mediation bodies to ensure human rights
http://www.newtactics.org/sites/newtactics.org/files/Suddhakar_Access_update2007.pdf
Note: This is an In-depth case study
- Demanding Compensation: Convincing the government to compensate victims of abuse by police, military, and armed forces personnel
<http://www.newtactics.org/en/tactics/demanding-compensation-convincing-government-compensate-victims-abuse-police-military-and-ar>

Building Human Rights Culture and Institutions

- Visually representing human rights violations to build awareness
<http://www.newtactics.org/en/tactics/visually-representing-human-rights-violations-build-awareness-0>
- Supporting non-governmental organizations in their use of international mechanisms to press government for change
<http://www.newtactics.org/en/tactics/supporting-non-governmental-organizations-their-use-international-mechanisms-press-governmen>
- Using Living Newspapers to bring world events into the classroom
<http://www.newtactics.org/en/tactics/using-living-newspapers-bring-world-events-classroom>
- Action Theatre to mobilize communities for change
(www.newtactics.org/en/tactics/action-theatre)
Note: This is an in-depth case study

Engagement:

Critical Thinking/Guiding Questions

- What are the attitudinal, economic, and behavioral factors that enable labor trafficking?
- How is the theory of supply and demand intertwined with labor trafficking?
- Are the existing laws, treaties, and conventions sufficient for reducing and/or eliminating labor trafficking? What are the impediments to enforcement?
- Who should be able to define what justice is for victims of labor trafficking?
- How can forced labor be identified in a company?
- What potential reparations would be satisfactory for those who have been trafficked?

- How might you explain the difference between an undocumented laborer and a trafficked laborer to someone who does not understand the difference? What warning signs might be available that someone has been trafficked?

Exercises and Assignments for Practical Application Using New Tactics Materials

- Read *Combating Forced Labour: A Handbook for Employers and Business*, Good Practice Case Studies (International Labor Organization, 2008, www.ilo.org/forcedlabour). This handbook section contains great case studies for learning and discussion.
- Ss can plan a tabling on the topic of labor trafficking to educate the local university community and create their own materials through research while also highlighting local organizations that also fight to end trafficking.
- Ss can work individually or in groups to adapt a tactic from the New Tactics website so that it is applicable to fighting labor trafficking. Presentations or a written piece are possibilities.

Adapting Tactics—Workbook Tools and Resources-- pg. 4

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

Tactic Presentation—Workbook Tools and Resources—pg. 5

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

- Critical thinking/guiding questions can be used in a variety of ways: Ss may choose one and write a response paper, questions can be discussed in small groups, a fishbowl technique in which a small group discusses a question while the rest of the class listens and can offer ideas.
- Ss are assigned a tactic specific to labor trafficking from the New Tactics website and critically debate the benefits and the potential negative impact of using this tactic in a different environment.
- Ss are assigned a tactic that is not specific to labor trafficking from the New Tactics website, and in groups or individually must consider how the tactic could be adapted for their own community.

Exercises and Assignments Engaging Organizations Combating Trafficking

- Ss can partner with a local or global anti-labor trafficking organization to fundraise on their behalf or perform a useful service on their behalf.
- Ss can partner with a local or global anti-labor trafficking organization to put on a one day event at the educational institution. Ideas might include a panel, survivor testimony, interpretive dance, poetry, art work, spoken word, or a short play/performance.
- A panel (live and/or virtual) composed of representatives of organizations working to end trafficking can be brought to the classroom to provide information on:
 - Current and local impact.
 - Share how they are working to address the issue (prevention, intervention, restoration – i.e. victim services, building institutions and cultural practices to address the root causes)
 - Share case examples of survivors they have worked with and outcome results.
- Alternative to actual engagement of organizations:

- A panel of Ss can be requested to imagine themselves as a 1) trafficking victim 2) NGO representatives working on the issue from a variety of perspectives 3) law enforcement representative tasked to represent the issue 4) governmental body tasked to address the issue 5) community member, etc to have an open discussion.
- Ss can be requested to imagine themselves as a 1) trafficking victim 2) NGO representatives working on the issue from a variety of perspectives 3) law enforcement representative tasked to represent the issue 4) governmental body tasked to address the issue 5) community member, etc and explore the issue from that perspective and either write journal entries about their experiences or a written testimony.

Title of Lesson: Labor/Domestic Servitude Trafficking

Goals of the Lesson:

- Introduce Ss to the topic of labor trafficking through a variety of resources as well as critical engagement.
- Give Ss a background in tactics that have been successfully used to fight against labor trafficking and invite them to consider additional tactics that could be used.
- Provide Ss with a practical means by which to address the issue of labor trafficking as well as a means by which to apply tactics used by NGOs to combat this issue across the world.

Timeframe: Three lesson plans are included below. The first is for a class taking 1.5 hours, the second for 3 hours of class time, and the third for 6 hours of class time.

Learner Outcome(s):

- Students can describe the local and/or global impact of labor trafficking.
- Students can describe, compare, and analyze the current laws, treaties, and conventions that are being used to combat labor trafficking.
- Students are able to discuss anti-labor trafficking tactics that have been successfully used by activists and organizations.
- Students are able to assess other tactics that might be used to prevent or intervene in labor trafficking, restore victims, or build human rights cultures and institutions against trafficking.

Essential Questions (critical thinking)

- What are the attitudinal, economic, and behavioral factors that enable labor trafficking?
- How is the theory of supply and demand intertwined with labor trafficking?
- Are the existing laws, treaties, and conventions sufficient for reducing and/or eliminating labor trafficking? What are the impediments to enforcement?
- Who should be able to define what justice is for victims of labor trafficking?
- How can forced labor be identified in a company?
- What potential reparations would be satisfactory for those who have been trafficked?
- How might you explain the difference between an undocumented laborer and a trafficked laborer to someone who does not understand the difference? What warning signs might be available that someone has been trafficked?

1.5 hours of class time (Undergraduate Class)

1. Ss should be assigned one or more of the following documents to be read before class.
 - *Forced Labor and Human Trafficking: Estimating the Profits* by Patrick Belser (2005)
(<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1016&context=forcedlabor>)
 - *Human Trafficking* by David Feingold in *Foreign Policy* (2005, No. 150, pp.26-30, 32)
 - *Globalization and Human Trafficking* by Loring Jones, David Engstrom, Tricia Hilliard, and Mariel Diaz in the *Journal of Sociology & Social Welfare* (2007, Vol.34, No. 2, pp. 107-)

- *The Facts about Human Trafficking: Forced Labor* by The United States Department of State (June 3, 2008, <http://2001-2009.state.gov/documents/organization/108839.pdf>)
- *Trafficking in Persons Report 2009* (<http://www.state.gov/g/tip/rls/tiprpt/2009/>)
- *Human Trafficking Into and Within the United States: A Review of the Literature* by Heather J. Clawson, Nicole Dutch, Amy Solomon, and Lisa Goldblatt Grace in [Study of HHS Programs Serving Human Trafficking Victims](#) (2009, <http://aspe.hhs.gov/hsp/07/HumanTrafficking/LitRev/>)
- *Forced Labor Costs Considerable: A View from the ILO* (2009, <http://www.state.gov/documents/organization/126791.pdf>)
- *Human Trafficking: Your Rights* (<http://www.catholiccharitiesoregon.org/documents/Immigration-UnderstandingHumanTraffickingDownload2.pdf>)
- *Swept Under the Rug: Abuses against domestic workers around the world* (<http://www.hrw.org/en/reports/2006/07/27/swept-under-rug>)

Additionally, Ss should read one of the following blogs:

Note: The first blog is very short, however, the second blog is extensive. It has been divided into 4 sections. Rather than asking Ss to read the entire blog one or two of the sections should be considered.

- “How will human trafficking ever be stopped?” (<http://www.newtactics.org/en/blog/philippe-duhamel/how-will-human-trafficking-ever-be-stopped>)
- “Human Trafficking: Addressing Modern Day Slavery” (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking-addressing-modern-day-slavery>)
 - Intervention Practices (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking#comment-1965>)
 - Prevention Practices (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking#comment-1964>)
 - Direct Assistance Practices (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking#comment-1963>)
 - Resources for Practitioners and Organizations (<http://www.newtactics.org/en/blog/new-tactics/human-trafficking#comment-1962>)

In order to spend class time on other activities, a reflection paper or a specific set of questions can be assigned to be turned in at the beginning of the class to ensure that the document or book has been read.

2. Divide Ss into small groups with each group assigned a particular tactic in order to determine how NGOs are creatively working on labor trafficking issues to address the problems of 1) combating trafficking, 2) helping victims, and 3) punishing perpetrators. Ss can either write a short in-class paper to answer these questions or prepare to present their answers orally at the end of the class.
 - *Using a code of conduct to protect labor rights in the garment industry*
<http://www.newtactics.org/en/tactics/using-code-conduct-protect-labor-rights-garment-industry>
 - *Human Trafficking: Addressing Modern Day Slavery*
<http://www.newtactics.org/en/blog/new-tactics/human-trafficking-addressing-modern-day-slavery>
 - *Collaborating with Border Police to Prevent Trafficking*
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>
 - *Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society*
<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>
 - *Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry*
<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>
3. Homework
 - Divide Ss into groups. Each group will be responsible for researching the problem of labor trafficking in a specific country. A multi-media presentation or a literature review may be good culminating options.
 - OR**
 - Ss can create a videotaped “special report” on the status of labor trafficking in a particular area or highlight a particular type of labor trafficking. Another option would be to create a radio segment or a pamphlet.

3.0 hours of class time (Graduate Class)

1. Assign Ss to small groups which will each be given a different book to read over the course of a week. Groups are assigned the task of presenting the most

informative and helpful information in the book for understanding the issue of labor trafficking at the beginning of the first class.

OR

Ss are assigned one or more of the following treaties and conventions. Ss will meet in groups during class time to discuss and review the specific mechanism that a particular law/treaty/convention provides in terms of 1) suppressing trafficking, 2) helping victims and 3) punishing perpetrators.

- *Stop the Traffick* by Steve Chalke
- *Disposable People* by Kevin Bales
- *Girl Soldier: A Story of Hope for Northern Uganda's Children* by Faith J.H. McDonnell and Grace Akallo
- *Escape from Slavery* by Francis Bok
- *Contemporary Slavery: Researching Child Domestic Servitude* by Nana Derby
- **A Practical Guide to ILO Convention No. 182**
www.ilo.org/public/english/standards/ipec/publ/law/
- **Convention Concerning Forced or Compulsory Labour No. C29.**
<http://ilolex.ilo.ch:1567/english/convdisp2.htm>. Click on C29 in left menu.
- **Additional Human Rights Instruments, listed by country, name of treaty, type of treaty, reporting status, ratifications and reservations**
<http://www.unhchr.ch/tbs/doc.nsf> or <http://www.unhchr.ch/pdf/report.pdf>
- **Slavery Convention** by United Nations Office of the High Commissioner for Human Rights (1926)
- **Protocol amending the Slavery Convention** by United Nations Office of the High Commissioner for Human Rights (1953)
- **Supplementary Convention on the Abolition of Slavery, the Slave Trade and institutions and practices similar to slavery** by United Nations Office of the High Commissioner for Human Rights (1956)
- **Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of others** by United Nations Office of the High Commissioner for Human Rights (1949)
- **Convention on the Rights of the Child** by United Nations Office of the High Commissioner for Human Rights (1989)
- **Optional Protocol to the Convention on the Rights of the Child, on the Sale of Children, Child Prostitution and Child Pornography** by United Nations Office of the High Commissioner for Human Rights (2000)

- **United Nations Convention against transnational organized crime and its Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children** by United Nations (2000)
 - **Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing The United Nations Convention Against Transnational Organized Crime and Protocol against the Smuggling of Migrants by Land, Sea, and Air** by United Nations (2000)
 - **The Annotated Guide To The Complete UN Trafficking Protocol** by Ann D. Jordan, International Human Rights Law Group (2002)
2. Ss may watch one of the following movies in class and write a reflection paper following the showing.
- *Call + Response* (<http://www.callandresponse.com/>)
 - *Black Gold* (<http://www.blackgoldmovie.com/>)
 - *Child Camel Jockeys-Modern Day Slavery* (<http://www.ansarburney.org/videolinks/video-hbo1.html>)
 - *Ghosts* (<http://www.nickbroomfield.com/ghosts.html>)

OR

Ss are assigned a particular tactic in order to determine how NGOs are creatively working on labor trafficking issues to address the problems of 1) combating trafficking, 2) helping victims, and 3) punishing perpetrators. Ss may also be assigned a tactic that is not specific to labor trafficking to better understand how other NGO tactics could be applied to the issue.

Tactics Specific to Labor Trafficking

- *Using a code of conduct to protect labor rights in the garment industry*
<http://www.newtactics.org/en/tactics/using-code-conduct-protect-labor-rights-garment-industry>
- *Human Trafficking: Addressing Modern Day Slavery*
<http://www.newtactics.org/en/blog/new-tactics/human-trafficking-addressing-modern-day-slavery>
- *Collaborating with Border Police to Prevent Trafficking*
<http://www.newtactics.org/en/tactics/collaborating-border-police-prevent-trafficking>
- *Using Accessible Media Tools to Promote Social Change and the Situation of Women in a Male-Dominated Society*
<http://www.newtactics.org/en/tactics/using-accessible-media-tools-promote-social-change-and-situation-women-male-dominated-soci-0>

- *Strategy for Addressing Child Labor, Sexual Abuse, and Trafficking in the Entertainment Industry*
<http://www.newtactics.org/en/tactics/strategy-addressing-child-labor-sexual-abuse-and-trafficking-entertainment-industry-0>

Tactics Non-Specific to Labor Trafficking

- Using international monitoring bodies to pressure government to address violations and establish mechanisms for protection
<http://www.newtactics.org/en/tactics/using-international-monitoring-bodies-pressure-government-address-violations-and-establish-m>
- Giving people the information and skills that they need to claim their rights
<http://www.newtactics.org/en/tactics/giving-people-information-and-skills-they-need-claim-their-rights>
- Sharing files on the disappeared to contribute to healing from genocide
<http://www.newtactics.org/en/tactics/sharing-files-disappeared-contribute-healing-genocide>
- Using dialogue to build strong alliances for effective sharing of information between organizations
<http://www.newtactics.org/en/tactics/using-dialogue-build-strong-alliances-effective-sharing-information-between-organizations-0>
- Using international mechanisms to apply pressure on a national government to institute policy and legal changes
<http://www.newtactics.org/en/tactics/international-monitoring-bodies>
- Leveraging shareholder power to press corporations to adopt socially and environmentally responsible policies and practices
<http://www.newtactics.org/en/tactics/leveraging-shareholder-power-press-corporations-adopt-socially-and-environmentally-responsib>
- Using the power of the media to send targeted messages to people in a position to end abuses
<http://www.newtactics.org/en/tactics/using-power-media-send-targeted-messages-people-position-end-abuses-0>
- Independent monitoring to verify and oversee effective compliance with codes of conduct
<http://www.newtactics.org/en/tactics/independent-monitoring-verify-and-oversee-effective-compliance-codes-conduct>
- Developing pro bono services in the professional legal community
<http://www.newtactics.org/en/tactics/expanding-access-justice>

- Creating an ombudsman institution to provide recourse to victims of discrimination
<http://www.newtactics.org/en/tactics/creating-ombudsman-institution-provide-recourse-victims-discrimination-0>
 - Access to Justice: Creating local level, citizen action mediation bodies to ensure human rights
http://www.newtactics.org/sites/newtactics.org/files/Suddhakar_Access_update2007.pdf Note: This is an In-depth case study
 - Demanding Compensation: Convincing the government to compensate victims of abuse by police, military, and armed forces personnel
<http://www.newtactics.org/en/tactics/demanding-compensation-convincing-government-compensate-victims-abuse-police-military-and-ar>
 - Visually representing human rights violations to build awareness
<http://www.newtactics.org/en/tactics/visually-representing-human-rights-violations-build-awareness-0>
 - Supporting non-governmental organizations in their use of international mechanisms to press government for change
<http://www.newtactics.org/en/tactics/supporting-non-governmental-organizations-their-use-international-mechanisms-press-governmen>
 - Using Living Newspapers to bring world events into the classroom
<http://www.newtactics.org/en/tactics/using-living-newspapers-bring-world-events-classroom>
 - Action Theatre to mobilize communities for change
<http://www.newtactics.org/en/tactics/action-theatre>
Note: This is an in-depth case study
4. Homework

Students can be requested to imagine themselves as a 1) trafficking victim 2) NGO representatives working on the issue from a variety of perspectives 3) law enforcement representative tasked to represent the issue 4) governmental body tasked to address the issue 5) community member, etc and explore the issue from that perspective and either write journal entries about their experiences or a written testimony.

6.0 hours of class time (Two Graduate Classes)

1. Follow the first 3 hours of class time lesson plan
2. Read *Combating Forced Labour: A Handbook for Employers and Business, the section on Good Practice Case Studies (International Labor Organization, 2008, (www.ilo.org/forcedlabour)* in class. This handbook section contains great case

studies for learning and discussion. Small groups would work well for this activity.

3. Ss can work in groups to adapt a tactic from the New Tactics website so that it is applicable to fighting labor trafficking. Presentations or a written piece are possibilities but should only be considered for homework not in-class.

Adapting Tactics—Workbook Tools and Resources-- pg. 4

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

Tactic Presentation—Workbook Tools and Resources—pg. 5

<http://www.newtactics.org/sites/newtactics.org/files/resources/18tools.pdf>

OR

A panel (live and/or virtual) composed of representatives of organizations working to end trafficking can be brought to the classroom to provide information on:

- Current and local impact.
 - Share how they are working to address the issue (prevention, intervention, restoration – i.e. victim services, building institutions and cultural practices to address the root causes)
 - Share case examples of survivors they have worked with and outcome results.
4. Homework
 - If option one is chosen for section 3, the homework should be the written piece or a presentation for the next class.
 - An alternative would be to have Ss partner with a local or global anti-labor trafficking organization to put on a one day event at the educational institution. Ideas might include a panel, survivor testimony, interpretive dance, poetry, art work, spoken word, or a short play/performance