A ready-made workshop guide to teach others about human trafficking and exploitation
Welcome to IOM X Learn!

This workshop guide was designed to help you teach others about human trafficking and exploitation. It was designed with young people between the ages of 15-25 in mind, but many of the activities will work for older or younger participants. No matter who your participants may be, this workshop guide is designed to help them:

1. Learn about human trafficking as a global issue affecting men, women and children and see how it connects to other important global issues like poverty, gender equality and migration;

2. Recognize the ways in which we are all connected to the issue of human trafficking and what we can do to help stop it.

You can also check out IOM X ACT, a toolkit for taking action against human trafficking and exploitation and IOM X SHARE, ready-made presentations about human trafficking for different audiences. Visit IOMX.org.

IOM X is the International Organization for Migration’s (IOM) innovative campaign to encourage safe migration and public action to stop exploitation and human trafficking. The campaign leverages the power and popularity of media and technology to inspire young people and their communities to act against human trafficking. IOM X moves beyond raising awareness to effecting behaviour change by applying a Communication for Development (C4D), evidenced-based and participatory framework to tailor messaging for its activities. The campaign is produced in partnership with the United States Agency for International Development (USAID).

This toolkit is provided free-of-charge. Please direct questions to IOMX@iom.int

Learn more at IOMX.org

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Getting Started

It's important that you, as the facilitator, feel comfortable with the activities you are going to lead. Take the time to read through this guide and contact the IOM X team if you have any questions (IOMX@iom.int) about the activities.

Remember to read the annexes in advance as well. The information in the annexes and the Glossary of Terms will help you talk about human trafficking and exploitation with confidence.

Tips for Facilitators

1. Consider your context
   Human trafficking is a complicated issue but putting a stop to it means helping others understand what it is and what they can do. The activities in this workshop guide are meant to be interactive so your participants will be engaged and remember what they’ve learned! However, not all the activities will be right for every group. Take the time to go through the workshop guide in advance to decide which activities fit the needs and interests of your group and the time that you have available.

2. Create an inclusive environment
   Come up with some clear guidelines at the beginning of your workshop to ensure that all the participants feel safe, included and respected. Make an effort to involve everyone and listen to their opinions, and encourage others to do the same. Working through the complexities of human trafficking and exploitation takes time and your participants may make statements that you don’t agree with. Rather than putting them down, try to find out why they think that way and ask for other opinions from the group.

3. Make it relevant
   The information in this workshop guide is about human trafficking and exploitation globally. To help your group understand what human trafficking looks like in their own country or city you can:
   - Share news articles about recent cases of human trafficking and exploitation;
   - Invite a local human trafficking expert to come speak to the group during the workshop (such as a lawyer, law enforcement officer, NGO or government agency representative, or request an IOM representative through IOM.int).

4. Promote available resources
   Make sure your participants know what they can do if they are in trouble or if they suspect someone is being trafficked or exploited. Are there helpline numbers that you can promote? Websites? Migrant resource centres? Post these resources somewhere where everyone can see them throughout the workshop and encourage people to write down the information or save it in their phones so they have it once the workshop is over. Check out IOMX.org/find-help for some helplines in Southeast Asia.
If you did all the activities in this workshop guide it would take about eight hours but you can pick and choose the activities that are best for your group, in the time you have. You can also divide the activities over a few days or weeks.

The time listed for each activity is an estimated minimum.

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<tr>
<th>Activity</th>
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<td>Welcome</td>
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<td>Getting to know you</td>
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<td>Dreams, opportunities and risks</td>
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<td>What is human trafficking?</td>
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<td>Agree or disagree?</td>
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<td>Who are the traffickers?</td>
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<td>Questions and promises</td>
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<td>Who’s at risk?</td>
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<td>Wrap-up</td>
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<tr>
<td><strong>TOTAL ESTIMATED TIME</strong></td>
<td></td>
<td><strong>8 hrs 15 mins</strong></td>
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WHAT YOU’LL NEED

Before you get started with the workshop, make sure you have:

- Participants! This workshop was designed with people aged 15-25 in mind but many activities can be adapted for different age groups. IOM X recommends a maximum of 30 participants for a workshop like this.
  - Remember: If you will be doing this workshop with participants under the age of 18, they are considered children. You either need to make sure they have consent to participate from their parent/guardian or partner with a school to conduct the workshop there.

- A safe, comfortable, accessible venue with room for participants to move around and work in small groups and space (and permission) to stick things up on the walls.

- The videos listed in Annex 4 with links and information about how to download the videos if you will not have reliable Internet access during your workshop.

- A computer connected to a projector with a screen or clean wall to show the videos and access to electricity to plug in the equipment.

- The sets of cards in Annexes 2 and 3 printed and cut. If you have more participants than cards, you can print multiple sets of the cards or add some of your own.

- A dry erase board, chalkboard or flipchart with paper.

- Tape or sticky tack to put up pieces of paper around the room.

- Paper (mix of sizes)

- Different colour markers

Each activity requires some or all of the above materials. You’ll find a list included with each activity.
Introduce yourself, welcome everyone and thank them for taking the time to participate. Explain that this workshop was designed by IOM X, a campaign by the International Organization for Migration to encourage safe migration and public action to stop human trafficking and exploitation. Let people know that they can find out more about the IOM X campaign by going to IOMX.org.

Ask the participants what guidelines they think would help the workshop run smoothly, such as being on time, putting phones on silent, listening when others are speaking, etc. Write down their ideas and post the list of agreed upon guidelines where everyone can see them. Keep them posted until the end of the workshop and remind your participants of the guidelines if needed.

Play some upbeat music as participants arrive to help create a lively, fun atmosphere and turn the music back on during breaks.

Are your participants on social media? Let them know which hashtags they can use if they post anything related to the workshop. IOM X's hashtags are: #IOMX and @IOMXorg on Facebook and Twitter.

Create a ‘parking lot’ — a list of questions or issues that come up during the workshop that require more information or discussion. Keep this list posted where everyone can see it and add to it when needed. Try to address everything in the parking lot by the end of the workshop.
Icebreakers are a useful way for your group to have fun together and feel more comfortable with one another before starting to discuss the complexities of human trafficking. Even if your participants already know each other, starting off with a game is a good idea to help put everyone in a good mood!

There are a few suggestions for icebreakers below, but feel free to use one of your own favourites.

### If your participants don’t know each other:

**Introducing…**

In pairs or groups of three, ask participants to take turn answering the three questions listed below. Post these questions somewhere where everyone can see them. After 3-5 minutes, ask the pairs or groups to take turns introducing each other. Announce that each person will have 30 seconds to introduce someone else and time them so you stay on schedule.

- What is your name?
- What is one thing that you can do really well?
- Why did you want to participate in this workshop?

**My name is … and I like to…**

Ask the participants to stand in a circle facing in. The first person says ‘My name is… and I like to…’ and they make an accompanying action to match what they like to do. The next person has to repeat what was said by the first person and do that person’s action before introducing themselves and their own action. This continues around the circle with everyone trying to remember the names and actions of everyone who came before them. This memory game is good for learning names!

### If your participants already know each other:

**Human knot**

If you have more than 10 people in your workshop, divide them into groups of approximately 8-10. Ask each group to form a circle with everyone facing in. Then everyone extends their right hand and grasps the hand of someone else who is across from them in the circle (not beside them). Everyone does the same thing with their left hands. Now, without letting go of hands, the group needs to figure out how to untangle their circle as quickly as possible. If you have different groups, make it a competition to see which group can untangle their circle first!
After you've finished the icebreaker, bring the group back together and ask what skills were needed in these games. You're looking for answers like:

- Teamwork
- Communication
- Leadership

Explain that those are the same kind of skills that will help the group tackle the issue of human trafficking and exploitation. It's a complicated, global issue, but with communication, teamwork and leadership we can begin to understand what we can do and then share that knowledge with others.

This game involves a lot of physical contact so you can separate male and female participants if you think they might be uncomfortable doing this in mixed groups. Also, remind everyone to communicate with each other and move slowly to avoid anyone getting hurt.

Silent sorting
Ask the participants to arrange themselves in a line by order of their birthdays without speaking and time them to see how quickly they can accomplish this.

After you’ve finished the icebreaker, bring the group back together and ask what skills were needed in these games. You’re looking for answers like:

- Teamwork
- Communication
- Leadership

Explain that those are the same kind of skills that will help the group tackle the issue of human trafficking and exploitation. It's a complicated, global issue, but with communication, teamwork and leadership we can begin to understand what we can do and then share that knowledge with others.
Now it’s time to check in to find out what your participants already know about human trafficking and how they feel about their ability to help stop it. This information will help you make the workshop as effective as possible because you will be able to see where there might be gaps in knowledge or attitudes based on stereotypes about traffickers and trafficking victims.

There are different ways to check in. Here are two options:

1. Multiple choice survey
2. Agree/disagree hand raising

See Annex 1 for instructions about how to do a quick assessment with these two options.

Make sure to explain that you’re all here to learn together. It does not matter if their answers are right or wrong; the most important thing is for them to give honest answers.

If you do the same check in activity at the end of the workshop you can compare the results and you will be able to see if your participants have gained new knowledge and shifted attitudes and this is the evidence that your workshop was successful!

**TIP**

Take stock of the responses and think about what kind of information you may need to focus on during the workshop based on the knowledge and attitudes of your group. For instance, if many people think that men cannot be victims of human trafficking then you will want to stress that men, women and children can all be victims of human trafficking throughout the workshop.
Divide everyone into pairs or groups of three. Ask them to spend a few minutes sharing some dreams that they have for their own lives and what they need to do to achieve those dreams. You can ask for a few people to share if there is time.

Explain that we all have dreams. For some people they may be about essential needs like more food or better shelter. Others may dream about going to a particular school or working for a famous company. No matter what dreams we have, we all look for opportunities to make those dreams come true; with opportunities, come risks.

A risk is a possibility that something bad or unpleasant could happen. Different opportunities have different kinds of risks.

Explain that you are going to show a short video that was created by the International Organization for Migration in Tunisia to help people think about dreams, opportunities and risks.

Show the video “IOM: The Story of Fatma”.

Following the video, ask the participants:

- What were Fatma's dreams?
  - To find a job and be successful and wealthy.

- What opportunity did Fatma think she was being given?
  - An exciting job in another place.

- What were the risks with this opportunity?
  - The job may not be what she was promised; she was leaving her home and may not know anyone in the destination.

- What happened to Fatma when she arrived at the destination?
  - She was tricked. Her passport was taken away and the job was not what she was promised.

- What advice would you give to the young man at the end of the video who is also looking for a job to help him reduce the risk of being tricked and forced into work he does not want to do?
  - Ask for more information about the job and the company; check to see if it's registered with the government or if anyone has heard of it before; get contact numbers for people you can trust at the destination in case you need help; give your family and friends information about the recruiter and company before you go.

Fatma was not just tricked, she was trafficked. Human traffickers take advantage of people’s dreams in order to get a benefit for themselves, either money or services.
Let's break down what happened to Fatma.

- She was contacted by a man who offered her a job.
- She accepted the job and traveled to meet the man.
- He took her passport away and forced her into work that she did not want to do. The job she had been promised was not real.

Fatma was not trafficked all of a sudden, in one moment. It was a process.

Human trafficking is a process. That process includes three elements: an Act, a Means and a Purpose but you can also think of it as: What? How? Why?

**What** did the traffickers do to get the victim? (Act)

**How** did the traffickers keep the victim under their control? (Means)

**Why** did they do it? (Purpose)

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**Ask the following questions:**

- **What did the man do to get Fatma to become a victim of human trafficking?**
  
  He recruited her by offering a fake job; he met her at the airport and drove her in the car; he left her at a new location.

- **How did he do those things? Did he use tricks? Physical force? Threats?**
  
  He tricked her with a false job offer and took away her passport to keep her from running away.

- **Why did he do all of that?**
  
  To force her into a different kind of work that she would not have chosen to do so that he (the trafficker) could earn a profit. (We can’t tell in the video exactly what type of work Fatma will be doing but it’s clear that she is surprised and scared).
Let’s take a look at another video that explains the process of human trafficking.

Show the IOM X video ‘What is Human Trafficking?’ (Link in Annex 4)

Now that you have a better idea of the human trafficking process, let’s see if you can figure out what fits under each of the three categories.

- Divide the group into two teams. Give each team a big piece of paper and ask them to divide it into three columns: What? How? Why?. Then give each team one set of human trafficking process cards (Annex 2).
- Place each card under the column where you think it fits. See which team can finish first with all the cards in the right place!
- If one team finishes, but has cards in the wrong place, provide some feedback and give them a chance to make changes. The winning team will be the one with all the cards in the right place.
- When you have a winning team, gather everyone around that team’s columns to see the correct placement of the cards. Answer any questions that come up about the placement of certain cards.

Note: The correct placement of the cards is available in Annex 2.

Ask:

- In the video we learned that something about this process of human trafficking is different for children, meaning anyone under the age of 18. Can you remember what that is?

  For anyone under the age of 18, the ‘Means’ or ‘How’ do not matter. This means that even if a child voluntarily enters into a situation considered exploitative, it is still trafficking because children under the age of 18 are not considered old enough to consent.

Explain that it is helpful to understand the Act-Means-Purpose or What-How-Why because it’s a major part of how victims are identified and how traffickers are charged and prosecuted.

Remember, human trafficking doesn’t happen all at once; it’s a process that often involves many different people. Often individuals are not trafficked by a single person but rather by a chain of people. This chain may include, but is not limited to, recruiters, brokers, drivers, escorts, agency staff, employees and others. It is the intent to exploit someone for profit (money or services) that makes someone a trafficker, not matter what role they have in the chain.
Now that we understand what human trafficking is, let’s explore some of the facts about human trafficking globally.

Designate one area of the room to be for ‘Agree’, another for ‘Disagree’ and a third for ‘Don’t know’.

Explain to the group that you will read a statement aloud and each person should move to the area that corresponds with his or her answer — Agree, Disagree or Don’t Know.

For each statement, after everyone has moved to an area of the room, ask for responses about why people chose the way they did before revealing the correct answer.

**Statements**

1. It is estimated that there are more than 20.9 million victims of human trafficking in the world.
   
   True. It is the ILO estimate for forced labour and is used by the United Nations.

2. The criminal profits from human trafficking generate US$1 million every year.

   False. The estimated profits are US$150 billion each year.

3. The most common form of exploitation globally is forced labour.

   True. People often think of sexual exploitation when they think of human trafficking but in fact more victims of trafficking are exploited in industries such as agriculture, fishing, factories, construction, domestic work, etc.

4. If you pay someone to get you across a border and then part ways with that person, that is human trafficking.

   False. Paying someone to help you cross a border without going through the official routes with a passport and visa is human smuggling. It can become human trafficking if you are then forced into exploitation, but if you are left alone by the smuggler once you arrive at your destination then you have been smuggled, not trafficked.

5. Poverty causes human trafficking

   False. Poverty can make someone more vulnerable to human trafficking but it is not the cause of human trafficking. This is a tricky one and if many people in your group answer incorrectly, explain that you will be looking at what causes human trafficking as part of this workshop.

**TIPS**

- Consider writing each statement on a piece of flipchart paper, whiteboard/chalkboard or use PowerPoint slides if you think your group will understand better by seeing and reading the statements themselves.
- Human smuggling and human trafficking are commonly mixed up, even in media coverage! Sometimes someone can agree to pay to be smuggled into another country but then be forced to work to pay off debts they did not agree to. In that case, human smuggling has turned into human trafficking. Anyone who has been smuggled into another country is very vulnerable to being trafficked and to other forms of exploitation.
Who are the traffickers?

30 minutes

Objectives

- Define ‘trafficker’ — someone who knowingly benefits from the recruitment, transfer, holding or exploitation of someone else.
- Understand that human traffickers can be men or women, strangers or friends and family. They can work together or alone.

Materials

- Paper
- Markers
- MTV EXIT video “Who are the Traffickers?” (Link in Annex 4)

Ask the participants to draw their idea of what a trafficker looks like. Give participants 5 minutes. Stick the drawings on the wall where everyone can see them.

- Ask the following questions:
  - What do you notice about these drawings?
  - Are there some similarities between the different images?

- Show the MTV EXIT video ‘Who are the Traffickers?’

- Following the video, ask the participants:
  - Who were the traffickers in the video?
  - Why did they traffic people?
  - Did anything surprise you about the stories of these two real-life traffickers?
  - How do the traffickers in the video compare to our drawings?

Explain that anyone can be a trafficker – men or women, strangers or family and friends. A trafficker is anyone who knowingly benefits from recruiting, transferring, holding or exploiting someone.

Often there is not just one trafficker but many different people involved in the process and each person might only know his or her specific role. No matter how many people are involved, human trafficking is illegal at every step of the process.
Explain that as we saw in the last activity, there are different means that traffickers can use but one of the most common is deception or fraud. Victims of human trafficking are often tricked into believing that they are being offered a great opportunity and they may go willingly with the trafficker at first.

Show the video “Enslaved: Chloe”.

**Ask the group the following questions:**

- **What was Chloe offered?**
  - A job offer in Malaysia.

- **Why do you think she believed that offer?**
  - She wanted to advance her career. She had heard of that agency before. She trusted the information she received.

Human traffickers take advantage of people’s hopes and dreams and often their relationships too. Many victims are trafficked by people they know and even by their own relatives.

- Divide participants into two teams. One team represents a job seeker. The other team represents a recruiter. Give the teams 5-10 minutes to strategize and choose one person from each team to act out that role.

The job seeker team needs to think about what questions should be asked about a job offer, such as:

- Proof the recruiter is legitimate
- Details about the job (pay, hours, etc.)
- A contract

The recruiter team needs to decide if they are legitimate or if they are traffickers. Based on that decision, they can come up with what they can offer to try to convince the job seeker to accept their job.

After 5-10 minutes of preparation, ask the ‘actor’ from each team to come up to the front to act out a scene between the job seeker and recruiter. Both actors can call on others in their team, such as the job seeker’s parents, the recruiter’s colleague, etc.
Allow about 5 minutes for the scene to play out and then ask the job seeker what s/he has decided to do:

- Take the job and go with the recruiter
- Refuse the job
- Wait to make a decision once more information is provided

Thank the actors and then ask the whole group:

- Do you agree with the job seeker’s decision? Why or why not?
- What were some of the questions that the job seeker asked?
- What were some of the promises the recruiter made?
- Based on Chloe’s story and this role play activities, what can we do to keep from being tricked by false opportunities to work or study?
The Purpose or Why of human trafficking is always exploitation. Exploitation can take many different forms but it means treating someone unfairly so that someone else can benefit from their work.

Show the IOM X video “Post This” (Link in Annex 4).

Ask the participants:

- What types of exploitation did you see in that video?
  - Forced labour, forced domestic work, forced sex work, forced marriage, forced begging, child soldiers, trafficking for organ removal, debt bondage.

- Were any of those types of exploitation new to you?
  - Responses will vary.

- Why do you think people exploit others in these ways?
  - Because of greed, to get more money, they see others as having less worth or power.

Exploitation can happen in factories, fields, on boats, in private homes... almost anywhere! It is always about taking advantage of someone so the traffickers can earn money or benefit in some way.
For example, a group of three could have these three words: Migration, Family, Literacy

- How is Migration connected to human trafficking?
  - Migration means moving away from your home. Migration could lead to someone being trafficked because s/he wants to go somewhere new and might trust the wrong people or accept risky job offers.

- How is Family connected to human trafficking?
  - Family members can help keep each other safe by talking about human trafficking and checking to make sure any job or study opportunities are real. Or, family members could be involved in trafficking their relatives, either knowingly or unknowingly.

- How is Literacy connected to human trafficking?
  - Knowing how to read and write could help someone get help if s/he is a victim of human trafficking; knowing how to read and write could help someone avoid being trafficked because they can understand and communicate more easily.

Depending on how large your group is and how much time you have, you can ask each group to share what connections they came up with, or just ask one or two groups to share.

You can repeat this activity several times to allow the participants to form different groups. You could also ask the participants to switch cards for each new round.
At the end, bring everyone back together and ask them to put their cards in the middle of the circle where everyone can see them. Ask the following questions:

- Was it easy or hard to come up with connections between these cards and human trafficking?
- Did any of the connections you came up with surprise you?
- Why is it important to think about how human trafficking connects with other issues?

Explain that understanding what human trafficking is means understanding how it relates to other issues and factors, like migration and gender equality because these can affect how vulnerable someone is to human trafficking.
Who’s at risk?

60 minutes

Objectives

- Question stereotypes about who is at risk of being trafficked.
- Understand there are many different vulnerability factors that can increase someone’s risk of being trafficked.
- Understand that traffickers are the cause of human trafficking — not any particular vulnerability factor.

Materials

- IOM X video “Prisana: An IOM X Drama” (Link in Annex 4)
- The ‘Making the Connections’ cards (Annex 3)
- 3 sheets of flipchart paper with one of the following headings on each:
  - More vulnerable
  - Less vulnerable
  - Depends

Ask the participants:

- What does it mean to be vulnerable?

Being vulnerable means being capable of being hurt or taken advantage of in some way. It is the opposite of being protected and powerful.

Explain that different factors and circumstances can make someone more or less vulnerable to human trafficking.

Ask everyone to put all the cards from the ‘Making the Connections’ face up next to the three pieces of flipchart paper with the different headings.

Explain that you would like them to place the cards under what they think is the correct heading. Is what is written on the card something that would make you more vulnerable to human trafficking, less vulnerable or does it depend on the context (details of a particular situation)?

In the end the cards should be placed like this:

<table>
<thead>
<tr>
<th>More vulnerable</th>
<th>Depends</th>
<th>Less vulnerable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate change</td>
<td>Migration</td>
<td>Know how to read</td>
</tr>
<tr>
<td>Natural disaster</td>
<td>Internet</td>
<td>Have an education</td>
</tr>
<tr>
<td>War</td>
<td>Family</td>
<td>Have money</td>
</tr>
<tr>
<td>Poverty</td>
<td>Friends</td>
<td>Have a mobile phone</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Job opportunity</td>
<td>Have a passport</td>
</tr>
<tr>
<td>Corruption</td>
<td>Study opportunity</td>
<td></td>
</tr>
<tr>
<td>Disabilities</td>
<td>Trust</td>
<td>Age</td>
</tr>
</tbody>
</table>
If your participants placed some of the cards differently than in the table above, ask them to explain their choices. The most important part of this activity is to think about what can make people vulnerable to human trafficking, not that every card be placed correctly.

**Ask:**

- **When you think of a human trafficking victim, what kind of person comes to mind?**
  
  Answers will vary.

Show the IOM X video “Prisana: An IOM X Drama” (Link in Annex 4)

**Ask:**

- **Did anything about this video surprise you?**
  
  Answers will vary.

- **Does the Cambodian man match the idea you had in your head about what a human trafficking victim looks like?**
  
  Answers will vary. Often people think of victims as women or children.

- **What made him vulnerable?**
  
  He and his wife wanted to earn more money. He trusted a recruiter who offered him a job in the city without much information.

- **Which of the cards apply to his situation?**
  
  Migration, Poverty, Job opportunity, Family, Trust.
  
  Note: Almost half of all people living in conditions of exploitation are migrants.

- **Was it his fault that he was trafficked onto a fishing boat?**
  
  No. It’s useful to look at what decisions and resources can make someone more or less vulnerable but victims should never be blamed.

- **Looking at all of the cards, do you think gender makes any difference to someone’s vulnerability? Would you be even more vulnerable as a girl or woman living in poverty or in a natural disaster, compared to a boy or man, or less vulnerable?**
  
  More vulnerable.

Explain that all around the world, girls and women continue to suffer from gender inequality. This means that they are not seen as having the same value and rights as boys and men and so they are treated worse. More girls and women don’t get an education and live in poverty, for example, and are more likely to be exploited.

It’s important to remember that human trafficking happens to men, women and children.

Of the estimated 20.9 million victims of human trafficking globally, here is the breakdown:

- 11.4 million are women and girls
- 9.5 million are men and boys
- Within those two groups, 5.5 million are under the age of 18.

Making sure that everyone is treated equally is part of stopping human trafficking!
Now we know that many different factors can make someone more or less vulnerable to human trafficking but none of these factors actually **cause** human trafficking.

**Ask:**

- **What do you think causes human trafficking?**
  
  Answer will vary but may include greed — traffickers want money.

You could be experiencing many different factors that make you vulnerable but if you never cross paths with a trafficker, in person or online or through a friend, will you become a victim of human trafficking? No.

But why can traffickers earn money by exploiting others? Let’s take a look at this video and see if we can find an answer.

![Show the MTV EXIT video “MK Ultra”](Link in Annex 4)

Note: This video contains scenes of partial nudity in a situation of sexual exploitation.

**Ask the following questions:**

- **Who was being exploited in the video?**
  
  The boy in the factory; the woman in the apartment; and the woman in the bar.

- **What kind of exploitation were they experiencing?**
  
  Labour exploitation in the factory and home and sexual exploitation in the bar.

- **What did the other people in the video think they were paying for?**
  
  Clothing, cleaning, sex.

Those people wanted a product or service for a certain price and because of exploitation there were other people who were forced to provide those products and services.

Human trafficking continues because all around the world there are people who want cheap products and services, without knowing or caring where they come from.
Let’s take a look at a video about someone who wanted to find out more about where his clothing came from.

Show the MTV EXIT video ‘This Song Saved my Life’.

Ask the following questions:

- Why did the man in the video care about where his shirt came from?
  - Because he found a note sewn into the collar.

- Who was being exploited?
  - Children in the clothing factory.

- What do you think life was like for those children?
  - Hard. They worked long hours. They probably didn’t get much food to eat or have a comfortable place to sleep. They weren’t in school, etc.

- What happened when the man translated the note and called the police?
  - The police raided the factory and rescued the children.

- How did the children react when the police came?
  - They seemed numb, shocked, traumatized.

It is wonderful when victims of human trafficking are rescued or able to escape. The International Organization for Migration (IOM) helps 6,000-7,000 victims of human trafficking every year! But we need to remember that there is still a lot of work to be done to help survivors of human trafficking move forward with their lives.

Whether someone is in a situation of exploitation for a short time or for many years, it is something they will never forget. Their family and friends may be angry at them and blame them for what happened or they may blame themselves and feel like a failure.
Ask:

- What kind of support do you think survivors of human trafficking might need?
  
  Answers will vary but could include: Emotional support/counselling, job skills training, medical treatment, etc.

TIP

- IOM partnered with Microsoft to create the world’s first crowdfunding portal to support individual survivors of human trafficking. On the website 6Degree.org you can see maps that tell the story of how different people were exploited, without revealing their identities, and a list of support services that they now need. If your group is interested in learning more about supporting the reintegration of survivors, check out this site!

- MTV EXIT made a video called “Traps of Life” with R Zarni, a singer from Myanmar, that features an animated story about a fisher who is being exploited and escapes from the boat but faces discrimination as he tries to make his way back home. Even though the song is not in English, the story is clear. You could show this video as well if you have time. vimeo.com/58956792
Let me explain...

Objective
- Develop participants’ capacity to explain human trafficking to others.

Materials
- Paper
- Markers
- Tape

![Info Icon] We’ve covered a lot of information! What would you say if you had just one minute to explain human trafficking?

Divide the group into groups of 3-5 and give them 5 minutes to create their own definition of human trafficking and write it down on a big piece of paper.

Ask each group to share their definition and give the other participants a chance to give feedback about what they like or what they think is missing.

- Explain that this is the simple definition that IOM X uses to explain human trafficking: “Human trafficking is the buying and selling of men, women and children within countries and across borders in order to exploit them for profit.”

![QA Icon] Ask the participants:
- Was it easy or hard or come up with a simple definition? Why?
  - Responses will vary.
- What do you think is the most important information to include in a simple definition of human trafficking?
  - Responses will vary but could include the fact that human trafficking is happening all around the world, the fact that it’s happening to men, women and children, that it leads to exploitation, that it happens within countries and across borders, etc.

Post the different definitions up around the room if you have enough space.
Divide the participants into teams of 4-6 people. Explain that each team will be given a statement based on what we have covered in this workshop. They need to come up with a creative way of explaining what that statement means in no more than 5 minutes. This could be a game, a song, a skit, etc.

Suggested statements:
- Human trafficking is a process.
- Many factors can make someone vulnerable to human trafficking.
- Anyone can be a victim of human trafficking.
- There are many types of exploitation.
- Human traffickers take advantage of people’s hopes and dreams.
- Human trafficking is caused by a global demand for cheap goods and services.

Give each team a statement but tell them not to show the other teams. Give everyone 20 minutes to prepare and tell them to make use of any of the materials in the room.

After 20 minutes, bring everyone back together and ask one team at a time to come up to the front for their presentation and time each team to make sure they don’t go over 5 minutes.

At the end of each presentation ask the rest of the group:
- What was the main point of this presentation?
- Do you have any questions?

TIP
- Putting a time limit on the presentations can add some lighthearted pressure to the activity and also make sure that you stay on schedule.
Taking action

Objective

- Understand that we can all take action to help stop human trafficking.

Materials

- IOMX video “The Apartment” (Link in Annex 4)
- 3 pieces of flipchart paper each with one of these headings:
  - Prevention
  - Prosecution
  - Protection
- Markers

Human trafficking is complex. It’s happening all around the world, in every country, to millions of men, women and children. Sometimes the situation can feel overwhelming but there are actions that we can all take to help end it.

Show the IOM X video “The Apartment”

Ask the following questions:

- What did the teenagers in the video see?
  - A domestic worker being abused in a nearby apartment by her employer.

- What did they decide to do?
  - Find a hotline number and call it.

- What happened as a result of that call?
  - The police came and took away the abuser.

Explain that people who are working to stop human trafficking often talk about the 3 Ps:

- Prevention — how to keep people from being trafficked
- Prosecution — how to identify victims and convict traffickers
- Protection — how to protect victims and help them move forward as survivors

Divide everyone into three groups and give each group one of the pieces of flipchart paper. Explain that each group should come up with ideas for actions that relate to what is written on the top of their flipchart paper. These can be actions that could be taken by government, NGOs, schools, individuals, etc.
Give everyone 10 minutes to write down their ideas and then ask each group to share what they wrote

Possible answers include:

- **Prevention**
  - Educate people about what human trafficking is.
  - Check to make sure work or study opportunities are real before accepting.
  - Demand more information from companies to prove their products are made without exploitation.
  - Support companies that are committed to fair working conditions.
  - Support equality and understanding across genders, migrants and non-migrants, etc.
  - Make sure your home and the homes of your family, friends and neighbours are ‘happy homes’ that support fair employment practices for domestic workers.
  - Challenge negative attitudes towards populations most vulnerable to exploitation, such as migrants and marginalized groups.

- **Prosecution**
  - Create and enforce stricter laws to punish traffickers.
  - Educate people (police, general public) about how to identify a victim.
  - Call a hotline number to report suspected exploitation.
  - Train judges about human trafficking.

- **Protection**
  - Be supportive and understanding toward trafficking survivors.
  - Challenge attitudes of stigma or discrimination toward trafficking survivors.
  - Offer counseling to trafficking survivors.
  - Offer job skills training to trafficking survivors.
  - Support a victim of trafficking by giving and/or promoting 6Degree.org

**Q&A** After all the groups have shared, ask:

- **Which of these actions can YOU take?**
  
  Answers will vary but should include calling a hotline if exploitation is suspected; supporting companies with fair working conditions; supporting equality generally; calling on companies to share more information about working conditions, etc.

None of us can put a stop to human trafficking all alone but we can all do something.

**TIP**

- It is worth noting that in addition to the three core Ps of Prevention, Prosecution and Protection that are referenced in this activity, some organizations also include Partnerships and Policy.
Checking in

Objective

- Assess participant knowledge and attitudes at the end to compare with their knowledge and attitudes at the beginning of the workshop.

Material

- Check in activities in Annex 1

If you did a check-in activity at the beginning of the workshop now is the time to repeat that same activity to see if there have been any changes in what your participants know and think about human trafficking.

Increases in their knowledge about human trafficking, and positive changes in their perceived ability to take action prove that your workshop has been successful!
Thank you for taking part in this workshop!

Because you took the time to learn more about human trafficking and how we can act to help end it, you can now spread the word!

Share what you have learned and continue the learning journey by connecting with IOM X on social media or downloading IOM X Act to design an activity that you can do in your own community.

Learn. Act. Share. Together we can all be part of stopping human trafficking.

TIPS

- Have a copy of IOM X Act with you so the participants can get a better idea of this resource and let them know that they can download it at IOMX.org
- Let the group know that they can continue to learn more about human trafficking and what they can do to help prevent it by connecting with IOM X on social media.
- Make sure you finish the workshop with a lot of energy and enthusiasm! Take a group photo and share it with all the participants. If you share it on social media, feel free to tag #IOMX
ANNEX 1

Checking in

Option 1

MULTIPLE CHOICE SURVEY

Make copies of the multiple choice questions below. Make sure each person completes their own, without discussing the answers with anyone else. Collect the surveys and review the responses. The surveys should be anonymous but if you would find it useful to disaggregate the responses by gender, you can ask participants to indicate their gender at the top of the survey.

1. Why does human trafficking exist?
   - [ ] Because it is easy to travel
   - [ ] Because people want cheap goods and services
   - [ ] Because of social media

2. Which of the following describes a human trafficking situation?
   - [ ] When someone leaves their country and crosses a border without a valid visa or passport/ID card
   - [ ] When someone leaves their country because their life was in danger
   - [ ] When someone leaves their community or country by choice or by force and is then tricked and forced to do a job where they are exploited

3. Where does human trafficking happen?
   - [ ] In every country in the world
   - [ ] In Europe
   - [ ] In Asia

4. Who can be vulnerable to human trafficking and exploitation?
   - [ ] Men
   - [ ] Women
   - [ ] Children
   - [ ] Anyone

5. Who can be a trafficker?
   - [ ] Someone you know
   - [ ] Anyone
   - [ ] A stranger
6. Which of these actions can help prevent human trafficking?

☐ Visit a migrant resource centre to find out how to migrate safely
☐ Call your local labour hotline to find out if a job is real
☐ Memorize a hotline number in case you are in a dangerous situation and need help
☐ All of the above

7. Do you believe that you can help stop human trafficking and exploitation in your community?

☐ Yes
☐ No/Not sure

Answer key: ........................................................................................................

1. Because people wants cheap goods and services.

2. When someone leaves their community or country by choice or by force and is then tricked and forced to do a job where they are exploited.

3. In every country in the world.

4. Anyone, especially those who dream of a better life.

5. Anyone.

6. All of the above.

7. There’s no right answer but hopefully by the end of the workshop all or most of the participants will believe that they can help stop human trafficking and exploitation.
Option 2

**AGREE/DISAGREE**

Ask everyone to put their heads down and close their eyes. They should keep their eyes closed all the time for this activity so they don’t see how others are responding. Read out loud each of the statements below and for each one ask people to raise their hands if they agree. Count the number of hands raised, and then ask people to raise their hands if they disagree and count the hands raised. Make note of the number of ‘agrees’ and ‘disagrees’ for each statement.

1. Human trafficking can happen in any community. □ Agree □ Disagree

2. Everyone can be vulnerable to human trafficking. □ Agree □ Disagree

3. Poverty is the cause of human trafficking. □ Agree □ Disagree

4. Victims of human trafficking can be male. □ Agree □ Disagree

5. Human traffickers can be female. □ Agree □ Disagree

6. I understand what human trafficking is. □ Agree □ Disagree

7. I know what I can do to help stop human trafficking. □ Agree □ Disagree

---

**Answer key:**

1. True
2. True
3. False. Poverty can make people more vulnerable but human trafficking is caused by traffickers who continue to exploit people because of the global demand for cheap goods and services.
4. True
5. True
6. There’s no right answer but hopefully by the end of the workshop all or most of the participants will understand what human trafficking is.
7. There’s no right answer but hopefully by the end of the workshop all or most of the participants will believe that they can help stop human trafficking and exploitation.
ANNEX 2
The human trafficking process

Print and cut out two sets of the cards on the following page (or more sets if you have more than two groups). Use the answer key below after all groups have finished placing their cards in the three columns.

Answer key:

<table>
<thead>
<tr>
<th>Act (What)</th>
<th>Means (How)</th>
<th>Purpose (Why)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruit</td>
<td>Threat</td>
<td>Sexual exploitation</td>
</tr>
<tr>
<td>Move</td>
<td>Force</td>
<td>Forced labour</td>
</tr>
<tr>
<td>Hold</td>
<td>Coercion</td>
<td>Forced marriage</td>
</tr>
<tr>
<td>Receive persons</td>
<td>Abduction</td>
<td>Trafficking for organ removal</td>
</tr>
<tr>
<td></td>
<td>Fraud</td>
<td>Forced begging</td>
</tr>
<tr>
<td></td>
<td>Deception</td>
<td>Debt bondage</td>
</tr>
<tr>
<td>Recruit</td>
<td>Move</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Threats</td>
<td>Force</td>
<td></td>
</tr>
<tr>
<td>Fraud</td>
<td>Deception</td>
<td></td>
</tr>
<tr>
<td>Hold</td>
<td>Receive</td>
<td></td>
</tr>
<tr>
<td>Debt bondage</td>
<td>Forced marriage</td>
<td></td>
</tr>
<tr>
<td>Coercion</td>
<td>Abduction</td>
<td></td>
</tr>
<tr>
<td>Sexual exploitation</td>
<td>Forced labour</td>
<td></td>
</tr>
<tr>
<td>Trafficking for organ removal</td>
<td>Forced begging</td>
<td></td>
</tr>
</tbody>
</table>
### ANNEX 3

#### Making the connections

Print and cut out the cards on this page and the following one. Print more than one set if you have more than 20 participants. It’s okay to have a few people with the same card.

<table>
<thead>
<tr>
<th>Migration</th>
<th>Know how to read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Climate change</td>
<td>Natural disaster</td>
</tr>
<tr>
<td>Internet</td>
<td>War</td>
</tr>
<tr>
<td>Poverty</td>
<td>Have an education</td>
</tr>
<tr>
<td>Have a mobile phone</td>
<td>Have money</td>
</tr>
<tr>
<td>Have a passport</td>
<td>Study opportunity</td>
</tr>
<tr>
<td>Family</td>
<td>Job opportunity</td>
</tr>
<tr>
<td>Age</td>
<td>Disabilities</td>
</tr>
<tr>
<td>-----------</td>
<td>--------------</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Corruption</td>
</tr>
<tr>
<td>Trust</td>
<td>Friends</td>
</tr>
</tbody>
</table>
ANNEX 4

Videos

The Story of Fatma

https://www.youtube.com/watch?v=rKoKfU4zuMM
1:50 minutes
For a download link, please contact IOM X at IOMX@iom.int
This animated video tells the story of a young woman who was offered a job through an online recruiter. Once she arrives at her destination, she discovers that she has been tricked.

What is Human Trafficking?

https://www.youtube.com/watch?v=DWoHgIoLCPg&t=1s
5:54 minutes
For download link, please contact IOM X at IOMX@iom.int
Through three animated stories, this video lays out the devastating, step-by-step process of human trafficking: Act, Means and Purpose.

Post This

https://www.youtube.com/watch?v=t6MQ-9jgmYs
3:10 minutes
For a download link, please go to https://www.IOMX.org/materials
Using post-it notes, this video illustrates different types of exploitation that human trafficking victims experience.

Who are the Traffickers?

https://vimeo.com/86287638
Password: exitmap
3:26 minutes
Downloadable from Vimeo
This video has two excerpts from the MTV EXIT documentary “Enslaved” — a male trafficker from Viet Nam and a female trafficker from China.

Prisana: An IOM X Drama

https://www.youtube.com/watch?v=YKyl5Yy2974
9:56 minutes
For download link, please contact IOM X at IOMX@iom.int
In this drama, an investigative photographer helps a migrant woman find her husband, who was tricked and trafficked into the fishing industry.
This excerpt from the MTV EXIT documentary “Enslaved” features a young model and actress who was tricked and narrowly escaped being trafficked.

MK Ultra – Muse

This music video depicts the intersecting lives of three people who knowingly or unwittingly are driving the demand for cheap goods or services, resulting in the sexual and/or labour exploitation of young men and women.

This Song Saved My Life

This music video highlights the connections between consumers and victims of exploitation and the importance of knowledge and action through the story of a man who discovers a hidden message in a new shirt.

The Apartment

In this short drama, a young man and his upstairs neighbor witness the abuse of a domestic worker in the apartment across from theirs. Using information on the IOM X website, they help the domestic worker. A twist at the end brings home the prevalence of this crime, often hidden behind closed doors.

For more videos, check out the IOM X YouTube channel!
ANNEX 5
Types of exploitation

Debt bondage  Debt bondage is when someone is forced to pay off a loan by working for an agreed-upon or unclear period of time for no or little salary. The work performed to pay off the debt becomes worth a lot more than the initial loan.

Forced begging  Forced begging is when people are forced by others to beg. They have to hand over all or most of their earnings to the person who is forcing them to beg. People can be beaten, threatened with violence or psychologically pressured into begging.

Forced labour  Forced labour is when violence or intimidation is used to make someone work against his or her will. Forced labour happens in many different sectors, including in factories, on farms and plantations, on fishing boats, on construction sites and in private homes in the case of domestic workers.

Forced marriage  Many brides, and even some grooms, are forced, coerced, threatened, or tricked into marrying someone without their consent. Many women and girls are tricked into marrying men in other countries. They are promised well-paying jobs and opportunities to choose a wealthy husband. In many cases they end up being victims of sexual, physical and emotional abuse.

Organ removal  Organ trafficking is not the same as trafficking for organ removal. Trafficking for organ removal is about an individual being trafficked for an organ whereas organ trafficking is about the illegal buying and selling of organs. A trafficked organ could come from a trafficked individual but that is not always the case; they may be two separate crimes.

Sexual exploitation  Trafficking for sexual exploitation is when someone benefits financially or otherwise through the recruitment, transfer or receipt of another person who is forced, deceived or threatened into sexual acts.

 NEED MORE INFORMATION?

- IOM X Factsheets provide an overview of key information about each of these types of exploitation.
- IOM X Definitions Videos provide quick visual explanations.

Visit IOMX.org/materials to view a full portfolio of IOM X resources.
## Annex 6
### Facts about human trafficking

<table>
<thead>
<tr>
<th>Human trafficking is the buying and selling of men, women and children within countries and across borders in order to exploit them for profit through deceptive or threatening means for purposes including sexual exploitation, forced labour, forced begging, illegal adoption, organ removal and forced marriage.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average profit made by traffickers per victim of human trafficking in Asia Pacific is around USD 5000.</td>
</tr>
<tr>
<td>Forced labour is more common in occupations such as agriculture, fishing, domestic work, manufacturing and other work requiring low levels of education and skills. Informal sector workers are more vulnerable to forced labour than workers who possess enforceable employment contracts.</td>
</tr>
<tr>
<td>Three out of every 1000 people in Asia Pacific are victims of human trafficking.</td>
</tr>
<tr>
<td>It is estimated that there are more than 20.9 million men, women and children living as victims of human trafficking around the world. More than half of these are in Asia Pacific (11.7 million).</td>
</tr>
<tr>
<td>Men, women and children trafficked experience the withholding of travel documents, migrant registration cards and work permits, as well as withholding of wages (debt bondage) and illegal salary deductions by employers.</td>
</tr>
<tr>
<td>In Asia Pacific, there are 7.9 million victims of forced labour, 2.5 million victims of forced sexual exploitation, and 1.2 million victims of other forms of exploitation.</td>
</tr>
<tr>
<td>A combination of economic pressures, language, legal status constraints and lack of information puts migrants at high risk of labour exploitation and trafficking.</td>
</tr>
<tr>
<td>Human trafficking is one of the fastest growing industries in the world, generating USD 150 billion per year in illegal profits. The highest profits are made in Asia Pacific because of the high number of victims, generating USD 51.8 billion in illegal profits.</td>
</tr>
<tr>
<td>It is estimated that there are around 30 million migrant workers in Asia Pacific. Migration can increase vulnerability to human trafficking and exploitation.</td>
</tr>
</tbody>
</table>

---

2. Ibid. p. 17
3. Ibid. p. 13
4. Ibid. p. 22
What does that mean?

Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>Any person below the age of 18 years, as defined by the United Nations Convention on the Rights of the Child (UNCRC).</td>
</tr>
<tr>
<td>Consumer</td>
<td>Someone who pays for products or services. Consumers can, knowingly or unknowingly, be buying products or services produced through exploitation.</td>
</tr>
<tr>
<td>Debt bondage</td>
<td>When a person is forced to repay a loan or debt with labour instead of money. Usually the type of work required to repay the debt and the duration of time that a person needs to work is unclear or can change suddenly without the consent of that person.</td>
</tr>
<tr>
<td>Exploitation</td>
<td>Taking advantage of someone’s vulnerability for your own benefit or profit. Exploitation is always the end result of the human trafficking process.</td>
</tr>
<tr>
<td>Forced labour</td>
<td>All work and services that are provided by someone without his or her free will.</td>
</tr>
<tr>
<td>Gender equality</td>
<td>Giving the same value and opportunities to men, women, boys and girls and those who place themselves elsewhere along the gender spectrum. Girls and women and those who identify as transgender can be more vulnerable to human trafficking and exploitation because they experience gender discrimination and may be denied opportunities to study or work.</td>
</tr>
<tr>
<td>Human trafficker</td>
<td>Someone who knowingly benefits from the recruitment, transfer, holding or exploitation of a person. There are often many people involved as part of a human trafficking chain and each person may only know his or her small part. For example, the recruiter may not know what happens after the victim is delivered to the driver or transferer, and the driver may not know what happens once the victim is delivered to the final location, but by agreeing to recruit and transfer the victim, both of them are traffickers.</td>
</tr>
<tr>
<td>Human trafficking</td>
<td>A process where someone is recruited, moved, held or received through threats, force, deception, coercion, abduction or abuse of power for the purpose of exploitation.</td>
</tr>
<tr>
<td>Human smuggling</td>
<td>When someone is willingly transported across an international border in violation of one or more countries’ laws, such as through the use of fake documents or illegal border crossings.</td>
</tr>
<tr>
<td>Vulnerability to human trafficking</td>
<td>Being susceptible to or at risk of being trafficked. Many different factors can increase someone’s vulnerability, including poverty, level of education, gender, etc., but ultimately anyone can be vulnerable because traffickers take advantage of people’s hopes and dreams.</td>
</tr>
</tbody>
</table>