International Labour Organization

Global guidelines on the prevention of forced labour through lifelong learning and skills development approaches

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Foreword

Quality education and training lays the foundation for the economic and social development not only of individuals but of society as a whole. Yet, many lack opportunities to acquire relevant knowledge and skills that would allow them to earn a decent living and find their place in society – in particular during times of global health crises. People may be excluded from accessing and participating in lifelong learning and skills development for a wide range of reasons, including structural, individual and community factors. This leaves them vulnerable in the labour market to many forms of exploitation that still prevail today.

According to the latest ILO's global estimates, 24.9 million people were victims of forced labour in 2016. In other words, on any given day there were likely to be around 25 million men, women and children working in situations of severe exploitation that they could not refuse or leave because of threats, violence, coercion, deception, or abuse of power. Social and economic marginalization, lack of education and low skills levels, along with impunity and permissive environments, all form part of an integrated understanding of how and why forced labour takes place.

In the global fight against forced labour, the *ILO's Protocol of 2014 to the Forced Labour Convention No. 29, 1930*, along with the *Forced Labour (Supplementary Measures) Recommendation, 2014 (No.203)* have placed a new emphasis on addressing the root causes of forced labour and on ensuring the full respect of all offended persons, irrespective of their legal status in the national territory. Notably, they draw attention to the importance of educating and informing vulnerable groups to prevent forced labour and providing long-term economic reintegration support for victims, including through skills development. The *ILO Centenary Declaration on the Future of Work of 2019* highlights the need for concerted efforts to promote the acquisition of skills, competencies and qualifications for all workers throughout their working lives. In the light of these two strategic objectives, the ILO has commissioned the development of two sets of guidelines, which aim to raise knowledge on how national skills development systems, institutions and actors, in coordination with workers' and employers' organizations, can contribute to the global fight against forced labour. The first guidelines focus on approaches to prevention, the second on reintegration of victims through lifelong learning and skills development. These publications are outputs of the SKILL-UP Programme, funded by the Norwegian Ministry of Foreign Affairs.

The present ***Global guidelines on the prevention of forced labour through lifelong learning and skills development approaches*** describe the contribution of skills training to prevent forced labour, and are designed as a practical resource for policy makers, programme managers and educators in both formal and non-formal training contexts. Based on extensive research, they draw from a wide range of case studies and good practices identified at local and national level to offer evidence-based recommendations on how skills development systems may fulfil their role in reducing vulnerability to forced labour. They provide a rich selection of educational activities, resources and references to help educators raise awareness about forced labour, address risks, and play an active role in combating forced labour wherever they teach and train people.

These guidelines have been authored by Anne Richmond with contributions from Sheila Moult, in particular on learning activities. Acknowledgements are due to Henri Ebelin, who provided extensive technical support during the process of its development; to ILO field colleagues and experts from other organizations such as IOM, Anti-Slavery International, and OSCE who supported the collection of case studies; and to Ruth Freedom Pojman, Jose Maria Ramirez Machado, Aurélie Hauchère Vuong, Claire La Hovary, Benjamin Smith, Ilca Webster and Rosinda Silva, who reviewed and made valuable contributions to this publication. Christine Hofmann and Luiz Machado technically supervised the development of the guide; and Janet Neubecker proofread it.

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Contents

Foreword III
List of acronyms and abbreviations VII

1. How to use these guidelines 1

2. Skills for a world free from forced labour: Setting the scene 3
2a. The role of skills and lifelong learning to combat forced labour 4
2b. Forced labour: How many, who, what, when, where, why? 5
2c. Root causes: Push and pull factors of forced labour 12
2d. Legal framework on forced labour 16
2e. Skills training and the prevention of forced labour 21

3. Educators as agents of change 25
3a. What educators need to know and do 27
3b. Incorporating awareness raising 33
3c. Addressing the root causes of vulnerability 41
3d. Closing summary: Formal vs non-formal training 48

4. Actions and learning activities for prevention 51
4a. Awareness raising 53
4b. Reducing risk 58
4c. Additional tools for educators 68

5. Conclusion and call to action 71

6. References and resources 75

List of figures

Figure 1. Working conditions on a continuum – from decent work to forced labour 6
Figure 2. Sectors of forced labour exploitation 10
Figure 3. Modern Slavery Conceptual Framework 15
Figure 4. Tackling forced labour through an integrated strategy on fundamental principles and rights at work 20
Figure 5. What educators need to know and do 32
Figure 6. How awareness raising can influence change 41
Figure 7. Reducing vulnerability 48
Figure 8. Continuum from formal to non-formal training 49

List of boxes and case studies

COVID-19 and Forced Labour 16
ILO legal framework against forced labour, including trafficking 17
Other international instruments related to forced labour 18
UN Sustainable Development Goals and Alliance 8.7 19
Case study 1: Escravo Nem Pensar! *(Slavery - No Way!)* Community Training (Brazil) 32
Case study 2: Mainstreaming awareness and prevention in education and teacher training in Armenia and Georgia 37
Case study 3: Protecting child domestic workers in Tanzania from exploitation and abuse 43
Case study 4: Lesson learned from a programme to prevent forced labour for migrant workers (Work in Freedom) 46

List of tables

Table 1. Stakeholder analysis 23
Table 2. Awareness raising audiences 38
Table 3. Summary list of learning activities 52

List of acronyms and abbreviations

ANETI – National Agency for Employment and Independent Work (Tunisia)

CDW – Child Domestic Worker

COVID-19 – Coronavirus

ENP – Slavery, No Way! (Brazil)

EU – European Union

GBNFL – Global Business Network on Forced Labour

GRETA – Group of Experts on Action against Trafficking in Human Beings (Council of Europe)

HELP – Human Rights Education for Legal Professionals Platform

ILO – International Labour Office

IOM – International Organization for Migration

ITUC – International Trade Union Confederation

LGBTIQ – Lesbian, gay, bisexual, transgender, intersex, questioning

NGO – Non-governmental organization

OSCE – Organization for Security and Co-operation in Europe

OSH – Occupational Safety and Health

PACE – Personal Advancement and Career Enhancement

PROTECT – Prevention Organized to Educate Children on Trafficking

PWD – Person with a disability

RAICE – Integrated Action Network to Combat Slavery (Brazil)

SCREAM – Supporting Children's Rights through Education, the Arts and the Media

SDGs – Sustainable Development Goals

SDS – Skills Development Scotland

SME – Small and Medium Enterprises

TREE – Training for Rural Economic Empowerment

TVET – Technical and vocational education and training

UNODC – United Nations Office on Drugs and Crime

USAID – United States Agency for International Development

Mauritania, © ILO Alfredo Caliz

1. How to use these guidelines

Section 1 – Overview

These guidelines are intended for a number of audiences:

- policymakers, managers, instructors and support staff of formal skills training programmes, seeking to incorporate forced labour prevention elements into existing or new skills curricula;
- policymakers, managers, facilitators and instructors of non-formal skills training programmes, seeking to incorporate forced labour prevention elements into existing or new curricula;
- programme developers seeking to create new formal or non-formal skills training programmes that include forced labour prevention as a core or supplementary element;
- developers and managers of programmes and services for vulnerable populations who seek links with formal or non-formal skills trainers.

Section 2

provides an overview and background on forced labour, key concepts and a discussion of stakeholders for prevention.

Section 3

introduces the concept of educators as **agents of change** within formal and non-formal skills training programmes and institutions. It sets out:

- what educators should know about forced labour prevention;
- two broad streams of potential action for educators: awareness raising and risk reduction.

Section 4

covers suggested **learning activities** that address a range of potential aims under the two streams. These are drawn from an extensive survey of current good practice. Educators are encouraged to adapt and combine different activities to best meet the needs of their students. Each learning activity is identified by a number and linked to detailed resources and references in the annotated list.

The guidelines include several case study references and a comprehensive, annotated reference list. They are intended to assist users to develop their own approaches, with reference to a range of real-life examples and a set of general principles underlying sound skills training and prevention strategies.

2. Skills for a world free from forced labour: Setting the scene

ILO's Ship to Shore Rights Project in Thailand, © ILO

2a. The role of skills and life-long learning to combat forced labour

The next sections provide a substantive overview of the characteristics of forced labour and its root causes. Understanding this is critical for developing effective responses for prevention and for the support and reintegration of victims. These Guidelines, and their companion, are aimed at developing skills training-based responses.

Skills training includes everything from career/occupational counselling and advice, to basic skills of literacy and numeracy, to core ("life" and "soft") skills, to specific technical and occupational skills, to on the job training and upgrading, to lifelong learning. Skills training is delivered by a range of providers, from very formal training in Technical and Vocational Education and Training (TVET) Institutions, to informal sharing of knowledge in the workplace. Many development and humanitarian project-based interventions for vulnerable populations include skills training of some form. The goal of these Guidelines is to ensure that, on the one hand, actions and interventions to address Forced Labour incorporate good quality approaches to skills training; and on the other, that skills training providers are better able to address issues of forced labour, whether by improving prevention or by reintegration.

Skills training has an impact both at the individual level, for those involved as students/trainees; and at the community level. For individuals, training can improve awareness, employability, self-esteem and resilience which in turn can decrease vulnerability and improve their chances for sustainable and freely chosen livelihoods. At the community level, skills training contributes to business growth, prosperity, inclusive and sustainable development by improving the skills and productivity of the workforce.

Some of the concrete ways in which skills training can reduce individual's vulnerability to forced labour and support reintegration of victims include:

- informing migrant workers about theirs rights before departure and providing them with adequate skills to be able to find decent work opportunities;
- providing former victims with appropriate skills to reintegrate employment in good working conditions;
- providing workers with adequate skills to start their own business and no longer depend on unscrupulous recruiters/employers;
- providing workers with adequate skills to get a decent job and increase their income so as to reduce their vulnerability to income shocks; and
- providing workers with adequate skills to get a decent job and be out of debt bondage.

Lifelong learning means that access to education and skills training, and the attendant supports to obtain and maintain decent work (employment counselling, job search and self-employment support), is not limited by age or sequence. It means that individuals may learn basic or new skills at any point in their life and use this to sustain livelihoods through changes in work and circumstance. As such, access to lifelong learning is critical to prevention and reintegration, ensuring that people whose initial education and training left them vulnerable to forced labour are able to gain needed skills and capacities.

The challenge for skills training providers at all points in the spectrum from formal TVET institutions to informal projects and activities is to ensure that their services are both accessible to individuals impacted by forced labour (either as potentially vulnerable or as victims), and effectively meet their needs. This implies a level of awareness at an institutional level and some degree of formal commitment to "mainstreaming" an understanding of forced labour and how that institution can support efforts against it.

2b. Forced labour: How many, who, what, when, where, why?

The internationally agreed definition of forced labour is contained in the ILO **Forced Labour Convention, 1930 (No. 29)**. Forced or compulsory labour is "all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself or herself voluntarily". This definition encompasses various forms of debt bondage, state-sponsored forced labour and trafficking in persons for the purpose of labour exploitation, as well as traditional practices of forced labour, such as vestiges of slavery or slavery-like practices. This last category is defined in other international instruments, namely the 1926 Convention to Suppress the Slave Trade and Slavery, and the 1956 Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery.[1] The 1948 Universal Declaration of Human Rights states: "No one shall be held in slavery or servitude: slavery and the slave trade shall be prohibited in all their forms". Yet, forced labour continues to exist and evolve in modern forms.

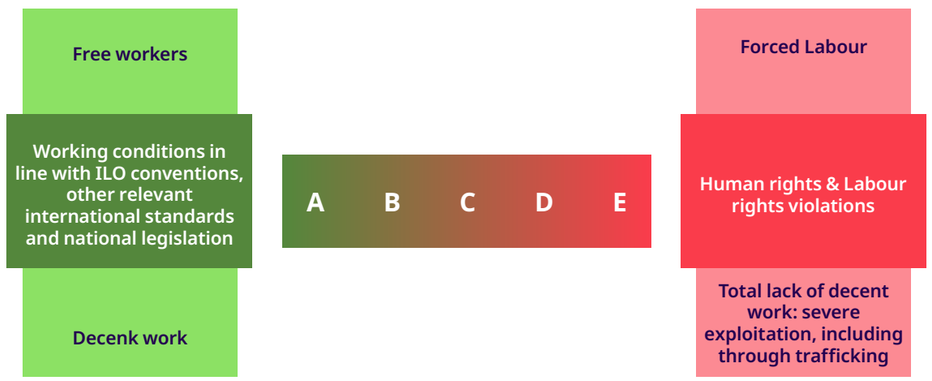
Forced labour is often referred to as 'modern slavery' to shed light on working and living conditions contrary to human dignity. Although modern slavery is not defined in international law, it is used as an umbrella term that focuses attention on commonalities across different legal concepts addressing situations of severe exploitation, including forced labour and trafficking in persons, but also forced marriage.

In the vast majority of cases, victims of forced labour are subjected to abusive exploitation and denial of their human and fundamental labour rights. Yet, in practice, it is difficult to draw a clear line separating exploitation as a violation of labour rights from forced labour or trafficking in persons specifically. Some helpful indicators have been developed for that purpose, including the presence of any one or combination of threats, coercion, violence, deception, and/or abuse of power to compel people to work and prevent them from leaving. Those indicators illustrate the thinking behind the argument to see forced labour and trafficking in persons along a continuum of labour exploitation that ranges from decent work to forced labour[2] (see **Figure 1** below).

1 These instruments are available at the UN Office of the High Commissioner of Human Rights: https://www.ohchr.org/EN/ProfessionalInterest/Pages/SlaveryConvention.aspx; https://www.ohchr.org/EN/ProfessionalInterest/Pages/SupplementaryConventionAbolitionOfSlavery.aspx; and https://www.un.org/en/events/slaveryabolitionday/background.shtml

2 J. Beirnaert. "A Trade Union Perspective on Combating Trafficking and Forced Labour in Europe." in: C. Rijken, (ed.) *Combating Trafficking in Human Beings for Labour Exploitation*. (Nijmegen, Wolf Legal Publishers, 2011), pp. 471–495.

▶ **Figure 1. Working conditions on a continuum – from decent work to forced labour[3]**



A. Employees in decent work conditions. Overall good standards including suitable living conditions, fair wages, freedom to express concerns, and who have social protections.

B. Workers who are recruited for jobs that they knew would be in less than decent working conditions, but who experience relatively hard conditions, and low wages – within the limits of national labour law as well as international labour and other relevant human rights standards.

C. Workers/victims, who knew the type of work and working conditions they are recruited for, but lacked sufficient information, insight or experience to allow them to predict the reality of discrimination, harassment, unreasonable working conditions, pay under the minimum wage and unpaid overtime work, and who may feel that they are trapped in the given situation on account of limited options and have limited knowledge of their rights. Here, the working relationship involves actual labour exploitation and breaches of both human rights and labour legislation.

D. Victims of false information (deceit) in the recruitment process, who, during the work, may have their documents confiscated and also be subjected to threats of reprisals (e.g. dismissal without pay to which they are entitled, etc.). Their vulnerability is exploited, and they may be tasked to do work other than that which they were promised and/or forced to work under other conditions. They cannot leave without reprisals. Here the violation is under criminal and human rights law.

E. Victims who have been coerced, who have experienced confinement (locked-up) and physical violence, and/or menace of penalty, and who are severely exploited, in violation of national criminal codes and international law. Here, the working relationship is purely forced labour, including through human trafficking.

Stages **D** and **E** both display working relationships that fall within the definition of forced labour, even though stage **D** is less severe. This continuum illustrates how decent work, labour exploitation, and forced labour, including through human trafficking, can be viewed in relation to each other. At the same time, it demonstrates how the degree of exploitation is not a stationary concept, but one that can move towards the decent work pole of the continuum with the help of freedom of association and collective bargaining.[4]

3 Adapted from: A. Lisborg, *Human Trafficking for Forced Labour in Denmark: A Summary Report* (Copenhagen, Danish National Board of Social Services, 2012). Note that in Figure 1 items A–E on the continuum function as illustrative examples of a given situation and are not fixed definitions.

4 Anders Lisborg.

ILO's Ship to Shore Rights Project in Thailand, © ILO

Main forms of forced labour

The use of a broad definition of forced labour, as agreed in 1930 in ILO Convention No. 29, has enabled the ILO supervisory bodies to address traditional practices of forced labour, such as vestiges of slavery or slave-like practices, andvarious forms of debt bondage, as well as new forms of forced labour that have emerged in recent decades, such as human trafficking[5]. Some of the main forms of forced labour included in this definition are described below:

5 ILO Committee of Experts on the Application of Conventions and Recommendations (CEACR) 2012 General Survey (para. 272). See also 2007 and 2012 General Surveys of the CEACR.

Bonded labour / debt bondage – is a common form of forced labour, which occurs when the debt of individuals is manipulated by unscrupulous employers or agents (through high fees, interest rates, penalties, inflated prices for food and accommodation) so that they can never repay it. The debt can even be inherited from one generation to the next.

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Trafficking in persons – movement of people nationally or internationally for the purpose of labour and sexual exploitation (see definition in Box 1)

Chloe, courtesy of Voice of Freedom www.voiceoffreedom.org

Descent-based slavery – the traditional form of slavery, where individuals are treated as property or are discriminated against due to ethnic, religious, minority or other innate characteristics and were "born" into slavery where their class/family/group was already enslaved.

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State-sponsored forced labour – use of the authority and systems of the government to compel citizens to undertake work they would otherwise be unwilling to do. There are a few exceptions defined in the Convention, such as occasional work that benefits the local community, but not work for the general economic development of the country.

Third Party Monitoring project in Uzbekistan © ILO

How many victims of forced labour are there?

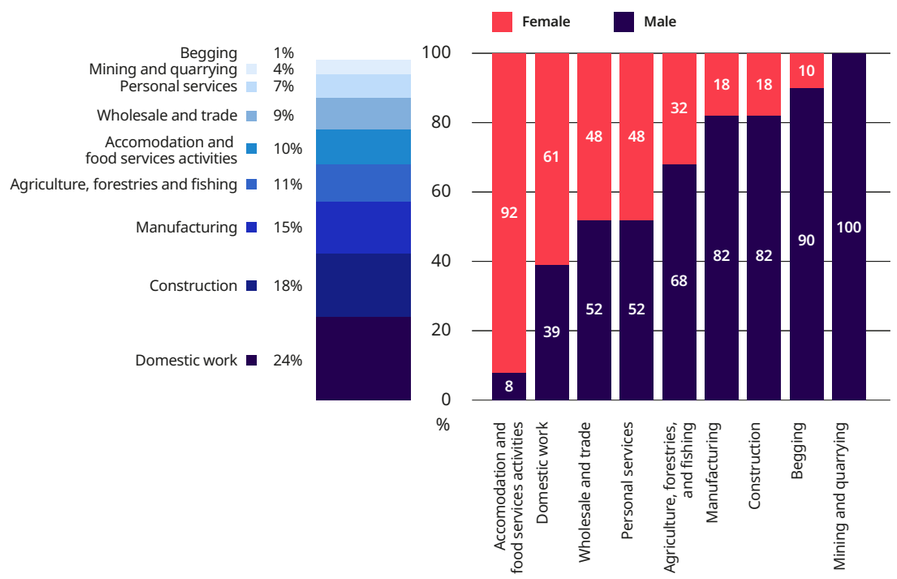
Forced labour affects millions of women, men and children in the industrialized as well as developing countries. In 2017, the ILO estimated that at any one time there are 24.9 million people performing forced labour,[6] including 4.3 million (17 per cent) children. That means, for every 1,000 people, there are 3.4 people working in forced labour. Of the 24.9 million in forced labour, 9.2 million (37 per cent) are male and 15.6 million (63 per cent) are female. Debt bondage affects half of all victims of forced labour imposed by private actors.

Where is forced labour taking place?

Forced labour occurs in every region of the world. No country is immune. But its illicit and often hidden nature makes its actual incidence and scope difficult to quantify. The prevalence of forced labour is highest in the Asia-Pacific region, where 4 out of every 1,000 people are victims, followed by the Europe and Central Asia region (3.6 in every 1,000), and by Africa (2.8 in every 1,000). One-third of forced labour victims live in industrialized countries.[7]

▶ **Figure 2. Sectors of forced labour exploitation**

(a) Sectoral distribution of victims of forced labour exploitation[(a), (b)]



(b) Sex distribution of victims of forced labour exploitation, by sector of economic activity[(a), (b)]

Note: (a) These figures are based on cases of forced labour exploitation where industry was reported. Information on the industry was available for 65 per cent of total cases of forced labour exploitation; and (b) with the exception of begging, categories are based on the International Standard Industrial Classification of All Economic Activities, Rev.4 (1-digit level). For further detail and explanation see United Nations Statistics Division (https://unstats.un.org/unsd/cr/registry/regcst.asp?Cl=27).

6 ILO and Walk Free Foundation, *Global Estimates of Modern Slavery: Forced Labour and Forced Slavery*, (Geneva, 2017).
7 ILO and Walk Free Foundation.

Forced labour exists in a wide range of industries and sectors but is more prevalent in some types. Women and girls are predominantly affected by forced labour in domestic work, sexual exploitation, and in the hospitality and garment manufacturing sectors. Men and boys subject to forced labour are found predominantly on farms and fishing boats, mines and quarries, clandestine factories and workshops, and construction sites. They may be found in factories operated by sub-contractors, and in informal, unregulated activities like small-scale mining and backyard businesses.

Any product made or service done under forced labour, including through human trafficking can find its way into seemingly legitimate commercial supply chains, both national and international, and thus into what we buy. Persons exploited in forced labour produce some of the food we eat and the clothes we wear, and they might clean the buildings in which many of us live and work.[8]

Who is affected by forced labour?

People of any age, gender or race can be subjugated into forced labour; however most commonly, forced labour impacts people, households and communities who are vulnerable. Such people, households and communities may be:

- poor and in debt or with few assets, savings or income generating possibilities;
- uneducated or unskilled;
- dislocated or displaced due to migration, strife, humanitarian or environmental crises;
- marginalized, suffering discrimination of ethnic, religious or socio-political stereotypes;
- hit by family crises (e.g. medical concerns, children without parental care) and unable to access public services or benefit from social protection;
- families of victims or former victims;
- prevented from organizing and exercising their human and labour rights; and
- ordered by their state authorities for obligatory civic work.

Nearly a quarter of victims of forced labour are exploited outside their country of residence, confirming that movement is an important vulnerability factor for international migrant workers[9]. Many of these international migrants have been trafficked for the purpose of forced labour exploitation, some falling under the control of traffickers during their journey.

Who are the perpetrators?

The prospect of high financial rewards and relative impunity from prosecution clearly make the risks of subjecting people to forced labour worthwhile in the eyes of perpetrators, who sometimes operate internationally.

Perpetrators of forced labour can be:

- human traffickers, recruitment agents and labour intermediaries who deceive people about terms and conditions of work so they are not in a position to make an informed decision (valid consent) on employment or who charge "fees" that cannot be repaid, thereby trapping people into debt;
- organized criminal gangs who profit from forced labour working in their illegal activities (i.e. drugs), and armed groups who forcibly recruit people to support their fight;
- unscrupulous and opportunist entrepreneurs in unregulated economic activities who recruit and exploit cheap labour for their enterprise;
- employers/businesses unaware of, or unwittingly perpetuating, forced labour practices in their supply chain;
- state-sponsored forced labour for political advantage or economic gain or simply Government officials abusing their authority; and
- households abusing the human and labour rights of their domestic staff.

8 ILO and Walk Free Foundation.
9 ILO and Walk Free Foundation.

How long does forced labour last?

The duration of forced labour may be inter-generational or life-long, long- or short-term, temporary or seasonal, depending on the nature and purpose of the coercion, the societal context in which it takes place and the perpetrator's will. For example, descent-based slavery tied to the historical discrimination of certain groups in society can continue indefinitely; bonded labourers may pass on their debt to their children, who then become obliged to work for the "employer" who advanced the loan; the recruitment of persons in forced labour can be for specific purposes that last many or just a few years, such as mining or construction, while temporary or seasonal forced labour might be regular, such as every harvest or brick-kiln cycle, or happen once only. Finally, the duration is also determined by the perpetrator and how long they choose or are able to continue exploiting their position of power, as well as by whether victims manage to escape or are rescued. Women and girls are particularly vulnerable. They are often victims of sexual abuse at the hands of their masters. Many are isolated doing domestic work and cannot leave the homes they work and live in.[10]

2c. Root causes: Push and pull factors of forced labour

The ILO 2014 Protocol (Article 2(f)) requires Member States to take "measures to address the root causes and factors that heighten the risks of forced or compulsory labour.[11]

Anyone can find themselves in a situation where they cannot exercise free choice and where their fundamental labour rights are abused. However, there are circumstances which create higher risks for individuals and for members of communities.

The following section gives a brief overview of factors and root causes of forced labour. Note that many vulnerabilities are overlapping and may create compounded risks of people and households being caught in forced labour and of their communities being less able to protect or reintegrate them.

Environmental and political factors

- Inadequate **legal framework, enforcement, good governance**, political will, rule of law, and a climate of corruption, impunity, and oppression. Risks are increased and the context for anti-slavery work is made more challenging where the legal framework regulating the labour market and addressing forced labour, including human trafficking, is weak or absent, where access to justice and remedy are limited, and where there is poor or no effective enforcement.
- **Organized crime:** People may in desperation turn to criminal gangs and migrant smugglers to get a job or cross international borders, thereby putting themselves at risk of forced labour. Such desperation can be generated by economic necessity or by a lack of legal ways to reach another country, where there are or are perceived to be better opportunities.
- Groups and individuals, who are **forcibly displaced** due to civil upheaval, conflict, social unrest, wars, violence, or other causes are vulnerable and may seek to migrate internally or across national borders, including asylum seekers, IDPs and refugees.
- Individuals or groups who are forced to relocate owing to **climate change, environmental degradation**, natural and man-made **disasters**, or actively displaced (as indigenous populations may be for resource development operations).
- The degree to which **trade unions, media, civil society** and **faith-based organizations**, can freely operate, raise concerns and hold others accountable.

Economic-societal level factors

- **Economic crisis or downturn.** Loss of income and livelihoods, lack of income or limited viable economic opportunities in place of residence (actual/perceived better opportunities elsewhere).
- **Patterns of employment**. Where migration for work or work in coercive conditions is a normal or expected pattern in a community, such as hereditary service and debt bondage; where fraudulent and unregulated recruitment of workers happens; or where informal employment is predominant.
- **Discrimination** on the grounds of age, ethnicity, disability, gender, migration status, race, religion, or sex, etc. leading to social and economic exclusion or marginalization.
- **Citizenship and residency.** Access to social protection and services: Lack of birth registration, statelessness, lack of residence registration.
- **Traditional or religious practices.** Such views can give rise to inter-generational bonded labour and other vestiges of slavery.
- **Child and youth protection and services**. The availability and quality of child protection services, foster care, social orphan, transitioning out of institutional care, youth protection, etc.
- **Migration.** In addition to forced displacement, families and individuals who migrate for work are at heightened risk, depending on their migration status. In international migration, restrictive migration regimes are a factor. For instance, if the person/s are undocumented, and even if the person/s have entered another country legally, they still may be exploited, if their documents are confiscated, if their migration or work status is tied to a specific employer, or due to lack of access to the formal labour market.
- **Economic sectors**. Countries or regions may have economies based in sectors at high risk for forced labour. Sectors can be at high risk of forced labour for a number of reasons, including: lack of visibility/access to inspection due to locations (remote as in fishing and resource extraction, or private homes as in domestic work); and lack of effective regulation (often domestic work is excluded from labour laws applicable to other sectors and activities).

Community and individual level factors of vulnerability

- **Relative poverty and limited economic opportunity**. Communities which have limited access to resources and where families and individuals are relatively poor and vulnerable may have few options other than risky employment. This may be characteristic of a specific community or region, or a caste or ethnic group.
- **Age.** Young people, especially those lacking skills or prospects for decent employment in the formal economy may be at significant risk of forced labour and may lack awareness and resources to understand and resist risks. This could be particularly evident for young people aged 15-17 as they are often seeking work but are no longer required to be in education or training.
- **Migration.** No matter whether a result of regular, irregular or forced migration, living in a country without citizenship and where rights may be unprotected or even unrecognized brings a high degree of risk. International migrants may not speak the host country language, understand its laws or be able to access any information or services. Domestic migrants may also be vulnerable due to lack of community/family support, other cultural practices, belonging to a different dialect or language group, and/or to different local laws in the new jurisdiction.
- **Gender roles**. Gender roles and expectations may create or exacerbate risk.
  - Girls and women's expectations and prospects for economic agency and employment may be limited due to social and cultural barriers and norms.
  - Men and boys may not see themselves as potential "victims" and resist precautionary information. Women may be more likely to accept assistance once identified as at risk.

10 Salamata Ouédrago Cheikhou, *Lessons learned from socio-economic interventions in Mauritania* (London, Anti-Slavery International, SOS-Esclaves and Minority Rights Group International, 2019), p. 6.

11 *ILO Protocol 29 (2014) on Forced Labour Article 2(f).*

Third Party Monitoring project in Uzbekistan © ILO

- LGBTIQ people may be marginalized and excluded from protective educational and employment opportunities.
- Men may expect to be sole providers for families, leading them to seek risky employment instead of considering shared income responsibilities with their wives.

▶ **Disability**. Differences in physical or mental ability may exclude individuals from opportunities for education and employment and increase their vulnerability to exploitation.

▶ **Lack of basic education**. Individuals who lack basic competencies of literacy, numeracy and socialization have few formal and skilled employment prospects and are more at risk to exploitation.

▶ **History of abuse or violence**. Women and men who have been abused or exploited within their families or have been victims of violence or armed conflict may experience trauma-related challenges in learning and employment and may not perceive risk appropriately.

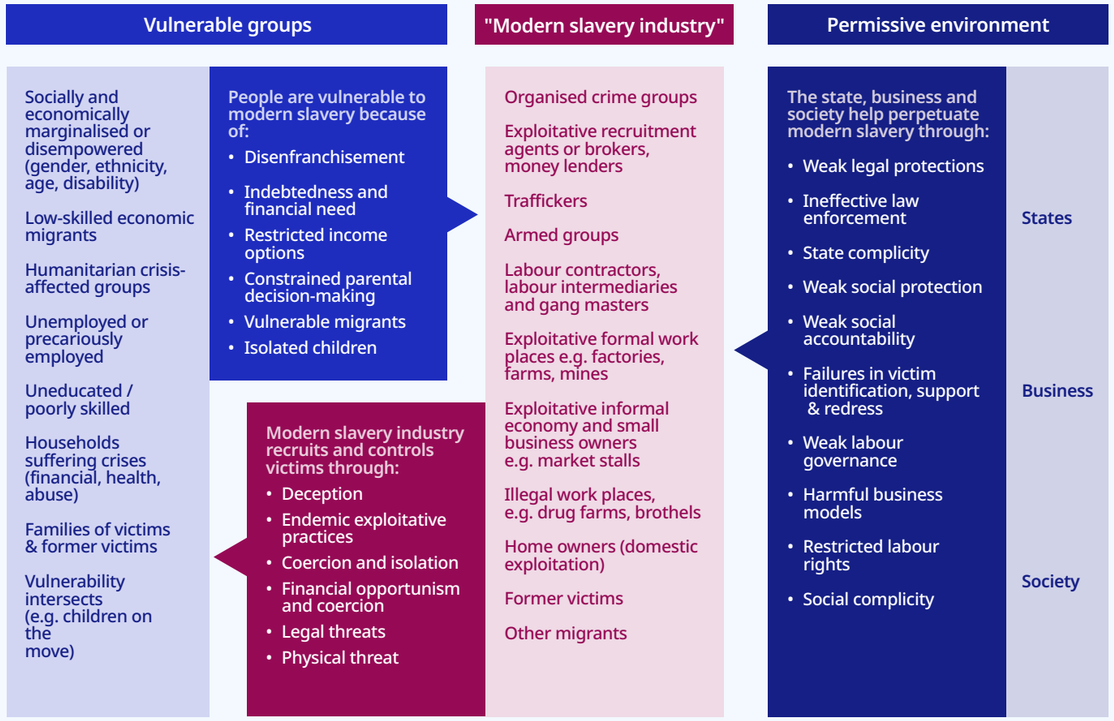
▶ **Lack of support**. Individuals who do not have positive and supportive social or familial networks or who do not have the protection of membership of a labour union may be vulnerable to recruitment to situations of forced labour and may face challenges in full participation in training. Women and/or children left behind by one (including mothers) or both parents working elsewhere or abroad may also be more vulnerable.

▶ **Lack of knowledge on fundamental freedoms** and human and labour rights, and about forced labour.

Clearly, it is impossible to tackle forced labour in a comprehensive way without mainstreaming it into the relevant policy areas that address the factors in that list, including gender, good governance, human rights, labour, migration, child and social protection, etc. At the same time, high demand for labour and relatively low risk of punishment and prosecution make the abusive exploitation of people an attractive proposition for unscrupulous employers, recruiters and other perpetrators. The UK Department for International Development (DFID) has developed a conceptual model of modern slavery[12] to link the individual level factors of vulnerability, the forced labour 'industry' and the institutional / political / economic factors.

12 DFID, *Investment in the Global Fund to End Modern Slavery* (London, forthcoming), Annex, p. 54.

▶ **Figure 3. Modern Slavery Conceptual Framework[13]**



13 G. Boyle; L. Shields. *Modern Slavery and Women's Economic Empowerment*, Discussion Document (London, DFID, 2018), p. 10.

▶ COVID-19 and Forced Labour

The COVID-19 pandemic could boost the numbers of people trapped in forced labour and set back achievement of the SDG 8.7 target. Experience shows that it is often the human and labour rights of workers that are the first casualty of a crisis.

The Alliance 8.7 has called for an urgent and coordinated multi-stakeholder response to minimize the impact of the pandemic on the most vulnerable in society, stating that:

"Many workers, particularly those in the informal economy, have absorbed a dramatic reduction in their income. They may have no choice but to take on debt, raising the risk of being trapped in forced labour … Although everyone is affected by the pandemic, it is the most vulnerable people, those at the margins of society that are at particular risk … The pandemic shows the need to strengthen national responses and to sharpen multilateral efforts of the international community on universal access to social protection, public health and education, and the protection of human rights and labour rights, including freedom of association, the rights of safety and health at work and gender equality as well as safe and legal pathways for mobility."[14]

2d. Legal framework on forced labour

Forced labour, including human trafficking, are "inimical to the ILO's primary goal of promoting opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. [They] flout fundamental labour standards and proper working conditions for all workers, national and [international] migrant. [Human] trafficking disrupts or circumvents the efficient functioning of labour market institutions in source, transit and destination countries."[15]

The comprehensive international framework on forced labour and human trafficking is designed to support global good governance, where States carry the primary responsibility for implementation. The legal framework is provided by 1) Human Rights Conventions; 2) International Labour Standards; and 3) the Protocol on trafficking in persons to the Convention against transnational organized crime.[16]

14 Available at the Alliance 8.7 website.

15 ILO, *Coaching Returned Victims/Survivors of Trafficking Toward Gainful Careers: A Manual for Coaches* (Geneva, 2019), p. 13; ILO, *An Information Guide: Trafficking of Women and Girls*, Booklet No. 6 (2003, p.12).

16 UNODC, *United Nations Convention Against Transnational Organized Crime and the Protocols Thereto* (Vienna, 2014).

▶ ILO legal framework against forced labour, including trafficking

Representatives of governments, employers' and workers' organizations, at the International Labour Conference, have adopted two Conventions and one Protocol on forced labour, which are legally binding instruments subject to the ILO's supervisory mechanism when ratified by ILO Member States:

- **ILO Forced Labour Convention, 1930 (No. 29)** requires States to take measures to suppress all forms of forced or compulsory labour. It provides the definition of forced labour as "all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily", which is still relevant today.
- **ILO Abolition of Forced Labour Convention, 1957 (No. 105)** primarily concerns ending compulsory labour imposed by state authorities for economic development, political education, as punishment for participating in strikes, or as a means of labour discipline or discrimination.
- **ILO Protocol to the Forced Labour Convention 1930** requires States, within a national Plan of Action, to take effective measures for prevention and protection of victims and ensure their access to justice, including remedies, in giving effect to the Convention's obligations to suppress all forms of forced labour. Measures taken shall include specific action against trafficking in persons for the purposes of forced or compulsory labour.

The abolition of forced labour is one of four **ILO Fundamental Principles and Rights at Work**, as stipulated in the **ILO Declaration on Fundamental Principles and Rights at Work, 1998**. The other three relate to:

1. Freedom of association and the effective recognition of the right to collective bargaining;
2. The effective elimination of child labour; and
3. The elimination of discrimination in respect of employment and occupation.

These fundamental principles and rights at work are interdependent and apply to all people in all countries. They should be promoted, respected and realized by all countries whether or not the countries have ratified the relevant fundamental Conventions.

In addition, the ILO **Forced Labour (Supplementary Measures) Recommendation, 2014 (No.203)** provides non-binding practical guidance on measures to strengthen national law and policy in the areas of prevention, protection of victims, and their access to justice and remedies, enforcement and international cooperation. Prevention includes addressing the root causes of people's vulnerability, such the provision of skills training for at-risk groups. Protection services for victims cover both immediate assistance and longer-term rehabilitation, such as access to skills training and decent work. Forced labour is referred to in the first ILO Convention to be ratified by all Member States:

- **ILO Worst Forms of Child Labour Convention, 1999 (No. 182)** requires States to take immediate and effective measures to secure the prohibition and elimination of the worst forms of child labour as a matter of urgency. The "worst forms of child labour [shall include] all forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict".

The 5th Edition (2017) of the ILO **Tripartite Declaration of Principles concerning Multinational Enterprises and Social Policy** provides guidance to enterprises on social policy and inclusive, responsible and sustainable workplace practices on employment, training, conditions of work, and industrial relations.

▶ Other international instruments related to forced labour

Forced labour encompasses situations such as slavery, practices similar to slavery, debt bondage or serfdom as defined in international instruments such as the **League of Nations Slavery Convention (1926)**, the **UN Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery (1956)**.

Much, though not all, trafficking in persons is for the purpose of forced labour. The **UN Convention on Transnational Organized Crime** and its supplementary Protocol, **the Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children**, the so-called "Palermo Protocol" adopted in 2000, comprise the key international UN treaty. It defines trafficking in persons (TIP) as "the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation". The Protocol further specifies that "exploitation" shall include at a minimum "forced labour or services, slavery or practices similar to slavery", as well as other practices which are not forced labour, such as trafficking for the removal of organs. In the case of children, trafficking is assumed irrespective of the means of exploitation (i.e. deception, coercion).

In addition, the **non-binding UN Guiding Principles on Business and Human Rights (2011)** aims to stop business-related human and labour rights abuses. It reminds:

- states of their responsibility to protect against human and labour rights abuses committed by businesses;
- businesses of their responsibility to respect those rights; and
- states, as part of their duty to protect against business-related abuse of these rights, to ensure that when such abuses occur those affected have access to effective remedy.

At the regional level, since 2008 the **Council of Europe (CoE)** holds its 47 Member States to account under the **Convention on Action against Trafficking in Human Beings**, monitored by experts (GRETA). The **European Union (EU)** holds its 27 Member States accountable through the **EU Anti-trafficking Directive 2011/36/EU**, their fundamental legislative act addressing human trafficking. In addition, the EU has recently announced its intention to introduce mandatory supply chain due diligence on forced labour.

Victims of forced labour are not legally owned – as was the case in historical slavery which was abolished around the world – but are still completely controlled by someone else in a slave-like situation due to coercion or the menace of penalty , against them or their families. The impact of forced labour is global, no country is immune, and its eradication requires cooperation and partnerships.

An example of such a global partnership is Alliance 8.7.

▶ UN Sustainable Development Goals and Alliance 8.7

The 17 UN Sustainable Development Goals (SDGs) are a global blueprint for peace and prosperity for all people and the planet into the future:

- SDG 8 calls for action to achieve by 2030 sustained and inclusive economic growth, full and productive employment and decent work for all, which is the core mandate of the ILO.
- SDG target 8.7 calls on all governments to take immediate and effective measures to end forced labour, modern slavery and human trafficking and eliminate the worst forms of child labour, including recruitment and use of child soldiers.
- SDG target 8.8. calls for the protection of labour rights and promotion of safe and secure working environments for all workers including migrant workers, in particular women migrants and those in precarious employment.

Alliance 8.7 is a multi-stakeholder global partnership to coordinate action and accelerate progress towards achieving SDG target 8.7 by sharing ideas, experiences and research. The Alliance 8.7 convenes more than 250 global, regional and national partners, including governments, business, trade unions, civil society organizations, UN entities, regional organizations, trafficking survivors, academic institutions and faith-based organizations. Within Alliance 8.7, 21 pathfinder countries are developing national action plans on SDG 8.7 and fast-tracking implementation of practical solutions.

The 2014 Forced Labour Recommendation (No. 203) affirmed that measures "of prevention, protection, and remedies, such as compensation and rehabilitation, are necessary to achieve the effective and sustained suppression of forced or compulsory labour".[17] These policy pillars – **prevent, protect, prosecute and partnership** – are inter-related and can have an important preventive functions: 1) they contribute to the identification of cases; 2) which increases protection and helps prevent re-victimization; and 3) the higher rates of prosecution reduces the number of offenders and helps deter would-be offenders.[18]

Forced labour thrives where there are systematic governance issues, and disproportionately affects children, women, and the most vulnerable. Its impact is global; even in states with seemingly strong laws and systems, it is recognized that there are critical gaps in the identification and protection of victims and the persecution of perpetrators.

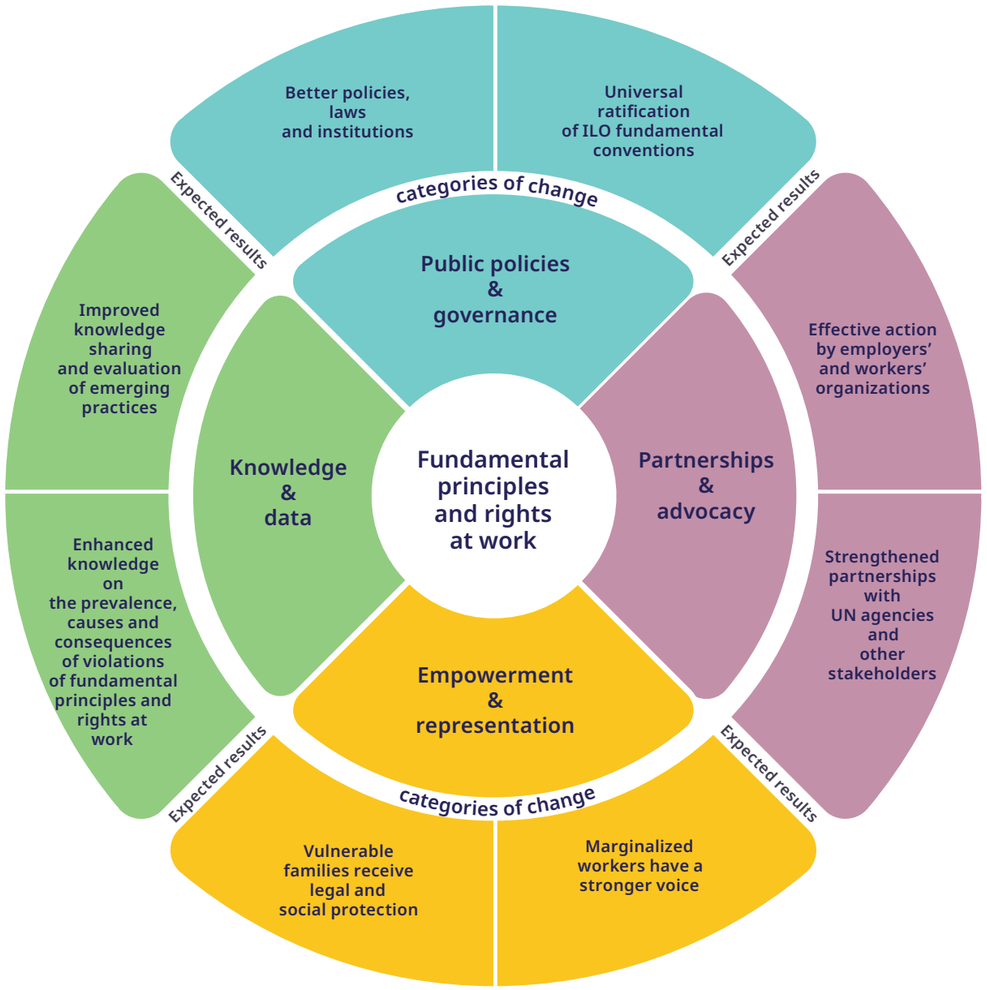
Legislative and other measures have been adopted globally aimed at preventing forced labour, reintegration of victims, and limiting re-victimization. **Most countries of the world have adopted legislation that prohibits these coercive practices**. There are also numerous bilateral and regional agreements between countries on managing and policing formal labour migration with provisions covering human trafficking and forced labour.

- Governments such as Australia and the United Kingdom have introduced Modern Slavery Acts, while France, the Netherlands and others have adopted due diligence legislation, which requires large businesses to report annually on what actions they are taking to identify risks of forced labour in their supply chains and actions to eliminate it. Canada, Germany and other countries are preparing legislation on supply chain reporting.
- The *US Trade Facilitation and Trade Enforcement Act* and the *Countering America's Adversaries Through Sanctions Act* both prohibit the entry of goods into the US made using forced labour, while at the local level, the State of California, has a law on transparency in supply chains.
- Brazil's Decree No. 540/2004 created the so-called 'dirty list', a public register which identifies the names of individuals or businesses that are known to exploit labour under conditions analogous to slavery. Companies remain on the list for two years, cannot access credit from government or private banks, and are required to address the exploitation issues.

17 ILO, *Forced Labour (Supplementary Measures) Recommendation, 2014 (No. 203)*.
18 ILO, *Ending Forced Labour by 2030: A Review of Policies and Programmes* (Geneva, 2018). p. 89.

While global responses to forced labour have gained ground, **fundamental challenges remain** in the implementation and resourcing of actions to prevent this scourge, as well as critical gaps in identifying victims and providing services for them, even in states with seemingly strong laws and systems.[19] No country is immune. It is critical to address forced labour at the regional, national, local, and community levels, as a complex economic and social barrier to human development, well-being and prosperity.

▶ **Figure 4. Tackling forced labour through an integrated strategy on fundamental principles and rights at work[20]**



19 ILO, *Skills-based approaches to prevent modern slavery and reintegrate victims: Thailand Country Study*, (Geneva, forthcoming).

20 ILO, *Integrated Strategy on Fundamental Principles and Rights at Work 2017–2023* (Geneva, 2019).

2e. Skills training and the prevention of forced labour

The 2018 report of the UN Human Rights Council on the manifestations of modern slavery emphasizes the gender aspects:

"All responses aimed at the prevention and eradication of contemporary forms of slavery must focus on promoting substantive gender equality and women's human rights by redressing the socioeconomic disadvantage experienced by women in all areas of life, addressing harmful gender stereotypes, stigmatization and discrimination, and strengthening women's agency, voice and participation."[21]

The ILO's Protocol 29, *Protocol of 2014 to the Forced Labour Convention, 1930*[22] (also referred to as the Forced Labour Protocol, 2014), sets out six types of measures to be taken by governments, employers' and workers' organizations to prevent forced labour. These are:

- 1. Educating and informing people, especially those considered to be particularly vulnerable, in order to prevent their becoming victims of forced or compulsory labour;
- 2. Educating and informing employers, in order to prevent their becoming involved in forced or compulsory labour practices;
- 3. Undertaking efforts to ensure that:
  - the coverage and enforcement of legislation relevant to the prevention of forced or compulsory labour, including labour law as appropriate, apply to all workers and all sectors of the economy; and
  - Labour inspection services and other services responsible for the implementation of this legislation are strengthened;
- 4. Protecting persons, particularly migrant workers, from possible abusive and fraudulent practices during the recruitment and placement process;
- 5. Supporting due diligence by both the public and private sectors to prevent and respond to risks of forced or compulsory labour; and
- 6. Addressing the root causes and factors that heighten the risks of forced or compulsory labour.

The main focus of prevention through skills training is on reducing individual risk through awareness raising and addressing skills gaps that lead to vulnerability – with some influence on the overall context (such as the potential for reducing demand for and use of forced labour) and on capacity of officials to enforce legislation.

Prevention efforts must be grounded in an understanding of the intended audience and the intersections of different influences and drivers on individual and community actions. For example, if the broader governance context of legal prohibitions to forced labour is absent or weak, relying on formal means of enforcement will not be effective. Mobilizing government, employers' and workers' organizations to improve the policy and legislative context and to identify opportunities for improving enforcement is an important step. In addition, identifying opportunities such as mobilizing faith-based organizations or community leaders may improve prevention efforts, along with those efforts undertaken by the formal social partners.

The following table sets out a framework for analyzing the potentially relevant actors and their roles. For any initiative aimed at preventing risk of forced labour, it is important to begin by identifying stakeholders and those who may be centrally or peripherally engaged, either as supporters or as potential resisters to efforts to raise awareness or disrupt existing patterns.

21 United Nations Human Rights Council, Report of the Special Rapporteur on contemporary manifestations of slavery, its causes and consequences (New York, 2018).

22 *ILO, P029 - Protocol of 2014 to the Forced Labour Convention, 1930*.

For example, if some local manufacturers are part of a supply chain producing goods which are eventually sold in a particular developed country, the local factory owners may be resistant to efforts to improve working conditions in order to keep their production costs low; but the companies further up the chain are accountable under that country's law for ensuring their supply chains are free of forced labour. Hence, in this case relevant actors in the employment sector include both local and overseas companies; and end use-country law and enforcement as well as local.

Niger, © ILO

▶ **Table 1. Stakeholder analysis**

Level		Description	Key actors
Broader context, environment	Governance	Legal framework concerning modern slavery, labour rights and education. Labour rights include the right to join unions and the role of collective bargaining	Political leaders, formal government structures and officials
	Enforcement and justice	The means by which legal frameworks, laws and policies are enacted, transgressions identified and punished, and victims supported	Police, judiciary, regulatory and licensing bodies[23]
	Employer's organizations	Employer's organizations functioning collectively to represent and protect employers' interests (whether members or not)	Formal leadership of employer's organizations
	Worker's organizations	Worker's organizations functioning collectively to represent and protect workers' interests (whether members or not). Worker's organizations may also provide awareness and skills training.	Formal leadership of worker's organizations
	Media	Formal and informal channels for information, news and analysis in the public sphere	Journalists, social media influencers
	Religious and social authority	Source of values, expectations and assumptions	Religious leaders, religious doctrine and practice, formal and non-formal community leaders and structures
	Civil society and Non-Governmental Organizations (NGOs)	Expressions of citizen interest and concern	Group leaders and members
Education and employment	Educational authorities and institutions	The formal system for skills training including qualifications frameworks, competency standards, curricula, teacher qualifications, etc.	Government officials, training regulatory and certification bodies, schools and institutions, teachers and instructors
	Professional organizations and institutions	Organizations and institutions responsible for training, certifying and regulating specific professions and occupations. (e.g. engineering licensing board)	Leaders of professional organizations, officials responsible for services
	Economic organizations and entities	Industry/sector councils and organizations concerned with promotion of the industry and development of the workforce (e.g. sector skills councils)	Business leaders
	Community based services	Non formal learning organizations and organizations serving specific groups (e.g. migrant support centres, street youth hubs)	Organization staff and volunteers
	Cooperative, social and related organizations and structures	Formal to non-formal associations of producers or retailers at the micro-small enterprise level, collaborating on common interests	Key influencers within the group
Personal	Cultural and community groups and networks	Formal and non-formal groups: village level government, interest groups	Leaders and influencers in the group
	Families and kin	Immediate and wider family and kin groups	Parents, elders, siblings, others with influencing roles
	Individual interests, expectations, barriers	These may be conscious or unconscious: an individual's beliefs or experiences may limit their potential here	The individual person

This table is intended to trigger questions to help identify the relevant actors, their interests, and the roles they do or could potentially play. When identifying an actor, having an actual name is crucial – for example, not "Skills Authority", but the exact organization, e.g. Bangladesh Technical Education Board, as well as a contact name.

23 Such as business licenses and occupational licenses.

3. Educators as agents of change

Escravo nem pensar_photo_Repórter Brasil

These guidelines are for you: the educator, administrator or programme developer. You may be a formal or informal trainer, a master craftsperson with an apprentice, a trade union trainer or an employer offering on-the-job training. It aims to equip you to develop, adapt and deliver skills training in a way that builds student resilience and resistance to forced labour by addressing both their individual needs and, to the extent you can, the surrounding conditions that may increase their vulnerability.

To some extent any student involved with skills training already has an advantage in terms of their vulnerability to forced labour. They are connected to an organization and network, are learning skills which are relevant to employment, and have people to which they can turn for advice and support. But this may not be enough.

- There are vulnerable young people and adults who are not currently accessing skills training.
- There are skills training students who will drop out or be unsuccessful in making a transition to employment.
- There are people who will make decisions to migrate or accept employment without being aware of the risks or having the knowledge and skill to mitigate the risk.

The challenge to policymakers, educators and other stakeholders is to ensure that skills training contributes as an important strategy for the prevention of forced labour. This means engaging a broad view of skills training that includes:

- Technical and Vocational Education and Training (TVET) in a formal system at the secondary and post-secondary levels;
- formal competency-based skills training within a system of recognized qualifications;
- non-formally organized and delivered skills training, which may lead to formal qualification;
- continuous learning and upgrading skills training, formal or non-formally delivered;
- training in enterprises or within industry sectors for existing workers and new entrants;
- retraining to enable workers to change occupations;
- pre-departure and post-arrival training for migrant workers;
- skills training delivered as part of a livelihoods or community development strategy, often associated with creation of self-employment and micro-enterprises; and
- career and occupational guidance and advice.

There are several elements common to all these types of skills training that make them effective:

- sound market and community orientation, as well as skills that are relevant to market needs and those of the community, both in terms of the type of skills and the specific competencies;
- involvement of key stakeholders, including business/employer groups and worker organizations, the broader education community and local government in developing and implementing training and linking it to post-training employment and self-employment opportunities;
- sound, practical understanding of the skills being taught by the teachers/instructors (usually obtained through hands on experience), as well as pedagogical skills to enable them to deliver training effectively to all students;
- adequate resources, including a sustained source of financing, appropriate equipment, materials and learning spaces; and
- an enabling legislative, policy and regulatory environment for both delivery of training and for students to transition into employment/self-employment, including factors such as accessible occupational licensing, access to microfinance, adequate employment and occupational health regulations and employment and post-training support services.

And finally, the content of effective skills training will include:

- a well-structured, competency-based curriculum;
- theoretical/transferrable knowledge that enables students to apply their skills to a variety of situations and which can serve as the basis for further learning;
- hands-on and experiential learning, ideally with opportunities for practice in real-world work situations;
- knowledge and skills to enable students to have personal agency, choice and safety – these are core skills, sometimes referred to as "life skills" or "soft skills", and include:
  - literacy, numeracy and language skills;
  - communication skills;
  - time management skills;
  - problem-solving skills;
  - financial literacy;
  - self-awareness and self-confidence; and
  - knowledge of human rights and relevant labour and occupational safety laws.

A skills training programme or intervention that encompasses all the above points will produce graduates who have greater resiliency and reduced likelihood of being exploited in situations of forced labour. However, not all skills training meets these goals, and more can be done to make skills training more effective in reducing vulnerability. It is the opportunity, and the challenge, for educators to be agents of change and to adapt their approaches to have a greater impact on this issue. Orienting skills training to reduce vulnerability depends on three main factors:

- educators' understanding of the issue and what they can do to address it;
- incorporating awareness raising as part of the curriculum and in broader communication and outreach activities associated with their training; and
- addressing root causes of vulnerability, within the training's scope of practice and influence.

The next sections of this chapter discuss each of these points in more detail. Practical resources and examples, for awareness raising and systemic interventions, are found in Chapter 5.

3a. What educators need to know and do

First of all, it is important to note that "educators" in this context means everyone involved in developing, managing, delivering or supporting a skills training institution, programme, project or intervention. It includes administrative and support staff at training institutions, and businesses who conduct on-the-job skills training, community-based services for vulnerable people and non-formal, traditional learning situations. It is the responsibility of everyone to understand what forced labour is, and to do what they can to combat it within their sphere of influence. For educators this means learning about the issue, building common understanding and policy in your organization, and building wider networks.

3a.1 Learning about the issue

As a starting point, educators should seek to become more knowledgeable about the issue. While it is not necessarily possible or practical to become an expert in the field, understanding more about how it potentially affects their students and community will enable them to be more effective in awareness and prevention. Educators can learn in a number of ways, ideally, with the assistance of others such as the institution in which they work, an association or local organizations such as workers', employers' or civil society organizations. Ways to gain knowledge include:

- becoming familiarized with local laws and policies regarding forced labour and human trafficking;
- being aware of international legal standards and the organizations that promote them – even where standards are not formally adopted in a country, they serve to illustrate gaps and weaknesses in local laws;
- liaising with social partners to understand and align with their activities – workers' organizations may provide insight on workers' rights and help to reach out to vulnerable workers and employers' organizations can help to identify businesses willing to support training;
- liaising with the national commission or national rapporteur dealing with forced labour, human trafficking or related issues;

- finding out which civil society groups are active on this issue in their area, including responsible government agencies, NGO's, faith-based groups and community organizations; and
- accessing information about this issue from available local and international online resources, including accessible online trainings for educators that may offer:
  - definitions of modern slavery, forced labour and human trafficking;
  - up to date assessments of incidence and flows in your own country, region and globally, for example from the ILO's labour standards and country profile information[24]; and
  - the most common types of forced labour in your location and the practices and processes by which it occurs.
- The annotated resource list in section 6 of these guidelines provides summaries and links to many online sources of information.

Learning about the issue in general and as it applies to the area you work in is a first step. Understanding how forced labour represents a risk for your community and your students is the next step. This means understanding what is actually happening, and what could be happening. For example:

- Are there individuals or communities that are marginalized? What opportunities and barriers do they face?
- Are there industries which are prone to forced labour, either operating in or recruiting from your location (e.g. fishery, agricultural, food processing, domestic work) with national or international recruitment for labour migration?
- What is the employment/self-employment prospects for young people? Is this different for men and women, persons with disabilities, members of minorities or vulnerable groups?

Answering these questions and others will help to build up a picture of your local "ecosystem" in terms of forced labour. This will take time and should involve dialogue with others, so it is an iterative process of building progressively deeper and shared understanding. A sample "checklist" to use in assessing local risks is provided in section 4 (c).

Deeper understanding of these issues and how your community is affected will shape your practice as an educator. Consider what are the most important or relevant issues for you and identify what kinds of learning you deem to be the most and least effective and why. This reflective step will help prepare you to discuss with others and will enrich your teaching.

▶ Examples

The ILO Protocol on Forced Labour[25]

This is a 75-slide, online visual presentation about the ILO Protocol on Forced Labour. It includes information on incidence and prevalence in different countries and the roles of different partners in prevention.

Human Trafficking Awareness for Educators[26]

This US resource is an online 32-slide presentation intended to help educators understand human trafficking and develop effective prevention and response strategies that can be integrated into their practice. It is narrated and includes notes and links to additional resources. This could be an easy introduction to the issues and a basis for educators to discuss what is relevant to their context.

The Human Rights Education for Legal Professionals Platform (HELP)[27]

The Council of Europe supports this platform which offers online training aimed mainly at the legal and justice professions, but which also has information relevant to other professions including education. There is a module specifically on trafficking in persons.

24 See the ILO's CEACR and NORMLEX websites.
25 ILO. *ILO Protocol of 2014 to the Forced Labour Convention 1930*; see also *Brief on the Protocol* (Geneva, 2017).
26 National Human Resource Tracking Center (NHTRC), *Human Trafficking Awareness for Educators* [presentation] (Washington, D.C., n.d.).
27 Council of Europe, *Human Rights Education for Legal Professionals* [website].

Online Training Initiative to Address Human Trafficking (for service providers)[28]

This free online learning resource is aimed at service providers (e.g. health, law enforcement, and legal professionals). The course is comprised of nine general modules, requiring 10–12 hours to complete, as well as specialized modules focusing on specific professions. It is a potential resource for educators seeking to gain understanding of the issues. The service is funded by the province of Ontario, Canada and is available in English and French.

Global Estimates of Modern Slavery[29]

This is a key reference document setting out basic statistics on definitions, terms and prevalence of modern slavery. It is useful as a reference for those creating information materials. Supplemental information on numbers, types of slavery and by regions is provided along with definitions.

3a.2 Building common understanding and policy in your organization

In this context "your organization" may mean a technical training institute, a small project team developing a non-formal skills-based intervention, or something falling between these two opposite points on the spectrum. The aims are to develop a consistent understanding of the issues and a coherent response strategy across the whole organization, whatever size.

The end point of this work may be a formal policy, statement or action plan that guides your work and sets out specific responsibilities and accountabilities. This should include processes for reporting and follow-up if you become aware of a forced labour situation or case (for example, a recruiter or employer whose practices are suspect, or a student discloses information about themselves or a family member). The processes should be consistent with national legal requirements and good practice.

Awareness raising and training for all staff members, volunteers and associates of your organization is a crucial part of building common understanding. Education resources like the ones noted above are a good basis for adaptation and use in your own context, along with use of national and global resources such as videos and printed materials. This learning process can also be a way to develop a formal policy or other expression of common understanding and shared responsibility, and subsequently, ongoing training can use that formal policy as a core text.

▶ Examples

Prevention of Modern Slavery in Procurement Policy. Skills Development Scotland[30]

This is an example of a policy document from a skills development authority. Its purpose is to "inform all those who work at SDS about the risk of Modern Slavery in our supply chains and how we can mitigate risk. It sets the methods SDS will employ to mitigate any risk of modern slavery in our supply chains." Among other things, it calls on all staff to access training on modern slavery provided by the organization and requires analysis of all suppliers and sub-contracted suppliers to ensure there is no instance of modern slavery, and to report any that are found.

Prevention Organized to Educate Children on Trafficking (PROTECT)[31]

PROTECT is an online training resource for educators providing sample protocols and policies for organizations. It is a US-based programme which provides (for a fee) comprehensive training and reporting protocols to school staff aimed at providing prevention education to students (K-12) and preparing staff for disclosed abuse. The aim is that teacher/staff training is a necessary prerequisite for effectively raising awareness among people who may have been affected by trafficking.

28 Online Training Initiative to Address Human Trafficking [website].
29 ILO, *Global Estimates of Modern Slavery: Statistics on Forced Labour, Modern Slavery And Human Trafficking* (Geneva, 2017).
30 Skills Development Scotland, *Prevention of Modern Slavery in Procurement Policy* (Edinburgh, 2019).
31 For more information see the PROCTECT website at: https://protectnow.org/.

3a.3 Building wider networks

Building wider networks means both identifying and connecting with individuals and organizations concerned with prevention of forced labour, as well as educating and informing those which are already part of your skills training network.

Table 1 on stakeholders and relevant actors is a guide for thinking through both:

- Those already in your network: businesses/ employers and workers' organizations and bodies concerned with funding and regulating skills training; and
- Those not usually part of your network: community and religious leaders, national and international civil society organizations working in anti-trafficking or other human rights issues, police and other investigative and enforcement bodies.

Reaching out to and building connections with those involved in and knowledgeable about forced labour will expand your own knowledge and, by extension, the work of your organization to better understand and respond to opportunities. You may attend training or information sessions put on by the organizations in your network and also invite them to: participate in your staff development or training; join community associations or coordination bodies; enter into formal Memorandums of Understanding (MOUs); or many other types of involvement. Your objective should be to ensure you and your organization are "on the radar" and seen as partners in this agenda. This is also an opportunity to raise the profile of and quality approaches to skills training with people and organizations coming from other fields.

Some organizations may already be involved in your network: labour inspectors and industry associations that are active in identifying and combatting forced labour, including through the prevention of human trafficking within specific industries and value chains. Others may not be aware of the issue or of the risks and vulnerabilities in your local context. The general education system is another potential partner which may already be conducting activities in schools, offering an opportunity for collaboration and joint activity with educators.

Awareness-raising action includes information sessions, distribution of materials at regular meetings and events, and involvement of skills stakeholders in identifying critical issues and potential responses for prevention of forced labour within their scope of responsibility. Some of the materials and processes developed for use within your organization may be useful for this. These kinds of activities could also be done in partnership with the social partners and other organizations that work to prevent forced labour. Your objective is to build understanding within the broader skills community as the basis for strengthening the preventive impact of skills training.

A final observation is that in some cases the institutions and officials responsible for identifying and acting to prevent forced labour may actually be "part of the problem", such as labour inspectors, the police, the judiciary, etc. They may be underfunded or unaware of their responsibilities. If legal frameworks are in place, they may be so weak that enforcement is futile. In a worst-case scenario, there may be individuals or organizations which are actively complicit in perpetuating forced labour. In these situations, it is incumbent on educators to support efforts to raise awareness and advocate for better legal protection and effective enforcement of laws, and to adjust their activities to reflect this context.

India, © ILO

▶ Examples

Coordination across Multiple Levels of Government and Institutions – India Convergence[32]

A central point of this report of India's actions combatting child labour was the effectiveness of coordinated action by all levels of using the comparative advantages of each, and concentration of major government programmes towards the goal of eliminating child labour. District-level actions included projects on education, vocational skills training and family support, involving relevant government departments and employers' and workers' organizations. State-level actions included coordination and capacity building as well as data collection and analysis. National-level action included establishment of policies and partnership with social partners, research and other bodies.

A21 – Human Trafficking Awareness – Community Training Modules[33]

This anti-trafficking organization has created a number of educational resources that can be used or adapted to raise awareness and to provide young people with tools for protecting themselves and their friends. The resources available include parental guides, curriculum for play-based learning for children, an enhanced high school curriculum incorporating awareness on the issues, consisting of three one-hour sessions for those 13 and older. The awareness programme is available in eight languages and 13 versions and includes online programme videos. Facilitator training materials and videos are also provided.

32 ILO, *Good practices and lessons learned - Converging against child labour: Support for India's model* (New Delhi: International Programme on the Elimination of Child Labour (IPEC), and DWT for South Asia and ILO Country Office for India, 2013.)

33 The A21 Campaign, Inc., Santa Ana, CA. Website at: https://www.a21.org/content/pae/go2wh4.

▶ Case study 1

Escravo Nem Pensar! (Slavery - No Way!) Community Training (Brazil)[34]

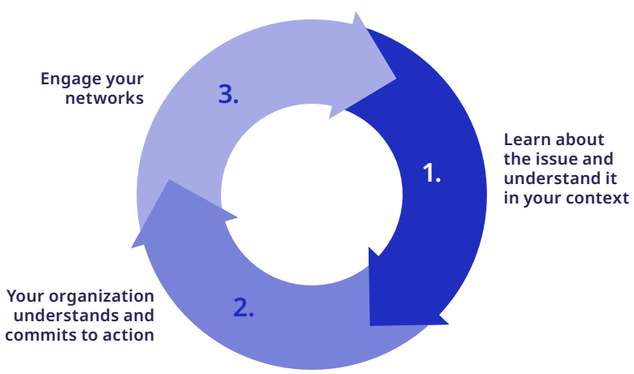
The Slavery, No Way! (ENP) programme was created in 2004 to reduce the number of workers victimized by forced labour through engaging communities in disseminating knowledge. It was created by *Repórter Brasil*, a non-governmental organization founded in 2001 by journalists, educators and social scientists and focused on labour rights in Brazil. As of 2019, more than 22,000 educators and popular leaders had been trained, 188 projects on preventing forced labour and 123 community experiences funded and 120,000 educational publications distributed. The projects focus on children, adolescents and school communities and the impacts are sustained over time, as participants disseminate the knowledge acquired to their families and networks.

The ENP works in communities under partnerships established with state and municipal governments initially for one to two years and potentially longer. The ENP's target audience are managers and technicians specialized in training education professionals, who then become disseminating agents throughout the education system, eventually reaching classroom teachers and students. The students and their communities then become focal points for prevention.

The ENP projects have developed a range of educational methods and materials, adapting them to meet the needs of each new community. In addition to training educators, a workshop process is used to introduce themes and information to reference groups for the community. The ENP trained educators and the community reference groups develop actions and activities for the community to raise awareness. Art, theatre and other participatory processes are common and the ENP project provides some financial assistance for community projects. An exit strategy for each project includes assistance in incorporating prevention approaches in local government planning and all educational curricula. The ENP also produces informative materials, called fascicles, about the cycle of slave labour and specific themes such as the impact on the environment or the characteristics of contemporary slavery in certain economic sectors.

3a.4 Summary

▶ **Figure 5. What educators need to know and do**



34 See the Escravo Nem Pensar! website at: http://escravonempensar.org.br/.

Educators need to learn about the issue, apply that to a deeper understanding of their own context, build the capacity of their organization as a whole, and involve their broader networks. This is an ongoing cycle: learning about the issue draws on the knowledge of others; personal learning is reinforced by sharing the information with others; and internal learning processes can be used to build external links.

3b. Incorporating awareness raising

Awareness raising is a major prevention strategy. Incorporating awareness elements as part of a country's mainstream education curriculum has become common around the globe, with examples from Eastern Europe (Armenia, Georgia), Asia (Thailand, the Philippines) and the Americas (Peru, United States), to name just a few. Standalone awareness-raising efforts may include printed materials and posters, radio and TV dramas, conferences and workshops. The assumption underlying awareness raising is that by informing people first of the existence of forced labour, the ways that individuals might fall prey to traffickers and thereby become victims of forced labour or other conditions of modern slavery, they will be able to recognize and avoid risks.

Awareness raising can take many forms, depending on the intended purpose and audience. A proposed approach must be carefully thought through, tested and assessed to ensure it has the desired result. For that reason, it is wise to be cautious about using pre-existing materials that might not match your own specific context. Other campaigns and materials still remain a rich source of ideas for creating and adapting materials to fit your purpose more precisely.

Awareness-raising activities may include:

- general introduction to the issue so that subsequent activities related to prevention are seen as relevant (i.e. create awareness of a problem before proposing solutions);
- advocacy directed at government and policymakers, especially highlighting any gaps in the legal or enforcement framework; and
- educating individuals to enable them to make sound decisions about potential risks and which will lead to changed behaviour.

Awareness-raising strategies may include some or all of these elements. For example, the ILO's BRIDGE project in Peru,[35] which is a curriculum for secondary school students, teaches them about forced labour by involving them in developing a proposal for an awareness-raising activity, and presenting the idea to a community group. The curriculum starts with providing basic information about forced labour and human trafficking, and then asks the students to identify a potential audience, message and means for raising their awareness. This process in itself builds key skills that develop student resilience and self-confidence to resist forced labour, along with practical knowledge about what it is, how people become victims, and the protections that are available.

Awareness raising is also intended to have impacts beyond the initial audience, so that the message is magnified and further disseminated, and sustained over time. In the example above, while students explicitly had to develop a plan to address one group, it was expected that they would also inform and influence their friends and family members, by sharing their new information and perspective.

As an educator, you will have two main focuses for awareness raising:

- inform and empower your students through your skills training curriculum; and
- influence a range of different audiences outside of the training setting.

The next two sections address these different focus areas.

35 ILO, BRIDGE Project, Peru, available at: http://jec.perueduca.pe/?page_id=253. The website also has many additional video resources.

3b.1 Awareness raising as part of the skills curriculum

Awareness raising may include:

- a general definition of forced labour, as well as the historical, national and global contexts, including data;
- national and local laws and policies related to forced labour and human trafficking;
- specific information on the national incidence of forced labour: industries, processes and trends;
- how forced labour may be experienced by members of the community, at home or abroad;
- techniques and situations used by traffickers, recruiters and others (which may include trusted family members, friends or corrupt officials) to lure or dupe people into forced labour;
- broader economic and social conditions and stresses that might make people more vulnerable; and
- available resources to support and protect people.

Information should be tailored to meet student's interest and understanding and be presented in ways that engage and involve them in learning and in applying the information to their own circumstances. Many approaches link awareness about forced labour to the core issue being studied. For example, some faith-based organizations have developed lesson plans that link learning about forced labour with historical/religious principles and practices that can build understanding, demonstrate relevance and provide an orientation to action. Curriculum developed for secondary schools are integrated into social science or civic education, placing it in the context of the national legal framework and human rights.

For skills training the focus is on a successful transition to employment or self-employment. Consequently, the skills curriculum should include elements about employment search and the rights and responsibilities of employees. For self-employment, market research and financing are skills that need to be included. All of these are suitable entry points for raising awareness of the risks of forced labour. For example:

- Employment search can include discussion on:
  - recruitment practices, including the legal frameworks, non-formal practices, risks and potential supports;
  - industry sectors and relative risks associated with each (relevant to the skill/occupation of trainees as well as typical patterns for that location/demographic); and
  - migration (internally and overseas).
- Rights and responsibilities of employees and employers can include:
  - employment law, labour contracts and rights.
  - the role of trade unions and other workers' and advocacy organizations for worker's rights and protection; and
  - resources and strategies for reducing risk and mitigating problems.
- Market research could include:
  - analysis of the value chains and marketing intermediaries working in the proposed area of employment, and potential risks;
  - identification of risk-mitigating strategies (such as the formation of cooperatives or producer groups); and
  - understanding the legal frameworks relevant to the type of operation, and how assistance and enforcement works.
  - learning about financing is relevant to both those seeking employment and self-employment, and could include:
  - basic financial literacy so that students are able to plan and understand the costs of borrowing;
  - information about potentially risky means of financing that can lead to situations of debt bondage or liability to family;
  - understanding the legal frameworks and rules regarding financing; and
  - discussion about formal and non-formal sources and strategies to reduce risk.
- Occupational safety and health are another area where forced labour awareness can be strengthened. Student's understanding of the principles and legal frameworks of occupational safety and health can be reinforced through discussions of how to identify a potentially unsafe working situation and what to do to protect themselves.

- Education on fundamental principles and rights at the workplace has long been a recommended part of the skills curriculum, and many resources produced by the ILO and others are available. Including references to forced labour as it might exist in the students' environment in these discussions can reinforce the importance of understanding the fundamental principles and rights at work. The ILO's checklist on Forced Labour[36] is another resource which could be incorporated.

▶ Examples

ILO-FAIR, the Global Fair Recruitment Initiative[37]

This multi-stakeholder initiative focuses on social dialogue and is implemented in close collaboration with governments, representative employers' and workers' organizations, the private sector and other key partners. It works to: prevent human trafficking; protect the rights of workers, including migrant workers, from abusive and fraudulent practices during the recruitment and placement process; and to reduce the cost of labour migration and enhance development gains.

Human Trafficking Awareness Program – A21[38]

As noted earlier, this anti-trafficking organization has produced curriculum materials available for use at a variety of educational levels.

Training materials for a Global Alliance Against Forced Labour[39]

This guide contains 57 "Training Dossiers" arranged in four parts: 1) a general introduction; the role of the state; 2) poverty and discrimination; 3) migration; and 4) trafficking. Each dossier represents a lesson, incorporated suggested teaching approaches and handout materials which can be used as part of a series or as stand-alone lessons. Twenty-six individual activities are also provided, designed to engage learners and deepen their understanding. These, too, can form part of the lesson within a dossier or be used separately to introduce a particular topic.

36 ILO, *A Checklist & Guidance for Assessing Compliance*, Working Papers on Combating Forced Labour A Handbook for Employers & Business, No. 4. (Geneva, 2015).

37 ILO, The Fair Recruitment Initiative (Geneva, 2015).

38 *Online Training Initiative to Address Human Trafficking* [website].

39 ILO; International *Training Centre (ITC), Training Materials for a Global Alliance Against Forced Labour – Pilot Version* (Turin, 2006).

▶ Example lesson plans

Modern Slavery Curriculum Project[40] – This is a comprehensive curriculum with activities aimed at children, teens and adults, designed to integrate learning about and taking action to combat modern slavery in the context of Jewish religious education and practice. It would be a good model for any faith-based organization to connect religious education with awareness raising in a culturally relevant context.

Lesson Plan: Understanding modern-day slavery[41] – This is a US resource intended for use in secondary schools, grades 9–12. It consists of four activities and a final written assignment, to be completed over 2–5 lesson periods, and is also suitable for adults. Activities are interactive and include handout materials on cases, resources, fundamental international law, etc. Each activity is fully described, and additional handout materials provided. This could be adapted to any national or specific community situation.

Slavery today: Human Rights in the curriculum[42] – This was developed by Amnesty International as a resource for teachers in the UK, as a set of six activities that could be incorporated into lessons on citizenship, history and related topics. For each activity there are clear instructions for the teacher and resources to be used. The topics cover awareness, legal frameworks and discussion of ways to combat it.

Modern Slavery Lesson Plans[43] – These lesson plans were developed by the Clewer Initiative of the Church of England, to provide resources for teachers in UK schools. Materials for all years of schooling (ages 5–18) are provided, including 15 complete lesson plans with materials, activities and links to external resources for further work.

Lesson Plans[44] and **teacher's guide**[45] from Armenia, available in Armenian, English and Russian. These guides are aimed at post-secondary and teacher training audiences and have useful information about human trafficking and how to integrate information about the subject into lessons.

40 D. Orenstein Rabbi and E. Hirsh Rabbi, *Modern Slavery Curriculum Project* (New York, 2019). See also the related website: https://www.freetheslaves.net/Judaism.

41 The Advocates For Human Rights, *The Rights of Workers in United States Lesson Plan: Understanding Modern-Day Slavery*: Grade Level: 9-12 (Washington, DC, 2010).

42 Amnesty International, Slavery Today: Human Rights in the Curriculum (London, n.d.).

43 The Clewer Initiative, Modern Slavery Education, Lesson Plans are available on their website: https://www.modernslaveryeducation.com/.

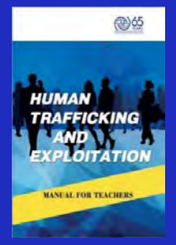
44 International Organization for Migration, (IOM), *Human Trafficking: Manual for Lecturers and Students* (Geneva, 2015).

45 IOM, *Human Trafficking: Manual for Teachers* (Revised edition) (Geneva, 2013).

▶ Case study 2

Mainstreaming awareness and prevention in education and teacher training in Armenia and Georgia

Within the framework of the International Organization for Migration (IOM) regional project funded by Swiss Agency for Development and Cooperation (SDC), IOM/Armenia developed comprehensive educational modules on trafficking for secondary school teachers and students. The students' book provides detailed information and a course outline for eight 45-minute lessons. The lessons introduce the topic of trafficking and engage students in discussion and role play to build understanding and gain skills for avoiding trafficking, making sound decisions about overseas work and taking part in anti-trafficking activity.



IOM/Armenia updated the teacher's Book in 2016 considering the changes in the legal and institutional frameworks of Armenia and combined both the teachers' and the students' book in one publication for easy use.[46] The updated manual is available in Armenian and English.

All the developed materials have been pilot-tested thoroughly both at schools and universities and more than 3,500 teachers were trained to deliver lessons on human trafficking using the manuals. The manuals have been approved by the Minister of Education and Science for use at schools and universities and more than 60,000 copies have been delivered .

As part of the Armenian national action plan to combat human trafficking, the Ministry of Education and Science facilitated the full mainstreaming of lesson material on trafficking in persons in Armenia's national educational curriculum and the new educational standard for the subject Social science decrees that reference counter-trafficking will be included in relevant textbooks for grades 8–12 in all schools in Armenia.

To ensure that teachers would be able to effectively use the materials and deliver the messages, IOM/Armenia developed a manual for students attending pedagogical universities (future teachers).[47] The manual is available in Armenian, English and Russian.

A related intervention in Georgia also developed comprehensive educational modules on trafficking that were approved for integration into the national educational curricula and were also included in civic education textbooks for use by students aged 14–17. The Georgian project trained more than 1,500 civic education teachers in effective use of the materials. An assessment conducted in 2014 of the impact of the project concluded that it had led to "significantly raised awareness among its direct and indirect target groups through numerous project activities. The level of knowledge on trafficking prevention and methodological novelties considerably increased among civic education teachers … students showed perspectives of practical application of acquired knowledge in the future; other teachers and school directors are further sensitized on the importance of the counter-trafficking teaching issue".[48] The Georgian materials were made available in Armenian and Azerbaijani to ensure that children of migrant families living in Georgia would have access to information for themselves and their parents.

46 S. Petrosyan, et al. Human Trafficking and Exploitation: Manual for Teachers (Geneva: IOM, 2014).

47 IOM; SDC. Human Trafficking: Manual for Lecturers and Students (Yerevan, Armenia, 2013).

48 IOM; *SDC. Impact Assessment Report of the Project: Solidifying Awareness on Trafficking in Persons in Georgia through Education* (Geneva, 2014) [Internal Document].

3b.2 Awareness raising outside of the training setting

Awareness raising may be an important strategy to use when considering the impact various stakeholders and key actors may have on your work. Referring back to the list of stakeholders, you may have different communication purposes for each.

▶ **Table 2. Awareness raising audiences**

Political leaders, formal government structures and officials	Public officials, for example, might need to be made aware that skills trainers are a valuable ally in the fight against forced labour, through information showing the preventive impact of skills training. This could be a strategy for securing increased resources and attention for skills training as part of anti-forced labour and human trafficking investment.
Police, judiciary, regulatory and licensing bodies[49]	
Government officials, training regulatory and certification bodies, schools and institutions, teachers and instructors	
Leaders of professional organizations, officials responsible for services	Partnership with businesses, employers and industry groups can be enhanced by common understanding and action on risks of forced labour. Resources from a business perspective make the case for combatting forced labour as part of good business practice, the role of monitoring in supply chains for domestic and global firms, and the ultimate bottom line impact in terms of productivity.
Business leaders	
Formal leadership of unions and union associations	
Religious leaders, religious doctrine and practice, formal and non-formal community leaders and structures	Parents and community leaders are other key actors where the focus for awareness raising would be general understanding of the issue, how it impacts on their children and their community, and how skills training can help.
Organization staff and volunteers	
Key influencers within the group	
Leaders and influencers in the group	
Parents, elders, siblings, others with influencing roles	
Journalists, social media influencers	Formal and informal news and information channels are a way to get information to people and to influence how issues are perceived.

49 Such as groups which issue business licenses, occupational licenses.

Awareness raising outside of the training setting may take a number of forms:

- Community level information on the issue to build support and participation for a new training programme (formal or non-formal) designed specifically to address vulnerable people. The intended audience would include parents and influencers for potential students, but also employers, officials and others as partners and stakeholders for the effort.
- Educators joining in with awareness raising activities led by government and NGO organizations specializing in forced labour, human trafficking and related prevention education and awareness. This can be a way to build networks and to emphasize the role of skills training in prevention.
- Educators joining in with awareness raising activities with workers' organizations and trade unions, where they are active in the issues.

Assessments on the effectiveness of awareness raising emphasize that it is most effective when it has a clear purpose and is targeted to a specific audience and tailored to speak directly to their interests and needs. Consequently, educators should consider whether and for what purpose they will do or participate in general awareness raising efforts. Incorporating awareness about forced labour in a skills training programme can be highly targeted and specific in terms of audience, message and means of delivery.

▶ Examples

USAID Best Practices in Trafficking Prevention in Europe and Eurasia[50] – This is a very comprehensive overview of prevention practices. Particularly relevant points include:

- ▶ Awareness raising:
  - Eighteen different types of awareness approaches are listed, providing a useful reference for developing these.
  - Messaging should be precisely targeted to the intended audience and their situation to be effective. An example is that men may not see themselves as "victims" or potential victims, so language in awareness materials for men may need to reflect this.
  - Awareness activities need to be assessed for impact and adjusted.
- ▶ Employment and income-generating strategies:
- ▶ Vocational programmes that assist with job placement should include workshops on job search, assistance with resumes and interview skills; training on job development and entrepreneurial skills; vocational and technical skills; internships and mentoring; job placement; and post-employment counselling.
  - Training components need to address self-esteem and self-confidence.
  - Job placements should be monitored for at least one year to ensure secure attachment.
- ▶ Skills training graduates may choose to migrate and should be part of preparation and planning.

Gender discrimination and stereotyping should be addressed.

50 US. Agency for International Development (USAID), *Best Practices in Trafficking Prevention in Europe & Eurasia: Final Report* (Washington, DC, 2009).

Trade Union Guides

- Eliminating Slavery: Frontline Guide for Trade Unions[51] is a concise overview of modern slavery issues and the roles for trade unions in raising awareness and participating in prevention and rehabilitation.
- Guía para la prevención e identificación del trabajo forzoso dirigida a organizaciones de trabajadores (Guideline for the prevention and identification of forced labour addressed to trade unions)[52] and Trabajo forzoso en el trabajo doméstico: Guía de apoyo para la prevención e identificación de casos de trabajo forzoso dirigida a organizaciones de trabajadores. (Guideline for the prevention and identification of forced labour in domestic work, addressed to trade unions).[53]

These two guides are aimed at trade union members and leaders to enable them to take a more active role in awareness raising, advocacy for better legal frameworks, and practical action on identifying and assisting with the recovery from forced labour. A number of examples relevant to skills training are included.

Resource guides for the private sector – These could be used by skills training providers to identify areas of potential collaboration

- ILO Global Business Network on Forced Labour[54] – The International Labour Organization's (ILO) Global Business Network on Forced Labour (GBNFL) brings together businesses of all sizes and sectors, and their networks, from around the globe to eradicate forced labour. Operating across all sectors, and geographies, ILO GBNFL members and partners work to engage smaller enterprises, develop resources and tools, and devise local solutions that help shape national frameworks to create lasting change.
- Managing Risks Associated with Modern Slavery: A good practice note for the Private Sector[55] – This practice note is intended as information, guidance and analysis for private sector institutions and organizations, to help them identify the potential for modern slavery in their operations, and to act to prevent and mitigate it. It includes information on definitions, the legal context, and practical tools to identify and mitigate risks and address affected workers. The "business-focused" tone and practical tools such as recruitment checklists and workplace and supply chain assessments make this relevant.
- Base Code Guidance: Modern Slavery[56] – This is another resource aimed at business and therefore relevant to skills trainers seeking links to employers and employment opportunities as part of skills training. It introduces a code of practice, its basis in international law and standards, and practical assistance on implementing it. Of particular relevance to skills training, the code calls for firms to investigate their supply chains, with a focus on "support capacity building of suppliers rather than driving compliance top down". This creates a potential avenue to work with employers in supply chains to improve the skills of their workforce, leading to both improved productivity and better working conditions.

The interactive **Modern Slavery Map** which helps businesses identify partners for modern slavery initiatives by sector, location and focus https://www.modernslaverymap.org.

51 International Trade Union Confederation (ITUC), *Eliminating Slavery: Frontline Guide for Trade Unions*, D/2016/11.962/8 (Brussels, 2016).

52 ILO, *Guía Para La Prevención E Identificación Del Trabajo Forzoso: Dirigida a organizaciones de trabajadores* (Geneva, 2015).

53 ILO, *Trabajo Forzoso En El Trabajo Doméstico* (Geneva, 2010).

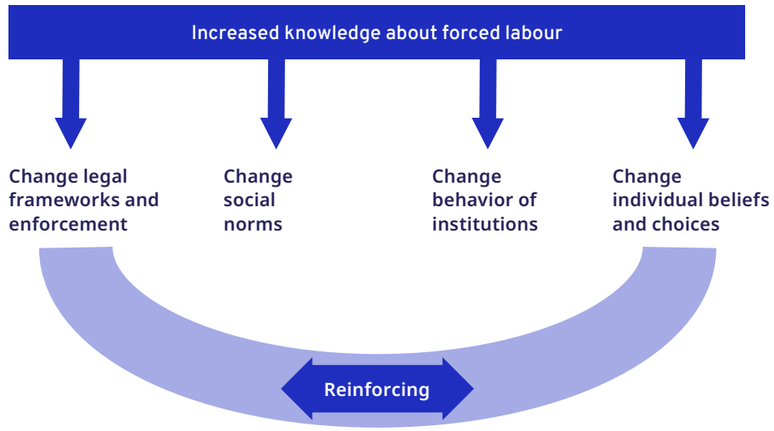
54 The ILO Global Business Network on Forced Labour: *Driving action, scale and sustainability through collaboration*. Website available at: Driving action, scale and sustainability through collaboration.

55 Ethical Trading Initiative. *Managing Risks Associated with Modern Slavery: A Good Practice Note for the Private Sector* (London, 2019). The Initiative's main website is at: https://www.ethicaltrade.org/issues/modern-slavery.

56 Anti-Slavery International and Ethical Trading Initiative. *Base Code Guidance: Modern Slavery* (London, n.d.).

3b.3 Summary

▶ **Figure 6. How awareness raising can influence change**



The purpose of awareness raising is to change behaviour. Awareness raising can be used to advocate for change in a legal framework or its enforcement at community level; to change what is considered "acceptable" or "normal" at the social level; to change the behaviours of institutions at institutional level; and to impact on personal choice at the individual level.

Educators may work both outside and within their teaching environment it. Externally, they can collaborate with others to raise awareness of the concepts of forced labour, how it manifests and is addressed. This process can build common understanding for the development of new or modified skills training and establish partnerships for more effective delivery and outcomes that reduce risk. Within their own training, educators can incorporate elements of awareness raising to improve the quality and relevance of their training and equip students to be more resilient and resistant.

3c. Addressing the root causes of vulnerability

"Vulnerable people are defined as those who, due to reasons of age, gender, physical or mental state, or due to social, economic, ethnic and/or cultural circumstances, find it especially difficult to fully exercise their rights before the justice system as recognised to them by law. The following may constitute causes of vulnerability: age, disability, belonging to indigenous communities or minorities, victimisation, migration and internal displacement, poverty, gender and deprivation of liberty. The specific definition of vulnerable people in each country will depend on their specific characteristics, and even on their level of social or economic development."[57]

As the above quote from Brazil suggests, vulnerability can be highly contextual. While some characteristics, such as minority status, gender or disability might be seen as inherently leading to greater vulnerability, the risk also depends on the overall "ecosystem" of forced labour. While girls and young women may more often be victims of human trafficking for domestic work,

57 Eurosocial Justice Project. *Brasilia Regulations Regarding Access to Justice for Vulnerable People* (Brasilia, n.d.).

men and boys are more often victims of forced labour in agriculture or the construction sector. Understanding the character of forced labour as it affects people within a location means both understanding the "demand" for labor, as well as verifying assumptions on factors constituting individual vulnerability.

Essentially, the skills-based approach to prevention is to ensure that, on one hand, young people and adults are aware of and able to make appropriate choices on where and how they work; and on the other hand, that they obtain the skills and abilities needed to secure decent work. The broader context for this is critical and involves: the presence of a strong legal and enforcement framework for labour rights and protection; an economy able to provide opportunities; and a secure social environment. Skills training alone cannot address the broader context but can be framed in such a way as to take an account of it. For example, where formal employment is scarce, skills training will focus on ways to create decent and sustainable self-employment. In unstable living conditions subject to disruption, skills training will focus on developing highly adaptive and transferrable skills.

3c.1 Who has access to training and how are they supported for success?

Training is usually developed for a purpose and with a student type in mind. For non-formal and community-based training, the design often starts with the potential student group and their needs. More formal training in a TVET institution may be needed in order to meet industry standards, as defined by a skills council and codified in qualifications within a national framework. Employers may develop training as a way to improve productivity for their current workforce or as part of recruitment. Good quality skills training will be developed and modified as needed to reflect both needs/opportunities for decent work in the economy and the needs/potential of the working age population, particularly those who are unemployed or in poor quality employment.

The starting questions for prevention are: i) who is currently not accessing skills training, and why? and ii) who is accessing skills training, but is not making successful transitions to decent work, and why? Taken in combination with earlier work to understand the scope of forced labour and vulnerability in their own community, educators can then assess how access to training correlates with vulnerability to forced labour. If the individuals and groups most vulnerable to forced labour are not accessing skills training, then strategies to improve access become a priority. If there are no significant differences in training participation, but those most vulnerable tend not to complete training or make unsuccessful transitions, the content, teaching and support mechanisms of the training and transition process need to be reviewed to resolve the issue . All aforementioned factors may play significant role, though, if none seem relevant, then issues of a broader community level and the overall contributions to skills training must be considered.

Improving Access

"Equal access" is often thought of as an absence of formal barriers to entry. But with prevention as a goal, the question of access to training becomes focused on ensuring that those people most vulnerable to forced labour are actively recruited into skills training. This implies targeted outreach for vulnerable workers and making education more welcoming.

Outreach strategies need to work with community groups, families and other influencers to attract the interest of potential students. This may be done in association with awareness raising activities carried out by educators in partnership with others, creating a link to promoting safer and better choices for income. Involving community and parents in the design and development of the outreach strategy will help ensure its relevancy. Migrant workers are a particular target for outreach: whether they are in a destination country and seeking training and support for work there or on return to the home country; or in the home country seeking information and training for work abroad or in another location in their home country.

To make learning welcoming to at-risk students means a number of things. A lack of education and incomplete literacy and numeracy skills are some of the risk factors, requiring skills training programmes to provide solutions for these factors either before or during the skills training. Formal training often has prerequisites, such as completed years of education, so alternatives to this (such as pre-course upgrading) need to be available. At the fundamental level, the learning environment and "learning to learn" can appear daunting, so means to familiarize and support students' learning skills are needed.

Cost, as in tuition cost, or in terms of foregone income, or both can be a significant barrier to participation. Mechanisms such as scholarships, bursaries, programmes incorporating income with learning, and programmes providing regular work placements are all ways to improve access to skills training. Targeting cost support to specific students is also a way to increase participation in the context of a regular programme. How training is funded and hence the student's proportion of the cost is another consideration.

The location of training can be a barrier to access. The idea of "taking the training to where people are" has been used to ensure access for women, for people with disabilities and for remote and marginalized communities. This is of particular value for basic and introductory levels of skills training, as more advanced skills may require access to specialized equipment in an institution or enterprise. However, success at training offered locally can be an important step towards greater resilience and choice for students. As noted above, reaching migrant workers can also pose challenges.

▶ Case study 3

Protecting child domestic workers in Tanzania from exploitation and abuse

Domestic work is a common occupational choice for young people in Tanzania who have limited economic means and little education. With a legal working age of 14, child domestic workers (CDW) may be legally employed but in practice are not recognized as employees, lack employment contracts and may be subject to conditions of modern slavery. This project, carried out by Anti-Slavery International, aimed to raise the profile of CDWs by: developing local bylaws regulating their employment, sensitizing employers to their rights and responsibilities as employers, assisting employers and CDWs to negotiate employment contracts, and provide opportunities for educational upgrading and skills training for CDWs.

The project involved local stakeholders, including employers and CDWs, in developing the bylaws. This process had a significant impact in raising awareness of the national legal frameworks regarding young workers and in developing understanding about good practices. The CDWs involved in the project were able to access basic education (literacy and numeracy) and vocational training leading to nationally recognized certificates. In some cases, this improved their status and pay as domestic workers, in others it helped them move to different occupations with improved pay and prospects.

A 2020 evaluation of the project found a range of positive impacts. "This evaluation shows that the grassroots approach taken to the drafting and approval of the bylaws has had beneficial outputs and outcomes in both project and non-project wards within the two project districts. Six thousand two hundred and six CDWs were registered, almost a third of whom (32.4 per cent) had agreed work contracts. This achievement begins to address the pressing concerns about CDW visibility in Tanzania and stands in stark contrast to the complete absence of CDW visibility in the comparison ward, Magu. There is also clear evidence of an increase in the reported cases of abuse against CDWs in "project" versus "non-project" wards; a discernible shift in CDW, employer and local community attitudes; and greater willingness by community members to intervene where CDWs face discrimination or abuse."[58]

58 C. Emberson; L. Ni Bhriain; E. Wyman, *Protecting Child Domestic Workers in Tanzania: Evaluating the Scalability and Impact of the Drafting and Adoption of Local District Bylaws* (Nottingham, University of Nottingham, Rights Lab, 2020).

The above are all general strategies that can be used, however, increasing access to skills training for vulnerable groups means working directly with those groups to understand what issues and constraints are present. Parents may not be comfortable having their daughters stay in a student hostel for training. Persons with disabilities may be concerned about the programmes' and tools' adaptation to their needs. Minority ethnic or religious groups may be concerned about prejudice and isolation from others who know their language and customs. For educators, greater access is granted by focusing on and directly addressing the needs and concerns of their potential students.

Improving retention

Retention is a factor in all education and training and has been noted as a particular concern for TVET. Reasons for student failure to succeed in training are numerous, but will ultimately fall within two main groups: 1) those based on the training itself (the institution, programme structure, teacher, materials, etc.); and 2) those personal to the student (confidence, skills, outside pressures, etc.). Designing skills training to meet the needs of vulnerable people and adapting existing programmes to meet those needs both require careful consideration.

The consultation and analysis used to improve access will also inform educators about training adaptations to ensure the programme is an effective preventive strategy to meet the needs of vulnerable students.

Methods to ensure that training delivery is responsive to student needs and focuses on their success include:

- instructors using a range of teaching styles while adapting to meet student needs;
- a curriculum structured to include frequent and achievable goals as measures of progress; and
- proactive monitoring of student performance with positive and learning-focused interventions as needed.

This learner-centred approach may be less familiar to some educators who are used to more didactic methods when presenting highly technical information. In-service training and support may be required to enable instructors to expand their range of styles and better adapt to learners' needs – and should lead to improved quality for all students.

Building the resilience and capacity of students to be less vulnerable to forced labour also means building their confidence and sense of self-worth. Structuring the learning process so they are able to learn effectively and see their progress is one aspect of that. Another aspect is to create opportunities for students to take an active role in their learning and in their relationships with others. These can be built into the learning programme or be part of wider institutional activities. Other aspects of resilience and confidence building include:

- instructors or the institution seeking formal student feedback to improve the course content, the teaching and to discuss potential solutions in class;
- building opportunities for peer learning such as instructor-facilitated peer mentoring and support (students helping students); and
- creating opportunities for active citizenship for students: roles in governance of the institution, other activities.

Finally, training can support student success and build long-term self-confidence and resilience through offering support services and incorporating training on core skills (sometimes referred to as "soft skills") including communication, time management and problem solving. It can also include:

- providing learning and study support services such as tutoring, additional classes or hands on practice time;
- having a counsellor or teacher with additional counselling expertise on staff or available to students;
- providing additional training/practice to build self-confidence as needed; and
- assisting students to gain citizenship/identification documents and access to government services and programmes.

Improving outcomes

The successful outcome of a skills training intervention aimed at prevention is that the student can move into decent work with the skills and knowledge needed to make good decisions about their working life. Given the scope of a working life, this necessarily implies that educators should monitor the long-term effects of training so that they can assess its effectiveness before making improvements. Known methods to ensure a better post-training transition, building on the elements introduced for access to and retention of skills training include:

- engaging students in setting personal success goals as part of the training;
- building in opportunities to test/try their "future goal" and refocus as needed;
- establishing a "post training" support system – peers, community; and
- Identifying and addressing transition barriers, such as
  - helping students to deal with prospective employer resistance to vulnerable students (gender, ethnic, background);
  - identifying financing for self-employment; and
  - identifying peer/professional support networks (cooperatives, producer associations, etc.) and connect students before graduation.

3c.2 How is training contributing to risk reduction for the community?

As discussed above, vulnerability to forced labour can be as much about a person's social and economic circumstance as it is about their personal characteristics. Skills training is primarily focused at building the capacities and knowledge of people to reduce their own vulnerability – it cannot directly address the broader environment. A skills training focus can, however, make a positive contribution to overall environmental change. This will be seen in such ways as:

- Increased awareness about the risks of forced labour, the protections available, reintegration support and the alternative approaches to securing livelihoods that can be secured through skills training. The information will be more powerful because it is based on real people's experience – of finding decent work or being aware of and able to resist pressures to undertake unsafe work or migration. These messages should be part of a communications strategy that can reach those not directly connected with the training activity: friends, communities and political and social leaders and influencers.
- Development of a broader range of economic opportunities based on the new skills: self-employment, increased productivity or wider markets for existing businesses, etc. This in turn contributes to a wider range of choice for people not directly engaged in the skills training but benefitting from new opportunities developed by the training and the work of graduates.
- The networks and partnerships established for awareness raising and as part of skills training design and delivery can lead to sustained involvement and engagement of the actors in prevention and in skills training.
- Any skills training activity will impact on trainees but also on their families and friends. For example, girls in a community seeing women working successfully in non-traditional roles, being partners in the economic support of their families, and having the knowledge and confidence to access government services will not be as vulnerable as those who do not have such role models. Skills training and supports to decent work can be part of the long-term solution to reducing risk factors at the community level.

▶ Case study 4

Lesson learned from a programme to prevent forced labour for migrant workers (Work in Freedom)

Work in Freedom is a ten-year development cooperation programme of the ILO that started in 2013 and is funded by UK Aid. It adopts an integrated and targeted approach in developing practices and multi-sectorial policy measures that reduce vulnerability to trafficking of women and girls in South Asian countries of origin (Bangladesh, India and Nepal) and in selected destination countries (India, Jordan, Lebanon and some Gulf countries).

To address these challenges, the Work in Freedom Programme has implemented a series of interventions engaging migrants, civil groups, businesses, and regulators in a collaborative effort to begin addressing multiple facets of forced labour in areas with high outflows and inflows of low- income women migrants especially in sectors where women's work is increasing such as care work and manufacturing. Programme interventions include: law and policy initiatives, assessments and piloting of recruitment practices, worker empowerment interventions, employer advocacy, and research.

An analysis of lessons learned[59] has revealed that awareness-raising and prevention can be complex, and that some issues are not well understood at the outset of programme design and delivery. Some of the points noted are relevant to the work of skills educators, including:

- The need to understand in depth and with the participation of the affected populations how discrimination operates should be acknowledged. "Varying combinations of discrimination generate visible and invisible barriers that compound women and girls' difficulty in accessing public entitlements, training opportunities, jobs and fair and equal compensation and treatment throughout the migration cycle."
- Pre-departure interventions may not adequately consider the real absence of decent work options in the home location.
- Social distance between programme designers and implementers and the beneficiary population can lead to failures as designers assume that information or skills can easily be used by vulnerable people. Migrant women workers face "powerful employers, recruiters or officials who can simply ignore them".

These lessons, and others, point to the urgent need to directly involve intended beneficiaries in the design of interventions, to ensure that they are relevant and effective.

59 ILO, *Lessons learned by the Work in Freedom Programme* (Geneva, 2019).

▶ Examples

Botswana

The Botswana Training Authority established strategies to expand access to vocational training for women in the informal economy, starting with regular data collection on gender in all vocational training institutions, particularly on occupational segregation and the training needs of men and women. It has also addressed stereotyping in curricula and given staff gender training.

India

Domestic Workers Sector Skill Council[60] – The Sector Skills Council was part of an initiative to improve the quality of employment and reduce the risk of exploitative employment practices for this sector. The Initiative also assisted the development of unions and cooperatives to assist workers to gain written contracts, negotiate wage levels, and be recognized as skilled workers for the purposes of social security and career progression. Formalizing the skills and professionalizing the responsibilities of this traditionally female sector help to build a better route to entry into the paid labour market for women, especially those from less advantaged backgrounds. One particularly helpful strategy was to identify key care specialties – such as caring for the elderly – as an entry point for promoting the value of skilled workers.

PACE Programme[61] – A research study evaluated the impact of "soft skills" training for women in garment factories in India on the participants, and in terms of their productivity and returns to the business. They found that training in life skills including communication, time management, financial literacy, successful task execution, and problem-solving had significant positive effects both for the women who were trained and for their employers.

Mexico

The National Institute for Adult Education has developed an innovative and flexible model of basic education for youth and adult learners. The programme offers distance education and various other learning opportunities that enable youths and adults who missed out on formal education to catch up on primary and secondary education. The programme integrates basic literacy skills (reading and writing) with business and environmental training. The model allows participants to obtain officially recognized and accredited 6th and 9th grade qualifications, giving out-of-school individuals a second chance to access education and lifelong learning.

Nepal

Group training women painters. The ILO's BRIDGE project in Nepal provided 52 days of training in house painting to 25 women participants.[62] The trainees subsequently worked together as a group and were able to use their skills to significantly increase their incomes. They reported that the skills training increased their confidence and ability to bargain for improved wages. They are now eager to further develop their skills to compete for higher-value work.

Niger

Community schools[63] – This Anti-Slavery project worked to develop community-based schools in communities where there was no provision for public education and where the majority of the population had historically been enslaved as part of traditional cultural/caste practices. Elements relevant to a skills-based approach to prevention included the strong community/parental involvement in developing and operating the schools, and the use of Children's Councils as a key management element within the schools.

60 See information on the Domestic Workers Sector Skills Council available at: DWSSC.

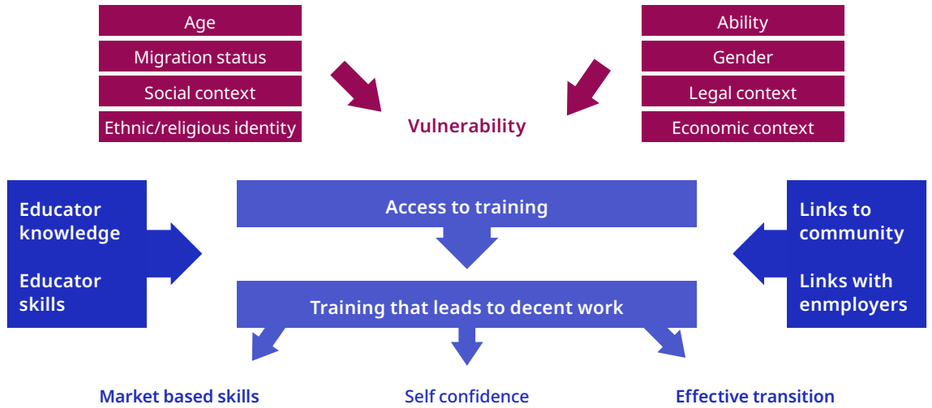
61 A. Namrata Kala and A. Nyshadham, *The Skills to Pay the Bills: Returns to On-the-job Soft Skills Training*, Working Paper (Oxford University, Centre for Economic Policy Research (CEPR), Private Enterprise Development in Low-income Countries, 2017).

62 More information on this project is available at ILO Bridge Project in Nepal.

63 Anti-slavery International. London. See their website Niger – Descent-based slavery available at: https://www.antislavery.org/what-we-do/niger/.

3c.3 Summary

▶ **Figure 7. Reducing vulnerability**



Educators need to look inwards to their own training practice and programme to assess:

- whether they have made their training inclusive to vulnerable people; and how this has changed how they work;
- how their learning institution has improved retention;
- what they are doing to focus on helping students to be successful in their learning; and
- how well the supports for good transition to decent work and long-term resilience are working.

Externally, educators need to consider how the overall environment is working to prevent and reduce the risk of forced labour, and how their work is actively contributing to improving this.

3d. Closing summary: Formal vs non-formal training

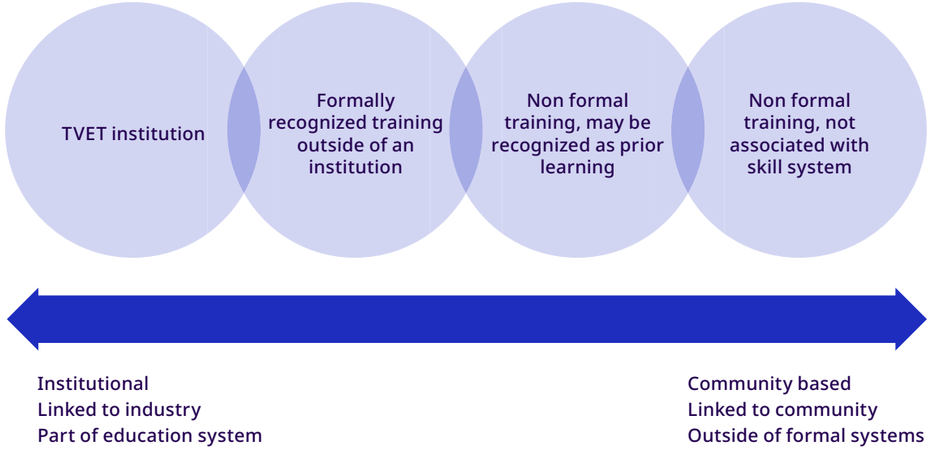
This section has been addressed to all educators, whether they are developing a short-term skills training project to be delivered as part of humanitarian relief in a refugee camp, or administrators of large TVET institutions, or somewhere on the vast spectrum between. The core issues they have to deal with are the same, although their resources and their constraints will differ.

In terms of educating themselves and building alliances inside and outside their organization to understand and combat forced labour, the responsibility starts with the individual but can be supported or hindered by their organizational context. Where individuals can influence this context, it is incumbent on them to do so. For example, outreach to and collaboration with NGOs and advocacy organizations may be challenging for formal institutions. And specialized project developers may be unfamiliar with the formal skills qualification systems and curricula. But these connections are crucial to building a coherent approach to prevention based on skills.

Awareness raising is fundamental– but it needs to be understood as a first step, not as an endpoint. This is why making the connection between the objective of skills training – effective transition to livelihoods – and awareness about forced labour is so important. Awareness needs to be translated into practical action and increased agency and resilience among students, as well as partnership and action at the community level to reduce and eliminate the risk factors. Awareness raising also needs to be targeted, so that non-formal, highly specialized training aimed at a specific group might focus on awareness raising that would be closely linked to stakeholders for that effort, while institutions might partner for broader community-based efforts. Whatever the purpose and approach, the actual impact of awareness raising efforts needs to be assessed to ensure it is achieving the intended purpose.

The content and approach to skills training may differ sharply between formal and non-formal settings. Formal training is usually characterized by an institutional setting, an established curriculum that may be part of a national skills qualification system, tuition fees for students and a defined culture including expected norms of prerequisite skills, behaviour, type of student, etc. Non-formal training on the other hand is often designed around the needs of a specific group of students and delivered in ways that are accessible to them. Improving the ability of skills training to help students resist the risk of forced labour can draw on the strengths of both approaches: ensuring that non-formal training has better linkages to formal employment; and that formal training is more inclusive, to name just one example.

▶ **Figure 8. Continuum from formal to non-formal training**



4. Actions and learning activities for prevention

This section includes ideas and examples for learning activities to be included in skills training programmes and modules. Part (a) covers awareness strategies, part (b) broader vulnerability reduction activities, and part (c) some additional resources for educators. An initial table provides a quick reference to identifying activities by different themes.

Escravo nem pensar_photo_Repórter Brasil

▶ **Table 3. Summary list of learning activities**

Theme	Activities
Raising awareness and building links in the community	Organize a community information session ▶▶▶
	Organize a community "diagnostic" forum ▶▶▶
	Develop a local action plan with employer and worker's organizations ▶▶▶
Building student awareness of rights	Individual learning contract for students ▶▶▶
	Fundamental principles and rights in the workplace for students ▶▶▶
	Awareness in religious education ▶▶▶
	Student led awareness project ▶▶▶
Building student awareness of specific risks	Recruitment awareness exercise for students ▶▶▶
	Work risk rating exercise for students ▶▶▶
	Migration awareness game for students ▶▶▶
	Employment contract/terms of employment assessment for students ▶▶▶
	Identifying risks in self-employment and micro enterprise for students ▶▶▶
	Financing awareness for student ▶▶▶
Reducing vulnerability by increasing access to training	Outreach recruiting for skills training ▶▶▶
	Work / career exploration ▶▶▶
	Pre-departure and post-arrival migrant orientation training ▶▶▶
	Youth Club / migrant worker centres ▶▶▶
Ensuring students have critical skills for reducing vulnerability	Upgrading and pre training ▶▶▶
	Core skill: Communication ▶▶▶
	Core skill: Time management ▶▶▶
	Financial education ▶▶▶
A supportive learning process to re-duce vulnerability	Learning styles ▶▶▶
	Teaching styles ▶▶▶
	Structure training for mastery through learner-centred teaching and individual learning support ▶▶▶
	Peer support ▶▶▶
	Learning support ▶▶▶
Practical citizenship	Class learning contract ▶▶▶
	Student feedback ▶▶▶
	School governance participation ▶▶▶
Effective transition to decent work	Apprenticeships ▶▶▶
	Earning while learning ▶▶▶
	Transition support for employment ▶▶▶
	Transition support for self-employment ▶▶▶
Supporting community development to reduce vulnerability	Targeted vocational training and economic development ▶▶▶
	Establish Community Vocational Skills Centres ▶▶▶
	Integrated non-formal learning ▶▶▶
Tools for educators	Educator self-training ▶▶▶
	Prevention policies for training institutions ▶▶▶
	Develop an in-service training package for educators ▶▶▶
	Checklist for assessing the local risk ecosystem ▶▶▶

4a. Awareness raising

Awareness activities can be integrated into existing curricula; be developed as additional modules within a programme or as a common module for all courses within an institution; offered as a resource to community and civil society groups for delivery or as community programmes by formal or non-formal education providers.

Activities are grouped into three broad themes:

- **Raising awareness and building links in the community:** These are activities an educator can do for and with their wider community, ideally with partners. The activities are to raise awareness of the topic of forced labour and develop an understanding of the particular risks and issues in the community.
- **Building student awareness of rights:** These activities help students understand and begin to apply their understanding of their fundamental human and workplace rights.
- **Building student awareness of specific risks**: These activities involve students in learning about particular kinds of risks they might experience in particular work or recruitment situations and engage them in thinking about and role playing how they could react.

The red arrow followed by a number links to suitable examples for this activity, included in the list of references and resources in section 6.

4a.1 Raising awareness and building links in the community

Organize a community information session ▶7 ▶15

- Using available local and online resources, and in association with relevant local partners, organize a session to share basic information about forced labour issues and risks.
- This session can be part of building further local action including a diagnostic session and action plan.
- At a minimum it can serve to introduce the topic and make links with other organizations and interested people.

Organize a community "diagnostic" forum ▶15

Organize a community forum with representatives of local industries, NGO's, trade unions and civil society organizations to identify risks of forced labour in your community now.

Develop a local action plan with employer and worker's organizations ▶12 ▶11 ▶13 ▶19

Using resources developed for business (ILO Forced Labour Business Network, Ethical Trading Initiative, Global Alliance against forced labour), and for Trade Unions, convene initial discussions forums and identify partnerships for developing a locally relevant action plan. The Plan may focus only on awareness raising or may extend to support further collaboration on skills development and the reinforcement of decent work locally.

4a.2 Building student awareness of rights

Individual learning contract for students ▶20 ▶36

- This process engages students in thinking about their own learning goals, it also introduces the idea of contracts, with rights and responsibilities on both sides. The contract can be reviewed over the course of the learning programme and progressively refined. It can also be the basis of student evaluation, and form part of class learning contracts (see activity "Class learning contract").
- The contract has two parts: the learning goals and responsibilities of the school and instructor, and the student's own goals and responsibilities.
- The instructor provides each student with a draft using the same content for their side and guiding questions for the student's side.
- Sample terms include:
  - The objective of this course is to teach the following skills_____.
  - At the end of this course, students are expected to be able to pass _____ competency test.
  - My objective as an instructor is to ensure you understand the materials and can master them. I will answer your questions and provide assistance to enable you to learn.
  - As a student, my goal is to learn ____ so that I can ____.
  - As a student, I will attend classes and complete my assignments. I will let the instructor know if I need assistance to understand or complete my work.
  - As a student, I will respect others in class and work with them, providing help if I can and asking for their help if I need it.

Fundamental principles and rights in the workplace for students ▶14

This can be developed as a variation on the exercise in "Employment contract/terms of employment assessment for students", with a broader scope incorporating all elements of fundamental principles and rights – including freedom of association and collective bargaining, no child labour, no forced labour and no discrimination at work. ILO materials and resources from the Fundamental Principles and Rights at Work Branch (FUNDAMENTALS) can be used as the basis for this. Materials, reports and projects from many countries and regions are available.

Awareness in religious education ▶24 ▶16 ▶26 ▶25

Religious education, either in the context of a religious institution or practice; or as part of the curriculum of an education or training institution, can be an opportunity to raise awareness about the modern experience of slavery, forced labour and human trafficking in relation to religious texts or precepts. A number of resources for this purpose have been developed and can be adapted and used by educators. Where possible, collaboration between religious education and skills educators on the messages of awareness can both reinforce the message and broaden its transmission.

Student led awareness project ▶18 ▶8 ▶7

This involves students developing an awareness project to proposal stage or to actual implementation. The two examples below are fully developed curricula, including resources, teachers' guides and additional materials. The ILO resource is available in multiple languages.

- The ILO BRIDGE project in Peru developed an approach to create "resilience strategies in an overall climate of respect for human rights, gender equality and interculturality". A programme of ten 90-minute modules develops skills for self-awareness and self-care, leading to the ability to make good decisions and develop and access networks of support. In depth teacher's guides provide step-by-step guidance on teaching, including how to involve parents and other influencers in the process. The students work in groups to develop a project to raise awareness on a particular issue and present their ideas to a panel of educators and community representatives.

- The ILO SCREAM: *Supporting Children's Rights through Education, the Arts and the Media* methodology also provides detailed guides and teacher resources to support students to research and develop an awareness strategy using dramatic arts and media. The guide is oriented towards awareness on child labour but can be used for awareness on other aspects of forced labour.
- In both these approaches the process of developing and presenting the project is an important part of the awareness and skills being developed: students learn the facts, reinterpret them and describe them in ways meaningful to them, and develop self-confidence and the experience of exercising their voice and rights in presenting the material.

4a.3 Building student awareness of specific risks

Recruitment awareness exercise for students

This is an example of an active learning technique that can be adapted and used in any teaching situation. Depending on their level, students can take an increasingly greater role in these steps:

- Gather information on recruitment activities actually taking place, supplementing this with information/research provided by the teacher.
- Students (with teacher input, and potentially using a prepared outline) develop a short play illustrating a dangerous recruitment process.
- The students perform the play once for their audience (rest of the class, or broader).
- The students then perform the play again with the audience intervening at any point to suggest an alternate way for any of the actors to behave: the group discusses at each point.
- Final wrap up from teacher and review of the legal frameworks regarding recruitment.
- Class develops a 'checklist for safe recruitment".

This exercise highlights the recruitment process and issues that may arise. It gives students practice in both identifying problematic points and in actively intervening. The exercise can be performed for audiences outside the class as well as within it.

Work risk rating exercise for students

This exercise engages students in identifying risks, occupational safety and health (OSH) issues and dangerous conditions at work.

- The teacher prepares in advance a number of cards, each de-scribing in short form a work situation. For example, a young woman is required to work late into the night and there is no public transportation home after 11pm. A young man is set to work on a meat slicing machine where there is no safety guard. These examples should be based on real situations and should include normal working requirements as well as risky ones.
- Each student gets one card. In small groups, the students have a time limited period to identify the risks they can see in their cards and make a list.
- Group comes together and share information on the risks they identified.
- Teacher then introduces a few jobs and students discuss the kinds of risks they might encounter.
- Final wrap up from teacher with a review of relevant legal frameworks and processes for identifying and reporting risks.

The purpose is to raise awareness and provoke discussion on risks at work, to reinforce that these risks are not acceptable and the processes for reporting and refusing.

Migration awareness game for students

This exercise will raise awareness and understanding of the pros and cons of labour migration for work. Developing the game would be a task for more advanced students, the completed game could then be used by other students or in broader community awareness programmes.

- The basic framework of the game is "snakes and ladders". Teacher provides a board with the text for the various moves left blank, students will fill them in with advantages/positives for the ladders (such as: completing pre-departure orientation training, having a skill certification that is recognized in the destination country, having an employment contract, etc.) and negatives for the snakes (money borrowed at a high interest rate to finance the trip, not knowing the language or customs of the destination, etc.).
- The students do research to develop the board's elements, which may include online or other resources and interviewing local returned migrants or migrant's families.
- Students test and refine the game. They discuss what they have learned about migration.
- Students plan and implement a number of sessions for playing the game and holding discussions with others.

  This process builds confidence as well as understanding about the potential issues in migration, and develops a local, engaging resource to broaden awareness.

Employment contract/terms of employment assessment for students

- These activities are intended to raise awareness of basic rights in employment, and how they might be described. It builds student familiarity with the concepts and terminology and gives them practices in discussing and assessing them.
- Basic concepts can be introduced through a "mingle" exercise where students have to circulate and speak with their classmates. It can be a good break or warm up activity.
- The instructor prepares a set of statements that could be part of an employment contract ("Overtime payment at 1.5 times the hourly rate is payable for any hours worked above 40 in the week or 10 in any day" "Working hours are 8 am to 5 pm, six days per week" "The employer will hold back 1 per cent of weekly pay as a bonus to be paid at the end of each year of employment if the employee takes no sick time"). These should be based on actual employment contracts and expectations, including both terms that would be legal and ones that would not be.
  - Each student gets a list of statements (the same list) and an individual card that explains the facts about one of the statements. This means each student KNOWS whether one of the statements on the list is true or false.
  - Students circulate and ask each other about the statements. Their goal is to correctly identify which of the statements are true and which not: but they can only ask one question of each of the people they talk to!
  - After no more than 10 minutes (less if the class is small) the class reconvenes and reviews each statement as a group, to learn which is true and which not.
  - The teacher includes discussion of the legal basis for the terms (i.e. maximum working hours legislation, etc.).
- A follow-up activity would be to review and discuss, as a class, a number of job postings/descriptions and identify some of the questions that students have about the terms of employment.
- Another follow up would be to invite a speaker from a trade union to explain the process of collective bargaining and contracts, and how these may differ from individual contracts and work where there is no written contract.

Identifying risks in self-employment and micro-enterprises for students

- Skills training to support self-employment or enterprise creation is a well-regarded strategy for creating decent work and livelihoods where access to formal employment is limited. However, there are potential risks to be aware of including the potential for exploitative financing, supply or marketing relationships that can lead to negative situations such as debt bondage.
- Gathering real-life stories from local people who can speak about problems and dangers they encountered in establishing their enterprises would be a powerful illustration for students. This could be done by educators, as part of their outreach and networking with local businesses and entrepreneurs or if appropriate by students as part of a project. If this is not practical, educators could prepare a number of stories illustrating key points for awareness.
- These stories would then be used as the basis for an awareness exercise:
  - Students are placed in small groups, each with a story. They develop a short role play to illustrate a key idea from the story. The role play should be developed with two endings: a negative one where the entrepreneur ends up in a problematic situation, and a positive one where they made different choices and were successful. The role plays should be no more than 5-8 minutes.
  - Students perform the role plays to the other groups, first showing the negative ending, then the positive.
  - The group as a whole discusses the situations, illustrated and come up with ideas for a checklist of "things to look out for and what to do about them" when starting a business.
- The role plays could also be used as an awareness event in other venues, for example presented to students in the education system or to parents' groups.
- If appropriate, a panel discussion involving local entrepreneurs willing to talk about the challenges they faced and how they overcame them could be held, ideally after the role play exercise so that students had more experience with the ideas and could have a richer discussion.
- Alternatively, a role play activity could be held as part of a panel discussion, with the panel members providing additional comment and feedback on the students' ideas.

Financing awareness for students ▶43

- More extensive modules on financial education that should be included in skills education wherever possible are presented in part b. A shorter awareness focused activity would concentrate on basic financial understanding with some opportunity to raise issues that might be problematic such as extremely high interest loans or selling core resources (land) to finance migration. Introducing available, appropriate savings and finance mechanisms would be another theme.
- A number of game-type resources introduce basic budgeting concepts. The "Bean Game" is a short exercise where students distribute an "income" of 20 beans across a number of expenditure categories, including savings, and then discuss the results of their choices.
- Partnering with a local microfinance organization, government or non-governmental organization which is involved with financial literacy could provide an information session aimed at vulnerable populations.

4b. Reducing risk

These activities are aimed at reducing the vulnerability of individuals and communities by increasing their access to and success in skills training activities. This section focuses on how learning can be structured and delivered to better meet the needs of students and assure their success, not just in the learning but in building their confidence as resilient individuals able to make effective choices. The activities include elements to be included in any skills programme to build students' capacities to understand and exercise their rights: communication, self-awareness, and positive experiences with learning and as a citizen.

Activities are grouped into six themes:

- **Reducing vulnerability by increasing access to training.** These activities suggest ways that educators can better reach vulnerable groups and individuals – by making training more accessible, or by bringing training to people where they are and at crucial times (pre migration or post-arrival, for example).
- **Ensuring students have critical skills for reducing vulnerability.** These are student focused activities designed to increase student's confidence and ability to participate in training and make successful transitions.
- **A supportive learning process to reduce vulnerability.** These are activities for students and for educators designed to enable students to be successful in their learning and to gain confidence and mastery.
- **Practical citizenship.** These are activities for educators and teachers that give students (and communities) greater voice and involvement in the learning process: to gain practical experience of exercising their rights.
- **Effective transition to decent work.** These are strategies that enable students to move from learning into good employment or self-employment, and also address the barriers that extreme poverty can mean for participating in skills training.
- **Supporting community development to reduce vulnerability.** These are strategies that address the vulnerabilities caused by lack of economic opportunity that can drive young people to accept risky work.

4b.1 Reducing vulnerability by increasing access to training

Outreach recruiting for skills training

- Actively seeking out potential students and the people that influence them requires educators to identify locations where their target population can be found and think of ways to attract their interest. Potential locations include:
  - Schools: to reach children who have not yet left school and offer opportunities for transition to skills learning. This is also a potential way to reach other family members such as older siblings who may already have left education.
  - Markets: to reach all age groups, including those potentially at risk as well as their parents and friends.
  - Transportation hubs (railway stations, bus stations, etc.): to reach those who have migrated to the area, and those leaving.
  - Migrant, refugee or youth centres offering social, legal and other services.
  - Religious and cultural events: in partnership with the convening body, to reach participants.
- Recruitment can be specific to a planned program/course offering or more generally to engage potential learners, building their awareness of learning options and their confidence in following up. In either case, having some simple activities to participate in, and build positive experiences can be the most effective approach. For example:
  - Hold a regular "math clinic" teaching a few core concepts.
  - Demonstrate a skill – something relevant to the location (e.g. repair a sewing machine in a place where there are tailors working).
  - Basic introductory language lesson in national language if that is not what local people use.
- The idea is to create familiarity with the skills training centre/educators and a sense of confidence for the potential students that they will be interested in and able to be successful in the learning. Regular sessions rather than one-off appearances can be the most effective in building confidence and trust, not just among potential students but also those whose influence is important such as parents and community leaders.
- "Open House" events at the training centre can be highly effective, especially when they build on an ongoing outreach program. Representatives at those outreach activities can invite interested people to visit them at an open house, thus easing concerns about going to an unfamiliar and potentially unwelcoming institution. Open houses are a way to promote the training offered but also to address and dispel concerns. Involving current and past students from the targeted population will aid in this.

Work / career exploration

- Strategies for providing new and prospective students with information on a wide range of potential occupations and types of employment include:
  - "Pre-employment fair" – interaction with different employers who can describe the types of work they do and what they look for in an employee – likely possible only where there are large employers with good links to a training provider.
  - "Information interview" processes where students interview a number of employers or workers in fields that interest them.
  - Short term work experience placements with willing employers/ entrepreneurs.
  - Presentations from different employers and workers on their industry and types of work.
  - Non-traditional information – presentations from entrepreneurs and workers in fields that are "non-traditional" for their group – for example, women in technical trades, persons with disabilities in customer service roles, etc.
- These strategies are intended to help students become aware of a full range of occupational choice and select goals that best fit their skills and interests.

- Exploration is ideally carried out as students are completing core upgrading and foundational skills training, so that they can better orient their more specialized learning.
- Parents and other community members may have great influence on student's choice of occupation. For this reason, career exploration processes may need to be developed with the participation of parents and community groups, for example councils (b.12) or existing groups. Work exploration session can be community-wide events, not limited to students already participating in a learning programme and may form part of outreach activities (a.1).

Pre-departure and post-arrival migrant orientation training ▶46

- Extensive pre-departure training for workers migrating overseas is an element of well-regulated migration management in countries such as the Philippines and is also provided for some occupations in other countries. Such training usually includes information about labour rights and protection mechanisms in the destination country as well as information about life and working conditions. However, such training is not generally available to people involved in irregular migration.
- Pre-departure training can also assist potential migrants in making informed decisions about whether or not to migrate. The ILO Work in Freedom[64] project pre-departure training assisted women to make this determination, and many potential migrants chose not to leave as a result. Offering a general programme or workshop on migration options could assist in preventing more risky choices.
- Post-arrival training for migrant workers is another way skills training can assist with prevention. An example in Thailand is the Ship to Shore Rights training consisting of 6-8 hours delivered over 6 sessions. It provides basic knowledge for working in the Thai fishing sector and is available to migrants arriving in Thailand to work in the sector. Skills educators could partner with industry sectors that rely on migrant workforces to develop and offer similar programmes, focusing on both rights and responsibilities of workers and employers as well as key skills (such as national OSH standards) for the workplace.

Youth Club / migrant worker centres ▶38 ▶3

- Skills training can be an integral part of centres established by NGO's, government social service providers, trade unions, and others to meet the health, protection and social needs of particularly at-risk groups.
- Ensuring that skills training offered is relevant and of good quality is an important issue. Such non formal centres can consult with or potentially involve formal skills training providers in developing programmes or as partners.
- A guide developed by the ILO for non-formal training in Lebanon includes a number of useful perspectives.

4b.2 Ensuring students have critical skills for reducing vulnerability

Upgrading and pre training

- Lack of basic skills including literacy, numeracy and language are major vulnerabilities, and also limit access to skills training. Developing and offering upgrading and pre-training tailored to the needs and in the location where at-risk populations are, is a preventative measure as well as a bridge to further training.
- Training can be organized for small, homogenous groups (all-women for example) and may be delivered in a combination of local language and eventual language of instruction.
- Pre-training offered locally as a precursor to formal skills training in an institution which is located elsewhere can build a group who attends the formal institution together, offering mutual support and reinforcement through the formal learning.
- Formal training institutions could partner with local NGOs, non-formal trainers and the education system to offer pre-training.

64 More information about the ILO/DFID project, *Forced labour: Work in Freedom: Preventing Trafficking of Women and Girls in South Asia and the Middle East*, is available at: https://www.ilo.org/global/topics/forced-labour/projects/WCMS_346743/lang--en/index.htm.

Core skill: Communication

- Communication skills are crucial for effective learning and are also important for empowering vulnerable people to assert their interests. Designing training to build and reinforce these skills means:
  - Developing some basic skills for students on communication.
  - Establishing class norms and expectations on communication – for example, making time for students to ask questions, ensuring that students have and practice good listening skills.
  - Including requirements for students to prepare and speak to others to present ideas or information.
- Basic training on communication is intended to help students understand good practices in listening and develop practice and confidence in speaking. It can include exercises such as:
  - Students break into pairs.
  - Each student has two minutes to speak, on any topic. The other student listens.
  - After the two minutes are up, the listening student repeats back the main points that they heard from the other.
  - The process is repeated with the second student speaking.
  - The instructor leads a class discussion on what the students observed from the exercise. Questions such as "what helped you to remember what the other student said?" "Did the listener do anything that made it easier or harder to keep talking?" can be used to facilitate the discussion.
  - A set of "tips for good communication" is developed through this and posted.

  The exercise can be repeated a number of times throughout the course and the tip sheet updated.

Core skill: Time management ▶14 ▶22

- Time management is a core skill that is critical for success in learning and also in work. Developing good time management skills can be an early "win" for vulnerable people, giving them confidence to progress in their learning. An easy exercise for this is the "5–minute challenge":
  - Students are asked to bring in results of two "5–minute challenges" to discuss with others.
  - At home, they identify a task they want to do, and work at it for 5 minutes. They then note what they accomplished and how they feel about it – and what they did next.
  - They do as many challenges as they want.
  - They bring in their results from two that they feel went really well, and in class talk about what they learned.

  This exercise builds an understanding of what can be accomplished and helps address feelings of tasks being too large or unending. It gives students something positive to share with each other. The teacher can draw out any common threads for the class to note.

Financial education ▶42 ▶41 ▶40 ▶44

- Financial awareness introduces some key concepts about finance that are intended to address gaps that lead to poor decisions. More in-depth financial education should be part of all training and for self-employment, as all learners will need to be able to create a budget, understand the costs of borrowing, and be able to plan for savings and expenditure.
- Many guides for financial planning are available, for example the ILO resources have detailed lesson plans for 8–10 sessions during which a student learns to create a budget and savings plan. Skills training can incorporate financial education in to training, for example, calculating the cost of production for an item.

4b.3 A supportive learning process to reduce vulnerability

Learning styles ▶27

- Doing a learning styles identification exercise early in a programme or as an introductory/basic skills activity can be a powerful way to build confidence and improve learning and teaching. The purpose is to help students (and educators) understand their preferences, not as positive or negative but simply as differences. There are many online and published exercises: all with the objective of giving students a sense of how they will learn best and what they can do to 'stretch' their preferred style.
- A quick and easy version helps students identify if they are primarily visual, auditory or kinesthetic learners. Understanding this will help them and their teachers know whether they will learn better from written materials, a lecture or hands-on practice. For any class of students, this also reminds teachers to use all three approaches to ensure everyone is able to learn.
  - Students divide into pairs. Each one is the "teacher" for one round, then they switch.
  - Each round consists of the "teacher" giving a list of five two-digit numbers to the student, and the student writing these down after a short break. There are three different sets of numbers for each round:
    - The "teacher" first shows the first set of numbers to the student, for about 20 seconds. They then stand up and change seats (or some other short break if there a physical mobility restrictions). The student writes down the numbers as best they can recall.
    - Next the "teacher" reads out the second set of five numbers, without showing them to the student. They change seats again and the student writes out the numbers.
    - Finally, the "teacher" draws the numbers on the palm of the student's hand, with the student not being able to see the motion. They change seats and the student writes down the numbers.
  - The process is then repeated with the other student taking the "teacher role".
  - Once both partners have completed, they score their answers and discover which learning style they were strongest in – by the method where they remembered the most numbers.
  - As a further element, the class may then split into three groups, by learning style. The groups could identify one or two ways they enjoy learning, to share with the rest of the class.

  This exercise can inform work on individual learning contracts and class contracts.

Teaching styles ▶33

- Learning how to vary your teaching style to ensure all students are able to learn, to reinforce messages and to provide interest is a key skill for educators.
- Teaching styles may be adapted to suit the material, but it is useful to consider how to repeat/reinforce the same material using a different style: for example, a lecture, followed by hands on practice, then discussion.
- The following table from the ILO TREE manual[65] is a useful summary of techniques. More detail on each technique is found in the manual.

65 ILO, *Rural Skills Training - A Generic Manual on Training for Rural Economic Empowerment (TREE)* (Geneva, 2009).

Training and instruction techniques framework

TraiNER-oriented techniques	Cross-cutting techniques	TraiNEE-centered techniques
Lecture – to teach, impart and discuss with the trainees lessons on skills-related theories and knowledge of their training subjects and objects	Questioning techniques Blackboard techniques Brainstorming techniques Use of various teaching aids	Exercise or Project making – allowing the trainees to practice their skills by requiring to make projects related to their lessons
Demonstration – to teach the skills formation components of the training programme		Field visits – to increase trainees' knowledge on the product or service through observation on actual practices
Discussion – to allow the trainees to develop the skills of examining and solving issues and problems especially related to entrepreneurship development and on the preparation of the Transition Enterprise Plan (TEP)		Case study and Role playing methods – to augment the learning process of the trainees especially on entrepreneurship development by exposing them to the experiences of real entrepreneurs, or asking them to play their planned roles in their TEP projects.

Structure training for mastery through learner-centred teaching and individual learning support ▶34

- An important consideration for educators is that vulnerable people may have had negative experiences with learning and be easily discouraged. Experiencing failure in a training programme could increase vulnerability through lack of self-esteem and sense of self-worth. Structuring the learning to provide for frequent achievable goals will enable the educator to monitor progress frequently and provide a sense of achievement and success for the learner.
- Students that are experiencing difficulty in meeting regular progress expectations need support to succeed. This may include:
  - Additional time and varied approaches to teaching from the instructor.
  - Additional practice or review time.
  - Peer support, formal or informal, from fellow students.
  - A "learning support" programme – such as a drop-in location where students can work on specific issues, with tutors or support in the class.
  - Restructuring the programme or the individual students' course to provide for additional learning on key points.
  - Referral to counselling or support services to address personal issues that impact the student's ability to learn.
- Programmes may be developed or adapted to meet the needs of individuals or groups of students with special needs. For example, skills training programmes can be developed for students with learning disabilities, to enable them to master skills and secure decent employment within their capacities.

Peer support ▶34

- Asking more experienced students to provide learning support to new students and those needing extra assistance benefits both parties. This can be established as a requirement for senior level students in longer programmes. Graduates of the programme could also be involved.

Learning support ▶34

- Establishing an explicit process for learning support and making it clear that this is a resource intended to help all students succeed is a good practice for all learning institutions. Types of support available can include:
  - A dedicated space with attendant staff, available on a regular basis for students to drop in, complete written work, ask for assistance, etc. This can also be helpful for students who do not have space or facilities to study outside school. Access to computers and the internet can also be provided.
  - Additional practice / review time in a technical class, with supervision.
  - Subsidized meals, food and accommodation.
  - Access or referrals to additional support services including health, counselling, financial planning and assistance.
- Space for students to meet together as groups, for study or personal support (for example, for women students or minority group members).

4b.4 Practical citizenship

Class learning contract ▶36 ▶20

- In conjunction with individual learning contracts, class learning contracts provide both an active model for collective bargaining and a framework for establishing norms that the students create themselves. The teacher will facilitate a process to establish a set of "class norms", such as:
  - Respectful speech: to teacher and to each other.
  - Being on time for class and return from breaks.
  - Attending regularly and providing notice of absence.
  - Asking questions to clarify.
  - Assisting other students with their learning.
- The resulting contract should be posted in the learning space so that it can be referred to – reinforcing that students and teachers are both adhering to a set of rules they have created and agreed to, not arbitrary decisions by the teacher.
- The learning contract may be reviewed periodically, and adjustments made, through group discussion and decision. How well the class has abided by the contract can be part of the feedback process.

Student feedback ▶37

- Asking students to assess and rate their experience as learners builds and reinforces skills and experience around a sense of self-worth, critical to reducing vulnerability. Educators will also benefit from feedback to help them improve their teaching and programme design.
- A structured, anonymous survey with multiple choice ratings on questions such as "I get enough time to practice what I've learned". "The teacher takes time to explain so I can understand" can be used, on paper or if practical using an online system. The questions should also include student ratings of overall class performance ("Students are respectful of each other". "I feel encouraged to speak up in class") and the environment ("the learning space is clean and well organized" "I have the tools and equipment I need to learn"). Where there is a class learning contract, the feedback should include points from it.
- There must be a clear process for reporting on the results of the feedback and what will happen. The instructor can model appropriate response to feedback by reporting on the results and discussing what actions they will take to address concerns. Feedback on the class' performance should be discussed by the class to decide on actions to be taken – for example, if some respondents say they do not have time to speak in class, students may decide to have a formal process for ensuring every student has time to ask a question.

- Feedback can occur a number of times during a course or programme – at least annually or per term for longer courses, potentially mid-way and at the end of shorter courses, to allow both for course correction and to provide the learning benefit to students.

School governance participation ▶54

- Training and education which has a degree of "community ownership" will be more inclusive and do a more effective job of reaching and serving less advantaged groups, if they are involved in governance in some way. In addition, students can gain experience as leaders and advocates within the school. Types of involvement include:
  - Parent/ community council: community members who have an advisory role. They may also be involved in developing post training support and links to employment.
  - Parent/community councils may have a stronger role in terms of formal accountability from the institution or a project, could review annual reports, student feedback reports and other matters. This type of structure may be established in development projects, with the potential to become ongoing advocacy bodies.
- Student council/student union: Established as a formal body within a training institution, with defined responsibilities such as representing student interests in discussions with administration on matters like facility management. Establishing the body to be democratic and representative provides students with practical experience of these processes and the opportunity to develop skills and confidence in leadership and speaking out. Training for participating in these processes could be associated with awareness on fundamental rights.

4b.5 Effective transition to decent work

Apprenticeships ▶63

- Apprenticeship, which combines formal learning with on-the-job experience and training, is a strategy that makes skills training accessible to people who need to have income while they learn. It is also effective in supporting transition to employment/self-employment due to the ongoing involvement of employers. Using apprenticeship as a strategy for improving access to vulnerable people could include:
  - Expanding the apprenticeship model to additional fields and occupations, particularly female-dominated ones.
  - Developing pre-apprenticeship training specifically for vulnerable groups to bring them into occupations where they have not traditionally worked.
  - Reaching out to informal apprentices and offering ways to upgrade apprenticeships in the informal economy.[66]
  - Working with industry and government to develop schemes for promoting apprenticeships for particular groups (for example, training levy credits for employers hiring female apprentices).

Earning while learning ▶68

- For the extremely poor, lack of income while learning is a real barrier to participation and a risk factor for vulnerability to forced labour. In addition to the potential for apprenticeship and integrated skills and economic development to address this need, governments and skills training institutions use mechanisms such as scholarships and bursaries. Another approach is to facilitate employment alternating with in-school learning such as the Philippines Special Programme for Employment of Students, where training institutions work with employers who provide summer employment for students. Other approaches such as co-operative education, where in-class learning alternates with work (ideally, in a related field) can address the need to earn.

66 More information on projects and publications is available on the ILO website Upgrading informal apprenticeships, at: https://www.ilo.org/skills/projects/WCMS_158771/lang--en/index.htm.

Transition support for employment ▶28

- Job portals, employment services and active placement services; along with (if possible) other government initiatives to assist in placement of at-risk people in employment such as tax relief, partial salary subsidies, training credits are important mechanisms for easing the transition for training into decent work.
- For educators, this depends on developing and maintaining a strong connection with local employers and self-employed associations. Where public employment services are strong and effective, trainers can work with them to ensure students make full use of the services available. Where these are weak or unsuitable, trainers can work both to improve them, and to develop alternative services for their students.

Transition support for self-employment ▶51

- Financing, mentoring/coaching, formation of cooperatives or associations are some of the effective supports for transition into self-employment. As with employment services, there may be publicly available services – for example, in Tunisia the Public Employment Service ANETI provides training and support for jobseekers to establish their own businesses. Educators can facilitate student access to such services; where they do not exist, they can work in partnership with government, NGO's and others to develop such supports.

4b.6 Supporting community development to reduce vulnerability

Targeted vocational training and economic development ▶39

- Based on needs and opportunities, develop a targeted programme to develop skills and create new employment for a specific at-risk population group. Examples include:
  - Integrated agricultural training including all elements for successful farming for a rural location.
  - Creating social enterprises and training ethnic minority women to work in them providing trekking and homestay services and selling traditional crafts. This model respects and preserves traditional culture while providing economic opportunities locally as an alternative to migration.
  - Cooking and food service training that integrates technical with business skills training to create a new type of business.
- The ILO TREE model[67] is an example of how to develop training along with economic development. The generic manual provides complete guidance on this approach.

67 ILO. *Rural skills training A generic manual on training for rural economic empowerment (TREE)* (Geneva, 2009).

Processes of the TREE Methodology

Mobilization and empowerment of the partners and target groups is the key driving force

Institutional organization and planning	Economic opportunities and training needs assessment	Training design, organization and delivery	Post-training support for micro-enterprise development and wage employment
• Initial assessment of policy environment and needs • Orientation of stakeholders & partners • Establishing appropriate TREE management and governance systems • Capacity building	• Collection and analysis of information and assessment of labour market demand • Socio-economic profile of the community and community mobilization • Identification of economic opportunities and training needs assessment • Developing feasibility studies and training proposals	• Design content and develop curricula • Selection of trainees and training of trainers • Delivery of training • Continued training in the workplace	• Facilitating access to wage or self-employment • Support to small business start-up • Facilitating access to credit, advisory services, marketing, technology, etc. • Support to formation of groups • Follow-up to TREE graduates

Gender and disability mainstreaming and mobilization and participation of target groups in local development

Performance monitoring mechanism

Establish Community Vocational Skills Centres ▶6

- Community-based vocational training centres can be a bridge between core skills and upgrading and formal TVET training. Such community-based centres were established for example in Zambia and were successful in improving access to training in some vocational skills. However, such training does need to be market-oriented to be effective. Local centres could offer initial or transferrable modules for more specialized training provided at a TVET institution. If mechanisms to allow for students to transfer to an institution for further training, this can be a useful access strategy.

Integrated non-formal learning ▶67

- Some education systems (Brazil, Philippine, Thailand, to name three) provide for non-formal learning to be recognized with national education certificates and qualifications. Skills trainers could partner with NGOs and others offering non – formal education to create links to further employment linked skills training as a next step for the people involved in basic education.

4c. Additional tools for educators

These activities are directed at educators: to help them learn more about forced labour and to take realistic action to make themselves, their colleagues and the institution or organization they work for allies for prevention.

Educator self-training ▶30

- Access online resources and identify local groups interested/involved in forced labour prevention (includes human trafficking, forced labour, rights in the workplace, etc.).
- Develop a one-hour presentation and discussion session including presentation materials (slides, posters) and share with colleagues.

Prevention policies for training institutions ▶52 ▶32

A prevention policy can include a number of elements:

- **Procurement:** Making sure that your organization does not source supplies or services from any organization that uses forced labour at any stage in its value chain. This involves investigation and certification of suppliers and production methods, so may be suitable mainly for larger institutions. Potential for forced labour can occur with both services (such as cleaning, maintenance and waste disposal) and products (raw materials for teaching, food for student meals). Having a forced labour prevention procurement policy is itself a means of awareness raising, outreach and communication with businesses and suppliers.
- **Staff responsibility:** Identifying roles and responsibilities within the organization for identifying and responding to information about forced labour that may be disclosed by students or become apparent through interactions with other organizations (such as businesses or recruitment agencies). All staff should, at a minimum, be aware of the main issues in forced labour and know their responsibility, which for many staff would mean alerting a designated staff member. It should be noted that in many cases students feel more comfortable disclosing issues to non-teaching staff: maintenance and security workers, food service and hostel staff; so it is important that these staff are aware of and trained for their responsibilities.
- **Reporting and follow up**: Having an explicit process for following up on information received regarding forced labour situations is critical. This may include verification (if appropriate), alerting authorities (legal and justice systems), and support for the person reporting/directly involved. Documenting and reviewing the actions taken in any case is a vital part of organizational learning.

Developing a policy is an iterative process which should involve all staff in the organization and will involve and influence all those individuals and organizations that come into contact with it.

Develop an in-service training package for educators ▶30 ▶31 ▶15

Putting together a training package for other educators based on what you have learned about the issue and its local implications is a good way to consolidate your own learning and begin to magnify the level of awareness. Examples to draw on include the Human Trafficking Awareness for Educators slide presentation developed by the US National Human Trafficking Resource Centre and resources developed by A-21. A presentation can be developed and tested initially with colleagues and then offered more widely to other educators, encouraging them to further disseminate the message.

Checklist for assessing the local risk ecosystem ▶78

- Educators may use some of the approaches of participatory rural assessment to involve community members in defining the local ecosystem of risk. Factors to consider (starting questions) would include:

Risk factor	Presence: /H/M/L
Social factors	
• Excluded/marginalized populations (ethnic minorities, linguistic communities, etc.)	
• Displaced populations	
• Gender inequality with low status for women	
• Low status for PWD	
• Other marginalized groups/individuals (e.g. gender non-conforming)	
Economic factors	
• Local industries/employment in sectors prone to forced labour	
• Established patterns of migration to sectors prone to forced labour	
• Prevalence of informal economy	
• “Normalized” exploitative work patterns in the community (e.g. bonded labour, child labour etc.)	
Political/Governance factors	
• Weak legal framework preventing forced labour	
• Enforcement of protection against forced labour is weak/corrupt	

5. Conclusion and call to action

These guidelines are directed at programme managers and educators in both formal and non-formal skills training contexts. They seek to assist them to better understand forced labour in the context of the work they can do in prevention, to determine what risks exist in their communities and within their scope of practice, and to identify practical steps they can take to prevent their students and people in their communities from becoming victims. Educators have the potential to have significant impacts on communities and individuals through their actions.

Mauritania, © ILO, Alfredo Caliz

The risk of becoming a victim of forced labour can be highly contextual. It can occur to people in rich, well-regulated countries because they are personally at risk due to their sex, ethnic group or personal history. It can persist among displaced populations where there are few economic opportunities. And prevention is not simply a matter of making people aware of the potential for exploitation and abuse – it means participating in creating real alternatives, particularly for people who believe they have few choices for securing the livelihoods of themselves and their families.

Educators need first of all to inform themselves and learn about forced labour as a global phenomenon, and how the risks manifest themselves within their community. This is best done by seeking out and creating partnerships with those individuals and organizations whose central concern is understanding and preventing forced labour and human trafficking. This may include government offices and enforcement agents, business and trade union groups, NGO's, and community organizations, among others. As educators seek to understand more about the issue, they can also bring their own expertise about what makes for effective training and linkage to decent employment to the attention of others, creating the potential for collaboration and synergy.

Secondly, educators are experts and communicating information and concepts. As such, they can add value to any awareness raising activities outside of their own scope of responsibility. Equally, within their own area of responsibility, they can work to incorporate messages and practical information to inform and empower their students and their students' families and communities about the risks of forced labour.

Thirdly, educators may work in large, formal training or TVET institutions, be part of informal, community-based service providing agencies, or somewhere on the spectrum between these two poles. Wherever they work, they have the opportunity to make their organization a model for incorporating prevention. This includes ensuring all staff are trained and informed on the issues; that there are policies and protocols in place for responding to students who disclose issues, and that the organization takes steps to ensure that they do not support forced labour in their own supply and service provider chains.

Fourthly, educators must be active in ensuring that the most vulnerable in their communities are able to access and succeed in skills training as a means to achieving decent work, whether waged or self-employment. For those at the more formal, institutional end of the spectrum this may mean actively recruiting under-represented groups, developing access strategies (such as pre training or bridging) and being more attuned to the needs of students to enable them to succeed. Conversely, programmes aimed at providing social support to vulnerable populations may need to improve the quality and market relevance of skills training they provide.

Finally, educators have the capacity to ensure that skills training contributes to economic development and empowerment for communities. In practical terms, this can mean simply ensuring that the skills being taught are relevant to market demand and opportunity. It can also mean incorporating ways of learning and class management that build the confidence, voice and sense of self-worth of students.

These guidelines provide a number of practical activities educators can adapt and use in their work. There are 13 ideas for awareness raising; 23 for reducing vulnerability; and four tools for educators' own practice. These are further informed by a resource list of some 80 different references and resources, including research papers, guides and detailed, ready-to-use lesson plans and curricula.

Educators have the opportunity, and the responsibility, to make a difference in people's lives. Working to prevent forced labour is one of the most important differences they can make – or fail to make. We hope these guidelines have helped you to become a force for prevention and empowerment.

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6. References and resources

The following annotated references and resources include citations found in the Guide and additional relevant resources.

Themes:

- ACCESS
- AWARENESS
- BUSINESS
- CURRICULUM–STUDENT
- CURRICULUM–TEACHER
- DEVELOPMENT
- FINANCE
- MIGRATION
- POLICY
- RESEARCH
- TRADE UNION
- TRIPARTISM

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#	Title	Description	Theme
1	Anti Slavery International. 2017. *Community Schools for Children of Slave Descent in Niger*, Projects funded by Comic Relief, 2007–2017.	This project worked to develop community-based schools in communities where there was no provision for public education and where the majority of the population had historically been enslaved as part of traditional cultural/caste practices. Elements relevant to a skills-based approach to prevention included the strong community/parental involvement in developing and operating the schools, and the use of Children's Councils as a key management element within the schools. This practice as well as the content of education, and the positive engagement of national education authorities, built sustained change in how the communities and individuals within them understood their rights and worth, and their expectations regarding their and their children's educational, social, economic and political prospects.	ACCESS
2	Brazil. 2020. *Plano Progredir* (Progress Plan).	Government facilitated online portal offering low income Brazilians access to free courses from a range of training providers, job search and support for entrepreneurship, including micro credit.	ACCESS
3	Childline Thailand. 2020. Activities of the Hub Youth Club, Bangkok, Thailand. Available at: https://childlinethailand.org/what-we-do/the-hub/ [14 Aug 2020].	Run by the national child help line foundation, this youth club is located in an area in Bangkok where street children congregate. It offers counselling, health and education referrals and basic life skills to assist at risk children to connect with services. There is also an outreach mobile service. The foundation also offers awareness training for teachers, staff and students in mainstream schools.	ACCESS
4	ILO. International Programme on the Elimination of Child Labour (IPEC). 2013. *Good practices and lessons learned - Converging against child labour: Support for India's model* (New Delhi, DWT for South Asia and ILO Country Office for India).	This report offers lessons learned across a wide range of interventions, within a general theme of coordinated action by different levels of government and other stakeholders. Relevant examples of prevention and skills training include identification of risk factors for children (a sibling in child labour, socio-economic factors, dropping out or risk of dropping out of school) and the development of age-specific interventions, including adapted formal school programmes incorporating life skills training and work-based education, and the provision of Education Resource Centres. These offer social skill building and productive engagement to keep children out of employment. One innovative strategy adapted formal vocational training programmes specifically to better serve girls by targeting equal numbers of girls and boys for enrollment; ensuring girls could access training; and challenging gender stereotypes about appropriate occupations for girls. An example of accessibility was in Surat where vocational training, including formal certification, was offered at a location close to girls' homes so that they were able to attend.	ACCESS
5	—. 2014. *Reducing Vulnerability to Bonded Labour Project: India 2011-13*.	This project addressed bonded labour in the brick kilns in a number of areas in India. Based on strong partnerships with and ownership by state governments and other stakeholders, the project's skills training elements included: • skills for brick kiln workers to improve the quality and remuneration of their work in kilns; • skills training within communities to provide alternatives to migration for livelihoods and resilience against debt bondage; • schools for children of migrated kiln worker families; and • training for financial services providers to increase access for kiln workers and those who would otherwise migrate for this work.	ACCESS
6	—. 2019. ILO Project: *ARISE – Children's Opportunities through Investment in Community Education* (Brazil, Malawi and Zambia).	This ILO project was carried out in Brazil, Malawi and Zambia. Its purpose was to combat child labour by integrating children into the formal educational system, providing vocational skills as addressing the livelihood issues of families. A 2019 evaluation of the Zambia project identified a number of relevant points: • Child labour was caused by poverty, hence the project worked to develop improved livelihood for parents and guardians. • The vocational training provided was not market-oriented and was of limited quality: there was no assessment of market needs/opportunities before the skills were selected and the instructors were not qualified. However, the model of Community Vocational Skills Centres, making skills training accessible, is valuable. • Where vocational training is relevant, graduates need tools to enable them to use their skills. • The SCREAM method, using creative approaches to empower children to create and deliver awareness messaging is considered highly effective.	ACCESS
7	Escravo, Nem Pensar! (Slavery, No Way!). 2020. Available at: http://escravonempensar.org.br/ [14 Aug 2020].	This NGO provides training of trainers for educators, in partnership with local governments as the basis for local initiatives. It also provides curriculum and reference materials.	AWARENESS
8	ILO. Supporting Children's Rights through Education, the Arts and the Media (SCREAM). Website available at: https://www.ilo.org/ipec/Campaignandadvocacy/Scream/lang--en/index.htm	This is a pack of 14 modules for use by educators, designed to empower young people to deliver messages on child labour to their communities. The methodology is based on the arts – drama, creative writing, music and the visual arts and on the media. SCREAM also seeks to channel the creative energies of children and youth in positive and constructive ways and encourages peer-to-peer education, with young people reaching out to other young people. The SCREAM modules are flexible "building blocks". Activities can be adapted according to the time and resources available and may be part of a year-long education programme or one-off workshops. The modules are generic and can be adapted to any geographical or cultural context and to any formal or non-formal setting. In a number of countries, SCREAM has been linked to or incorporated into national curricula, often with the active involvement of teachers' trade unions and public education authorities.	AWARENESS
9	International Organization for Migration (IOM). 2014. Integrating Awareness in the Education Systems of Georgia, Armenia and Azerbaijan. 2008–2014. https://publications.iom.int/books/human-trafficking-manual-lecturers-and-students https://publications.iom.int/books/human-trafficking-manual-teachers-revised-edition	These three projects, carried out with the IOM and education partners, looked at integration of trafficking and modern slavery awareness and prevention content in the core curriculum. In Armenia, content was added to the social science texts and curriculum for grades 8–12, and in Georgia as part of mandatory civic education courses in grades 9 and 10. In addition, Armenia developed a "Human Trafficking and Exploitation" manual for education students (future teachers) in universities and is planning to include prevention awareness materials in all university programmes. The capacity of teachers to effectively deliver the content is addressed through training and upgrading. The National action plans on Trafficking in all three countries include counter-trafficking public education objectives. Materials produced include textbook content and lesson plans. The course outline is for eight 45-minute lessons, that introduce the topic of trafficking and engage students in discussion and role play to build understanding and gain skills for avoiding trafficking, making sound decisions about overseas work and taking part in anti-trafficking activity. These lesson plans could easily be adapted for use in other circumstances.	AWARENESS

#	Title	Description	Theme
10	Rede de Ação Integrada para Combater a Escravidão (RAICE), Brazil. 2020. (Integrated Action Network to Combat Slavery). Available at: http://www.inai.org.br/site/acoes-integradas [14 Aug 2020].	This is a community-based initiative to strengthen communities against slavery by: identifying communities at risk; understanding the risk factors; strengthening initiatives against slavery in the community by training local actors and building better links between organizations; and building community organizations and networks that connect families and individuals with land access, training and microcredit.	AWARENESS
11	Anti-Slavery International and the Ethical Trading Initiative. 2017. *Base Code Guidance: Modern Slavery* (ETI-ASI/V1.1/08/17).	This is another resource aimed at business and therefore relevant to skills trainers seeking links to employers and employment opportunities as part of skills training. It introduces a code of practice, covering international law and standards, and offers practical assistance on implementation. Of particular relevance to skills training, the code calls for firms to investigate their supply chains, with a focus on "support capacity building of suppliers rather than driving compliance top down". This creates a potential avenue to work with employers in supply chains to improve the skills of their workforce, leading to both improved productivity and better working conditions.	BUSINESS
12	Ethical Trading Initiative and Ergon Associates. n.d. *Managing Risks Associate with Modern Slavery: A good practice note for the Private Sector*.	This practice note is intended as information, guidance and analysis for private sector institutions and organizations, to help them identify the potential for modern slavery in their operations, and to take action to prevent and mitigate risk. It includes information on definitions, the legal context, and practical tools to identify and mitigate risks and address affected workers. In a skills training context, this is a useful resource to use with employers and industry sector groups to build their understanding of and support for actions to prevent and address forced labour. A business-focused tone is useful in this context, as are the practical tools such as recruitment checklists and workplace and supply chain assessments.	BUSINESS
13	Global Business Coalition Against Human Trafficking. Website available at: https://www.gbcat.org [14 Aug 2020].	This business-focused initiative works to combat forced labour in company operations and supply chains. As a partnership of global business interests, the Coalition is particularly focused on how medium and smaller businesses in supply chains can be supported and monitored to prevent modern slavery. Resources they produce include: • a toolkit tailored to SMEs on managing risks. It explains the relevance of modern slavery to the SME community using real-world examples and focuses on key risks associated with modern slavery, such as working hours, use of migrant labour and retention of identity documents; and • the interactive Modern Slavery Map helps businesses identify partners for prevention of modern slavery initiatives by sector, location and focus.	BUSINESS
14	Amnesty International. n.d. *Slavery Today: Human Rights in the Curriculum*.	This was developed as a resource for teachers in the UK, as a set of six activities that could be incorporated into lessons on citizenship, history and related topics. For each activity there are clear instructions for the teacher and resources to be used. The topics cover awareness, legal frameworks and prevention.	CURRICULUM–STUDENT

#	Title	Description	Theme
15	A21 Human Trafficking Awareness Program. Available at : https://www.a21.org/content/pae/go2wh4 [14 Aug 2020].	This anti-trafficking organization has created a number of educational resources that can be used or adapted to raise awareness and to provide young people with tools for protecting themselves and their friends. The resources available include parent guides, curriculum for play-based learning for children, a high school curriculum to enable teachers to educate students, and an awareness curriculum consisting of three one-hour sessions (for those 13 and older). The awareness programme is available in eight languages, has 13 versions and includes online programme videos. Facilitator training materials and videos are also provided.	CURRICULUM–STUDENT
16	Catholic School Teachers' Association of Ontario. 2013. *Human Trafficking – Dignity and Worth of the Human Person*.	This is a curriculum for grade 7–12 students comprising six lessons, one for each year, each covering a different theme – from introducing the issue (grade 7) to developing personal action plans for combatting it (grade 12). Each lesson contains activities, resources and reference materials, teachers' guides and follow up/assessment tools (quizzes).	CURRICULUM–STUDENT
17	Harvard Graduate School on Education. n.d. *Time management lesson plan*.	A lesson plan for a 1–1/2 hour lesson on time management, to be undertaken over three sessions.	CURRICULUM–STUDENT
18	ILO, BRIDGE Project, Peru. Available at: http://jec.perueduca.pe/?page_id=253 [17 Aug 2020]. The website also has many additional video resources.	This project developed training and resources for high school students to reduce their vulnerability to forced labour and human trafficking by improving their and their parent's awareness and by building concrete skills for self-awareness, decision-making and network building for support. Detailed course curriculums (one each for upper and lower secondary students on forced labour and human trafficking) are available online.	CURRICULUM–STUDENT
19	—. 2006. *Training Materials for a Global Alliance Against Forced Labour.*	This guide contains 57 "training dossiers" arranged in four parts: a general introduction; the role of the state; poverty and discrimination; and migration and trafficking. Each dossier represents a lesson, incorporated suggested teaching approaches and handout materials which can be used as part of a series or as standalone lessons. Twenty-six individual activities designed to engage learners and deepen their understanding are also provided which can form part of the lesson within a dossier or be used separately to introduce a particular topic.	CURRICULUM–STUDENT
20	Intervention Central. Learning contract templates. Available at: https://www.interventioncentral.org/behavioral-interventions/motivation/how-increase-motivation-learning-contracts [17 Aug 2020].	This is an online resource for drafting learning contracts. "A learning contract is a voluntary, student-completed document that outlines actions the learner promises to take in a course to achieve academic success. This contract is signed by the student, the instructor, and (optionally) the parent. Benefits of all such contracts, however, are that they provide academic structure and support, motivate struggling learners by having them pledge publicly to engage in specific, positive study and learning behaviors, and serve as a vehicle to bring teachers and students to agreement on what course goals are important and how to achieve them."	CURRICULUM–STUDENT

#	Title	Description	Theme
21	Rabbi, D. ; Rabbi, E. 2015. *Modern Slavery Curriculum Project*. (See also https://www.freetheslaves.net/take-action/faith-in-action-ending-slavery/.	This is a comprehensive curriculum with activities aimed at children, teens and adults and is designed to integrate learning about and taking action to combat modern slavery in the context of Jewish religious education and practice. It would be a good model for any faith-based organization to use to connect religious education with awareness raising, in a culturally relevant context.	CURRICULUM–STUDENT
22	Skills you need. Time management summary. Available at: https://www.skillsyouneed.com/ps/time-management.html [17 Aug 2020].	An easy to read summary of key time management techniques and approaches.	CURRICULUM–STUDENT
23	The Advocates for Human Rights. 2010. The Rights of Workers in United States: *Lesson Plan – Understanding modern-day slavery (Grade Level: 9–12)*.	This is a US resource intended for use in secondary schools, grades 9–12. It consists of four activities and a final written assignment, to be completed over 2–5 lesson periods. It is also suitable for adults. Activities are interactive and include handout materials on cases, resources, fundamental international law, etc. Each activity is fully described and the handout materials provided. This could be adapted to any national or specific community situation.	CURRICULUM–STUDENT
24	The Clewer Initiative and Just Enough Group: *Modern Slavery Lesson Plans* [17 Aug 2020].	These lesson plans were developed by the Clewer Initiative of the Church of England, to provide resources for teachers in UK schools. Materials for all years of schooling (ages 5–18) are provided, including 15 complete lesson plans with materials, activities and links to external resources for further work.	CURRICULUM–STUDENT
25	UNICEF. Interfaith Group. n.d. *Interfaith Toolkit to End Trafficking*.	This guide was prepared by an interfaith group, stating "Together, in honor of our faith traditions, we acknowledge that child trafficking and modern-day slavery violate the fundamental conviction that all people are equal and deserving of the same freedom, respect, and dignity. In solidarity with victims and survivors, we are determined to inspire spiritual and practical action by all global faiths to end the abuse, exploitation, and trafficking of all children everywhere." The guide includes inputs from Buddhism, Christianity, Hinduism, Islam, Judaism and Unitarian Universalism.	CURRICULUM–STUDENT
26	Washington Inter-Religious Staff Community Working Group on Human Trafficking. 2019. *Interfaith Toolkit on Human Trafficking*.	This guide was prepared by the Washington Inter-Religious Staff Community Working Group on Human Trafficking. It brings together basic information on human trafficking and resources based in the doctrines of the Baha'i, Catholic, Jewish, Muslim and Protestant faiths. This could be a useful resource for educators seeking to build alliances with religious leaders.	CURRICULUM–STUDENT
27	Government of Alberta, Canada. Learning styles. Available at: https://alis.alberta.ca/explore-education-and-training/what-s-your-learning-style/ [17 Aug 2020].	An online quiz to determine learning style. Can be used or adapted for offline use.	CURRICULUM–TEACHER

#	Title	Description	Theme
28	ILO. 2015. *Job Search Clubs - ILO Manual*.	This is a manual for educators and employment services staff aimed at improving the transition of young people from learning into employment.	CURRICULUM–TEACHER
29	La Strada International. 2007. *Human rights and Trafficking in Women and Young People in Europe: Teacher's Manual*.	This handbook provides informational material for teachers and general information on the prevention of trafficking and the exploitation of children. Chapter one provides a definition of trafficking and sketches the international and national situation in the Ukraine. Chapter two outlines the legislation on human rights protection and prevention of trafficking, internationally as well as nationally. Chapter three gives an overview of the anti-trafficking activities of the Ukrainian government from 2002–2004 and the role of NGOs in this activity. Chapter four provides methodic guidelines for educational activities for high school and college students, tips for travelling abroad and outlines the issue of commercial sex exploitation of children, child labour, the concept of gender and gender stereotypes and gender in the family, at work and in politics.	CURRICULUM–TEACHER
30	National Human Trafficking Resource Centre: *Human Trafficking Awareness for Educators* [17 Aug 2020].	This US resource is an online 32–slide presentation intended to help educators understand human trafficking and develop effective prevention and response strategies integrated into their practice. The slide deck is narrated and includes notes and links to additional resources. This would be an easy introduction to the issues and a basis for educators to discuss what would be relevant in their context.	CURRICULUM–TEACHER
31	Online Training Initiative to Address Human Trafficking. Available at : http://training.helpingtraffickedpersons.org/ [17 Aug 2020].	This free online learning resource aimed at service providers (health, law enforcement, legal, etc.) includes a general 9-module course requiring 10–12 hours to complete as well as specialized modules aimed at different professions. It would be a potential resource for educators seeking to gain understanding of the issues. The service is funded by the province of Ontario, Canada and is available in English and French.	CURRICULUM–TEACHER
32	Prevention Organized To Educate Children on Trafficking (PROTECT) - *Online training resources for educators*. Available at: [17 Aug 2020].	Prevention Organized To Educate Children on Trafficking. PROTECT is a US-based programme which provides (for a fee) comprehensive training and reporting protocols to school staff so they can provide prevention education to students (K–12) and be prepared for disclosed abuse. The PROTECT approach to teacher/staff training is that this is a necessary prerequisite for doing awareness raising with people who may have been affected.	CURRICULUM–TEACHER
33	Resilient Educator. 2020. Teaching styles. Available at: https://resilienteducator.com/classroom-resources/5-types-of-classroom-teaching-styles/ [17 Aug 2020].	An easy to read summary of five teaching styles and how they can be effective in different contexts.	CURRICULUM–TEACHER

#	Title	Description	Theme
34	Sample resources on improving retention and outcomes.	https://digitalmarketinginstitute.com/en-ca/blog/8-ways-to-improve-student-experience-and-boost-retention https://www.hanoverresearch.com/media/Strategies-for-Improving-Student-Retention.pdf https://www.unit4.com/blog/10-ways-to-increase-student-retention https://www.u-planner.com/en-us/blog/seven-best-practices-to-boost-student-retention-in-higher-education Study on factors and strategies for retention in post-secondary education: https://www.algonquincollege.com/academic-success/files/2014/12/Overview-of-Student-Retention-Theories-Strategies-and-Practices-at-Peer-Institutions.pdf?file=2014/12/Overview-of-Student-Retention-Theories-Strategies-and-Practices-at-Peer-Institutions.pdf Zepke, N. 2018. "Supporting TVET Learners' Success with Peer-Facilitated Learning and Active Citizenship", in: S. McGrath, M. Mulder, J. Papier, R. Stuart (eds) Handbook of Vocational Education and Training (London, Springer). Study on reasons for drop out at a technical college in Malaysia: http://www.ccsenet.org/journal/index.php/ass/article/view/63644. Study of drop out causes in TVET in South Africa: https://journals.co.za/content/journal/10520/EJC-1ba4fbfa7e.	CURRICULUM–TEACHER
35	The Training and Development World. Available at http://thetrainingworld.com/resources/Improving_Training_Effectiveness/ [18 Aug 2020].	This is an online resource aimed at trainers, with resources and references to help in the development and improvement of training. This link is to a short guide on improving effectiveness of training, through strategies such as after training follow up, involving employers in the training, and asking students to then train others. The site has many quick tips and helpful resources.	CURRICULUM–TEACHER
36	University of Colorado at Denver. Learning contracts online tutorial. Available at: http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/LearningContracts/index.htm [17 Aug 2020].	This is an online, 12–step resource for educators to introduce the topic of learning contracts and learn to apply them in their own work.	CURRICULUM–TEACHER
37	Western University of Canada, Centre for Teaching and Learning. Tools for getting student feedback. Available at: https://teaching.uwo.ca/awardsdossiers/teaching-feedback.html [17 Aug 2020].	This Canadian university webpage provides links to a number of tools for educators to obtain student feedback, both informally during teaching time or as a structured questionnaire.	CURRICULUM / TEACHER
38	ILO. 2018. *Guidelines for Non-Formal Market-Based Skills Training in Lebanon*.	These guidelines were developed to support non-formal vocational training providers in Lebanon, with specific guidance on how to improve the market relevance and employment impact of their programmes. The materials are relevant to many non-formal trainers.	DEVELOPMENT
39	—. 2009. *Rural skills training: a generic manual on training for rural economic empowerment (TREE)*.	This manual is a comprehensive guide to developing and delivering training aimed at empowerment of the rural poor, in particular, including approaches to serve women and persons with disabilities. The manual includes a wealth of concrete, practical resources to aid in the development of training designed to develop skills and economic opportunities to create livelihoods in local communities. The fundamental steps are: engagement of stakeholders; identification of economic opportunities and training needs; design and delivery of training; and post- training support to ensure transition to wage- or self-employment are relevant to the design of all training, but particularly so to vulnerable populations who may be at risk of forced labour due to lack of opportunity or sense of empowerment and choice. Among the practical tools provided are forms and a guide for conducting market opportunity surveys (to identify opportunities for new/increased production or trade); detailed descriptions and tools for ten different instructional techniques; and a model for developing a course syllabus.	DEVELOPMENT
40	Financial Consumer Agency of Canada; Ontario Securities Commission; and Ellen Roseman. Financial Literacy Workshop. Available at : https://www.canada.ca/en/financial-consumer-agency/services/financial-basics.html [18 Aug 2020].	Financial Basics is a financial workshop to help young adults learn about budgeting, saving, credit, investing, fraud prevention and financial planning. Financial Basics was developed by the Financial Consumer Agency of Canada and the Ontario Securities Commission, in collaboration with Ellen Roseman, financial author and journalist. The workshop materials are available in both English and French and include the following free resources: presenter's manual; participants' handbooks; presentation slides; participant evaluation form; and e-Learning videos.	FINANCE
41	ILO. 2014. *Trainee's Guide : Financial Education for Workers in Africa – Manage Your Money Smartly*. —. 2001. *Trainee guide: Financial education for youth*.	These ILO trainee guides introduces basic knowledge, skills and tools related to earning, spending, budgeting and using financial services such as savings, credit, money transfers and insurance. They are intended for use as a workbook during financial education training and as a quick reference guide thereafter. A trainee's guide developed by the ILO Country Office in Nepal serves as a workbook during the training and helps them to retain key financial education messages and skills.	FINANCE
42	—. 2008. *Financial Education: Trainers Guide (Cambodia)* (also in Khmer).	This guide provides useful resources, lesson plans and role-playing activities for creating interactive learning about financial management. They guide students towards understanding debt and repayment, and alternate financing strategies. • The trainers' guide contains nine modules and 21 training aids with specific activities. The learner will create both a budget and a savings plan over the course of the programme. • The trainee guide is intended as a book for the student to complete over ten sessions, including creating a budget and savings plan, and ending with a section on identifying possible employment and self-employment opportunities based on the person's skills and preferences. This could easily be part of a skills training programme.	FINANCE

#	Title	Description	Theme
43	Next Gen Personal Finance. n.d. *Financial planning activity: The Bean Game*. Available at: https://www.ngpf.org/blog/activity/looking-for-a-great-hands-on-budgeting-activity/ [18 Aug 2020].	This is a financial planning game where players are allocated 20 beans and then allocate them to different activities within expenditure categories. These details should be adapted to meet locally relevant conditions, the resource was initially developed in the United States.	FINANCE
44	Practical Money Skills, Foster City, CA. n.d. *Avengers: Saving the day – A comic book on financial literacy*. Available at: https://www.practicalmoneyskills.com/resources/comics/avengers [17 Aug 2020].	This is a teacher's guide and comic produced in eight languages. Downloadable Spanish and English versions are available at this site, which also holds a number of other resources and games on financial literacy.	FINANCE
45	Practical Money Skills, Foster City, CA. *Practical Money Skills*. [17 Aug 2020].	This website provides links to many resources including detailed lesson plans and online games. Sites are available in multiple languages and regional variations.	FINANCE
46	ILO. *Work in Freedom*. [17 Aug 2020]. —. *Lessons learned*. [17 Aug 2020].	The Work in Freedom programme promotes empowerment, education, fair recruitment, safe migration, and decent work for women and girls from South Asia. The programme also works in the Middle East. A key programme element is "Pre-Departure Training" which supports women making decisions to achieve livelihood goals without migration. Guides, tools and resources from the different country projects are available. The lessons learned are drawn from programme activities up to 2018. They offer specific guidance on programme design to address unanticipated issues, including the challenges of developing alternatives to migration and the complexities of awareness raising.	MIGRATION
47	IOM. 2019. *Migrants and their Vulnerability to Human Trafficking, Modern Slavery and Forced Labour*.	Comprehensive assessment of risk for migrants at all stages, and recommendations for actions to address risk. For prevention, a number of elements relevant to skills including access to services and options for livelihood improvement.	MIGRATION
48	Australia. 2018. Modern Slavery Act 2018.	This is an example of national legislation designed to combat forced labour by requiring business organizations to assess and report on risks of modern slavery in their operations and supply chains, and to take action. It applies on a mandatory basis to companies with annual revenues over AUD100 million and is voluntary for other organizations. The existence of this requirement could potentially be useful in developing training partnerships with local entities which are part of supply chains for Australian companies.	POLICY

#	Title	Description	Theme
49	Canada. 2013. *National Action Plan to Combat Human Trafficking*.	This is Canada's national strategy document to address human trafficking. Under the prevention section, it notes that awareness raising includes education and information for specific communities within the country (Aboriginal) who are at risk of trafficking within the country, as well as awareness about international trafficking, for which Canada is more likely to be a destination country.	POLICY
50	ILO. *Website on Upgrading Informal Apprenticeships*. [17 Aug 2020].	This is a useful ILO web page with multiple links to policies and resources related to upgrading informal apprenticeships. See also Upgrading Informal Apprenticeships: A Resource Guide for Africa.	POLICY
51	Tunisia. 2018. R*apport de l'Instance Nationale de Lutte contre la Traite des Personnes*. [Also in Arabic] See also see online HELP training platform supported by the Council of Europe.	The Tunisian action plan on combatting trafficking through prevention and victim assistance includes a number of prevention elements, including: • harmonization of the legal frameworks to ensure there is no ambiguity or contradiction; • awareness training for key stakeholders/influencers including police, academics and health workers; • creation of "safe spaces" where migrant workers can access information, training and services (sponsored by the Tunisian General Trade Union); • science clubs created in schools where teachers use interactive games to raise awareness; and • a national competition for student journalists on fair recruitment and migration.	POLICY
52	Skills Development Scotland. 2019. *Prevention of Modern Slavery in Procurement Policy*.	This is an example of a policy document from a skills development authority. Its purpose is to "inform all those who work at SDS about the risk of Modern Slavery in our supply chains and how we can mitigate risk. It sets the methods SDS will employ to mitigate any risk of modern slavery in our supply chains." Among other things, it calls on all staff to access training on modern slavery provided by the organization and requires analysis of all suppliers and sub contracted suppliers to ensure there is no instance of modern slavery, and to report any that are found.	POLICY
53	Council of Europe. Group of Experts on Action against Trafficking in Human Beings (GRETA). 2019. *Human Trafficking for the purpose of labour exploitation*, Thematic Chapter of the 7th General Report on GRETA's Activities (covering the period from 1 January to 31 December 2017).	• This review of activities is drawn from Council of Europe members and provides a summary of actions taken, underscoring the relevance of awareness raising and skills development work. It includes a chapter specifically on prevention and also covers: • Awareness raising and training: Many countries carry out public information campaigns, though there is limited impact assessment. School-based awareness through integrating information in curriculum is noted, along with training and resources for teachers (examples in Serbia and France). • Targeted prevention for groups at risk: These are groups such as migrant workers (agricultural and other); domestic and care workers, fishing workers; and specific groups (Roma and street children). Prevention activities are aimed at improving legal frameworks, inspections and targeted communications. • Labour laws and inspections: Labour legislation and workplace inspections, including on health and safety, compliance with labour standards and revenue laws, play an important role in deterring instances of human trafficking for forced labour and identifying possible victims. • Private sector: Measures aim to discourage demand, particularly through public-private partnerships and engaging private sector employers.	RESEARCH

#	Title	Description	Theme
54	—. 2007. *Democratic Governance of Schools*.	This Council of Europe publication reviews strategies for increasing participation in the governance of education and provides examples from across Europe.	RESEARCH
55	European Commission. 2015. *Study on high-risk groups for trafficking in Human Beings*.	The study was carried out to identify risk and resilience factors affecting children. Risk factors included: child victims of war and crisis; "migration orphans"; children in need of care; child victims of family violence; and children from marginalized communities. Two crucial individual factors are a history of abuse and a vulnerable emotional state, while social factors are dominated by social exclusion and marginalization, resulting in lack of employment and options. These combine to place children in situations where they are vulnerable to exploitation. Marginalized communities (such as Roma in Europe) lack access to regular social, employment and educational integration. Recommendations of the study relevant to skills training point to the need to support economic and social inclusion for marginalized communities, a culture of zero tolerance for violence against women and children and ensure that protection and response services work together.	RESEARCH
56	ILO. 2017. *Global estimates of modern slavery, Forced labour and forced marriage*.	This reference document sets out basic statistics on modern slavery. It is most useful as a reference for those creating information materials. Information on numbers, by types and by regions is provided along with definitions. It was a collaboration between the ILO, IOM, Alliance 8.7 and the Walk Free Foundation.	RESEARCH
57	—. 2018. Skills: An entry point for promoting decent work for domestic workers (Bharti Birla). [Internal Document].	A summary report by the ILO on the effort by the government of India, ILO and others to improve the quality of employment (and reduce the risk of exploitative employment practices) through developing a set of competency standards for the sector (along with a sector skills council, the Domestic Workers Sector Skill Council http://dwsscindia.in/ to manage training and assessment). Other efforts included supporting the development of unions and cooperatives to assist workers to gain written contracts, negotiate wage levels, and be recognized as skilled workers for the purposes of social security and career progression. Formalizing the skills and professionalizing the responsibilities of this traditionally female sector help to build a better route to entry into the paid labour market for women, especially those from less advantaged backgrounds. One particularly helpful strategy was to identify key care specialties – such as caring for the elderly – as an entry point for promoting the value of skilled workers.	RESEARCH
58	—. 2019. Joint Final Evaluation of *Consolidating and Disseminating Efforts to Combat Forced Labour in Brazil and Peru*.	Findings from the evaluation of this project relevant to skills training include: • the need for increased awareness of vulnerabilities among to combat youth co-optation into forced labour; • private sector involvement against forced labour can be enhanced through their social responsibility initiatives; • even if men make up a majority of forced labour victims, the economic role of women can be critical. Where men are the sole earner in a family, they may feel pressured to accept risky employment, whereas families where both spouses can earn incomes may have greater resilience.	RESEARCH
59	—. 2020a. Country study: Skills-based approaches to prevent forced labour and reintegrate victims, Thailand. [Internal Document].	• This country study was commissioned by the ILO as background for this guide. On prevention, it reviews Thailand's approaches to awareness raising and to prevention through education and skills training. It provides analysis and context for the practices developed and discusses their impacts. Among the notable features of the various prevention strategies are: • Analysis of the different economic sectors and industries provides insights on where forced labour is present, including the export-oriented manufacturing, agricultural, construction, and seafood sectors. The domestic sector (mainly women) lacks straightforward and affordable formal migration systems and problems or exacerbated by the enormous demand for migrant labour from neighbouring countries. • "Bring education to the population" programmes should offer core skills for empowerment (literacy, language, numeracy) and rights knowledge. • Programmes are needed that connect marginalized groups to core public services (particularly education, skills training and certification). • Programmes should incorporate practical support for productive employment through social enterprises, producer groups, practical support for business or farm start up, and partnerships with employers. *Examples:* • Hub Youth Club, which targets street children in Bangkok, offering them a way to transition to more secure housing and education. • Childline (which operates the HUB) has developed a curriculum on child protection and prevention which is offered for integration into the regular education curriculum, along with training for teachers and other school staff. • Stopping Exploitation through Accessible Services (SEAS) project focuses on integrating migrant fishery workers' children into public schools. SEAS set up temporary education centres in migrant camps, mobile registration services and organizing camps and workshops to build trust between local residents and migrants. The education centres also offer literacy numeracy and language training for youth and adults. This approach combines awareness raising and rights education with practical skills to ensure a greater range of employment options for children and adults. • The Labour Protection Network trains migrant workers to act as informal monitors for communities and workplaces who can identify risk situations and give advice. The group also runs a Saturday youth club for migrant workers. • Pre-departure training for migrant workers was developed by the Ship to Shore Rights Projects. This six-session, 6–8 hour course covers basic knowledge about working in the Thai fishing sector, migration, legal rights and responsibilities under Thai law, safety, support and help services. • Raks Thai Foundation's work focuses on migrant women, focusing on empowerment, offering language, literacy and leadership skills training with content on labour rights, health and gender-based violence. The project emphasizes development of migrant women as leaders to advocate for themselves.	RESEARCH

- The Freedom Story works with stateless and undocumented people. Its Resource Centre offers access to educational resources, tutoring, classes and access to the internet. The centre is a hub for after school clubs and youth leadership programmes and for community wide awareness and education programmes. The Freedom Story also offers training in sustainable and profitable farming through its Eco-Organic Learning Centre, offering comprehensive skills training in all aspects of successful farming (market identification, accounting, etc.). Another project focuses on silkworm culture.
- Urban Light is another organization running youth centres, these are aimed at boys and young men aged 12–25 who are at risk of sexual exploitation. The centres offer health services, education and other services, and help participants attend government-run informal education centres, where successful completion is recognized in a formal and recognized certificate, allowing for further education or as a requirement for employment. A screen-printing activity at the centre enables participants to earn income while learning skills and being engaged at the centre.
- Daughters Rising has focused on creating social enterprises to employ indigenous women: Chai Lai Trekking and the RISE shop. The skills training programme empowers women to use traditional skills and knowledge and interact successfully with the modern economy. By enabling women to access incomes, they are able to maintain their children in education and not choose risky migration for themselves.
- The Life Skills Development Foundation works with migrants and stateless ethnic young people to help them access education and social services and pursue education and vocational training. The programme works with the private sector to provide opportunities for career counselling, skills training and job placement.

#	Title	Description	Theme
60	—. 2020b. Good practice examples, tools and approaches on prevention of forced labour and the reintegration of victims of forced labour through skills development, Nepal case study. [Internal Document].	The Nepal case study focuses primarily on the situation of intergenerational debt bondage and landless people who traditionally work for other groups. Some of the relevant points in prevention strategies include: • Building the capacity of target group members to organize and collectively advocate for their rights. The Land Right movement is the key example of this. Critical elements of capacity building are: - access to core skills including literacy and numeracy; - self-confidence and assertiveness training; - education on rights and the legal frameworks and services; and - leadership development. • Training programmes that challenge gender norms – for example, a group of women trained as house painters went on to work as a group in a non-traditional area. • Access to mainstream services and programmes (such as health, education and training) is usually conditional on proofs of identity and citizenship, making this an important element of support. • Scholarships and educational bursaries for at-risk populations can ensure they are able to participate in education (this overlaps with services for reintegration). Similarly, targeted training programmes for affected populations can assist with prevention as well as reintegration.	RESEARCH

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61	—. 2020c. Forced labour in the Philippines: A case study in search of good practices, tools and approaches in preventing and reintegrating victims of modern slavery through skills development. [Internal Document].	• The Philippines have a strong anti-trafficking framework and enforcement for their global diaspora of overseas workers. However, challenges remain. This review focused on forced labour, including through trafficking in the Bangsamoro Autonomous Region of Muslim Mindanao (BARMM). Some of the key prevention strategies used are: • Awareness-raising educational materials and curriculum: one developed with an NGO and targeting young rural women; and elements for inclusion in public schools K–12 curriculum; • Establishment of youth groups at high schools who develop and lead peer-to-peer awareness raising activities; and • Pre-departure orientation seminars for prospective migrating workers are currently offered by the Philippine Overseas and Employment Agency. A significant problem for the BARMM is the absence of formal identity documents and poor control of this is due to gaps in local government capacity. Some general education and employment initiatives in BARMM have the potential to prevent victimization by providing improved employment and income, but are not specifically oriented in that way: • The Ministry of Education provides free technical and vocational education for young people. • The Ministry of Labour has established a Jobs Portal to assist in matching graduates with available jobs. • The Department of Education offers an Alternative Learning System which allows students to learn in informal settings. The system offers both a basic literacy programme and continuing education, and students gain formal accreditation. A number of strategies mainly focused on reintegration and support for survivors of trafficking could have relevance for prevention in terms of increasing access to skills development and support to employment for at-risk populations. These include: • The national skills training authority (TESDA) offers a number of programmes for returned foreign workers such as STEP (Skills Training for Employment) which offers market-oriented skills training and support to enable graduates to set up their own businesses. • The Special Programme for Employment of Students offered through the public employment service focuses on youth aged 15-25 and partners with private sector employers to provide summer/short term employment to young people to enable them to stay in school.	RESEARCH

#	Title	Description	Theme
62	—. 2020d. Skills-based Approaches to Prevent Forced Labour and Reintegrate Victims (Brazil). [Internal Document].	This review of Brazilian initiatives is aimed at skills educators. The overall technical and vocational education and training system in Brazil is market-oriented, with skills training institutions linked to industry sector skills organizations, and a government-led technical education network. A general strategy to promote access to skills training for low-income youth and adults (Pronatec) is not specifically oriented to identifying and addressing the needs of high-risk groups. Examples of programmes specifically geared to social-economic inclusion for groups at risk of trafficking and forced labour are: • Plano Progredir – offers access to job placement, training and support for entrepreneurship for low income people registered with the "single registry for social programmes". This is mainly a referral service; it does not offer any special support or service aimed at building the capacities or confidence of potentially vulnerable people. • Escravo, Nem Pensar! is an awareness-raising programme which operates through local partnerships to build capacity and support action by education professionals. • RAICE is a community development programme aimed at building the resilience and socio-economic development of communities to enable them to resist victimization. A key element is the development of sustainable livelihoods. • Ação do Sebrae: Curso de Gastronomia. This is one of the projects of RAICE which is focused on rescued forced workers but which is also relevant to prevention. It identified the potential for income generation through food production, providing relevant training in both business and food skills. • Integrated Action Projects: Designed as a reintegration approach these projects have elements relevant to prevention, specifically the individual follow-up with workers and development of training responsive to both their needs and relevant to improved livelihoods. The training integrates education on rights, health and land reform. Key lessons on prevention from the report include: • investment in prevention, both by building the capacity, confidence and personal agency of at-risk populations and their economic opportunity, is more cost effective than reintegration; • the cost of training is a barrier for those at risk due to low incomes; • training institutions and educators need to be aware of and better respond to the needs of the specific populations being served; and • involvement of the private sector is crucial for prevention, and particularly in terms of providing opportunities for social and economic inclusion.	RESEARCH
63	—. 2020. *Toolkit for quality apprenticeships*, Vol. 1 Guide for Policy Makers, and Vol. 2. Guide for Practitioners.	This online resource provides a wealth of information on developing and implementing high quality apprenticeships. It is a two-volume resource to improve the design and implementation of apprenticeship systems and programmes and provides a comprehensive but concise set of key information, guidance and practical tools for policymakers and practitioners who are engaged in designing and implementing Quality Apprenticeships. The two volumes are linked to each other with the first volume providing guidance to policymakers establishing or improving the policy framework and systems through the six building blocks for quality apprenticeships. The second volume guides practitioners in developing, implementing, monitoring and evaluating apprenticeship programmes. Both volumes provide comprehensive but concise information, guidance and examples of good practices and practical tools.	RESEARCH
64	ILO and UNESCO. 2018. *A Global Overview of TVET Teaching and Training: Current Issues, Trends and Recommendations*, Joint ILO–UNESCO Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART).	This comprehensive overview on issues facing TVET teaching and training illustrates a number of challenges to be addressed if skills educators (whether in formal or informal contexts) are to be effective in preventing forced labour: • Skills educators to have both practical experience (gained through hands on experience in the relevant industry) and pedagogical skills (based on effective initial training and regular in service training and supervision) for them to be effective in ensuring employment outcomes for their students and the ability to adapt programmes to meet student needs. • Skills/TVET training should be developed and delivered in close partnership with relevant economic actors: employers, industry associations, worker organizations, to ensure effective outcomes. • Higher levels of government and industry investment is needed in recruitment, training and remuneration of TVET teachers and the system as a whole (a broader context for the work of educators).	RESEARCH
65	Michael G. Fullan. 1993. *Why Teachers Must Become Change Agents*. In: The Professional Teacher, Vol. 50, No. 6, pp. 12–17.	The points in this article on the role of teachers and educators have been reiterated in many publications over the past 30 years, for example, Characteristics of Teachers as Change Agents. A core summary of the qualities required for effective teaching is described. Every teacher should be knowledgeable about, committed to, and skilled in: • working with all students in an equitable, effective, and caring manner by respecting diversity in relation to ethnicity, race, gender, and special needs of each learner; • being active learners who continuously seek, assess, apply, and communicate knowledge as reflective practitioners throughout their careers; • developing and applying knowledge of curriculum, instruction, principles of learning, and evaluation needed to implement and monitor effective and evolving programmes for all learners; • initiating, valuing, and practicing collaboration and partnerships with students, colleagues, parents, community, government, and social and business agencies; • appreciating and practicing the principles, ethics, and legal responsibilities of teaching as a profession; and • developing a personal philosophy of teaching which is informed by and contributes to the organizational, community, societal, and global contexts of education.	RESEARCH
66	Organization for Security and Co-operation in Europe (OSCE). 2003. *Action Plan to Combat Trafficking in Human Beings*.	The OSCE Action Plan provides the framework for OSCE activities in support of the anti-trafficking efforts of participating States. It contains core recommendations for action at the national level, including prevention, awareness raising and addressing root causes. The website includes a range of resources and information materials.	RESEARCH
67	Philippines. *Alternative Learning System in the Philippines*. [17 Aug 2020].	This is the home page for the Alternative Learning System (ALS) in the Philippines. It sets out how non-formal learning is integrated into the country's educations system.	RESEARCH

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68	Philippines. Department of Labour and Employment. Website on the Youth employment-bridging programme: *Special Program for the Employment of Students*. [17 Aug 2020].	The Special Program for Employment of Students is the Department of Labour and Employment's youth employment-bridging programme aims to provide temporary employment to poor but deserving students, out-of-school youth, and dependents of displaced or would-be displaced workers during summer and/or Christmas vacation, or any time of the year, to augment the family's income and help ensure that beneficiaries are able to pursue their education.	RESEARCH
69	Private Enterprise Development in Low Income Countries (PEDL). 2017. *The Skills to Pay the Bills: Returns to On-the-job Soft Skills Training*.	This study evaluated the impact of "soft skills" training for women in garment factories in India, as well as improvements in their productivity and any potential returns to the business. Training in life skills (including communication, time management, financial literacy, successful task execution, and problem-solving) was found to have significant positive effects both for the women who were trained and for their employers. "Workers need effective communication to resolve throughput issues with other team members (e.g., identifying and working through bottlenecks in real time). They need relationship management skills to relay information in a productive way to supervisors (e.g., machine malfunction, requesting breaks or help to complete tasks, etc.). And they need problem-solving frameworks to effectively deal with daily shocks to production." The Personal Advancement and Career Enhancement (PACE) programme showed significant improvements in trainees' ability to communicate, finding they were more likely to request and complete technical skills training, and their improvements in self-esteem persisted after the end of the programme, especially for women workers who had very low levels of skill in all these areas before the programme. In terms of impact on business, trained workers were 11 per cent more productive and were more likely to be assigned to complex tasks, and this effect extended to fellow workers in their same group. There was no significant impact on wages during the study period (8 months). The authors calculated a net rate of return to the firm at 250 per cent after eight months, due to the low cost of the programme and the accumulated productivity improvements. The authors stated that these results were consistent with other studies. This report provided solid data on the impact of life skills training on women workers in the garment sector and illustrates its effectiveness in building capacity and confidence for further training, as well as providing immediate benefit.	RESEARCH
70	UK Aid and Work and Opportunities for Women (WOW). 2018. *Work and Opportunities for Women*.	This report finds that many of the drivers of modern slavery and the obstacles preventing the economic empowerment of women are the same. " ...[B]y using the lens of women's economic empowerment business will be better able to identify necessary actions across their entire value chain to reduce the risk of modern slavery and at the same time create positive impact for women .... Initiatives should be rooted in strengthening the agency of vulnerable and high-risk populations, through building awareness, knowledge, skills and confidence. Building women's agency is particularly effective when rights-awareness training is combined with building essential life skills on communication, negotiation and decision-making. This approach means women not only have the knowledge and awareness of their rights at work, but also have the skills to challenge harmful gender norms that restrict their economic empowerment. Peer learning approaches and delivering training as part of peer support groups can also strengthen agency, by embedding skills within workplaces and communities and creating groups which can support each other with shared knowledge and skills."	RESEARCH

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71	UK. Department of Justice. 2019. *Annual Report on Modern Slavery*.	This is an annual report on activities in the UK, prepared by the government anti-slavery office. Among the prevention activities noted are specific targeted communications, for example, to young holidaymakers about the risks of short-term work in holiday destinations. Integrating information and awareness materials into the Welsh core school curriculum was also noted.	RESEARCH
72	UNESCO. 2019. *Human Migration and TVET*, Discussion paper.	This paper explores the role that TVET can play in mitigating the causes and tackling the effects of migration. Migration is understood to include refugees, irregular migrants, asylum seekers and labour migrants, sometimes overlapping categories. Challenges to the TVET system for supporting migrants are also relevant to prevention, in terms of ensuring access to TVET for students who are socially/economically excluded in their own country, namely: • recognition of prior learning and articulation of qualifications across national systems; • adequate teacher training and support for additional responsibilities when dealing with more diverse/more barriered students; • skills in intercultural education for teachers; • language learning support oriented to vocational language proficiency for speakers of other languages; and • good career guidance to enable students to navigate labour markets, education and training systems. The paper notes that the pressure on migrants to find work as soon as possible to support their families can be a disincentive to pursuing vocational training, due to the time commitment and initially low wages. This also applies to those who may feel pressured to migrate or seek hazardous employment. The report recommends a number of actions for the TVET system that are relevant to increasing its role in prevention: • Initial barriers to access need to be addressed, due to low literacy and educational standards, by providing some elements of prerequisite education in the native language of students (where this applies) to support positive engagement with learning. • Specialized language training modules need to be geared to the needs of the vocational skills and employment track, potentially with teaching by specialist language teachers. • TVET curricula in all fields should incorporate a focus on economic, social and environmental sustainability as a means of mitigating disaster, risk, the impact of climate change, and reducing pressures to migrate. • As a mediator between education and employment, TVET providers are critical in ensuring that graduates are well prepared for employment and that employers are ready to employ them. • The quality of teacher training and retraining needs strengthening, particularly the teacher's ability to serve more diverse groups of students, by understanding and addressing their own biases and preconceptions and by having a greater range of techniques they can adapt to meet student needs. • The mental health needs of TVET students is often overlooked and can be a critical factor in their success. Specialist resources for this are needed. • Information and career guidance, and effectively outreach and marketing for TVET, is necessary for many people who do not know about or have negative impressions of technical occupations. • Facilitating local work experience is a key value for TVET.	RESEARCH

#	Title	Description	Theme
73	United Kingdom. DFID. 2018. *Modern Slavery and Women's Economic Empowerment* [graphic on p. 10].	This publication presents a conceptual framework as an analytical tool to help analyse social, economic, legal and other structural factors that drive modern slavery in developing countries. It is structured around three pillars: • Which groups are most at risk of modern slavery and what factors make them vulnerable to being exploited? • What are the different types of modern slavery 'industry' and common methods for recruiting and controlling victims? What are the structural factors (i.e. state, business, society) that help to perpetuate modern slavery?"	RESEARCH
74	UN Office on Drugs and Crime (UNODC) Online toolkit to combat trafficking in persons. Available at: https://www.unodc.org/unodc/en/human-trafficking/2008/electronic-toolkit/electronic-toolkit-chapter-9-prevention-of-trafficking-in-persons.html [17 Aug 2020].	This online resource offers a comprehensive set of information and action measures. Among the elements relevant to skills training and prevention are: • Tool 9.2 addresses the root causes of trafficking, noting that reducing the vulnerability of potential victims through social and economic development and public education are key prevention strategies. Specifically, countries where at-risk populations exist should: - take measures to promote economic development and social inclusion; - improve access to educational and vocational opportunities, especially for girls and minority groups; and - enhance job opportunities for women, particularly through the formation of SMEs and directing SME training and support to at-risk groups. • Tool 9.7 is a prevention checklist, helpful for planning a prevention activity. • Tools 9.8 and 9.9 set out strategies for awareness raising, including case examples and links to video resources. These are focused on anti-trafficking but also address risk factors for all forms of forced labour.	RESEARCH
75	USAID. 2013. *Counter-Trafficking in Persons Field Guide*.	The field guide is a practical resource for USAID officers working in the field. For trafficking prevention. It focuses on education about trafficking for i) for vulnerable populations; ii) for employers whose business practices could facilitate trafficking; and iii) first responders who could assist victims. Interventions to prevent trafficking include: • improved educational and economic opportunities; • combatting gender and ethnic discrimination; • eliminating corruption; and • strengthening governance and the rule of law. These are summarized in terms of development objectives under four headings: 1. Recruiting and labour practices; 2. Vulnerable individuals and groups; 3. Anti-Corruption; and 4. Demand reduction.	RESEARCH
76	—. 2009. *Best Practices in Trafficking Prevention in Europe & Eurasia*.	This is a comprehensive overview of prevention practices, covering eight categories. Two are particularly relevant to skills and key points are noted here: Awareness raising • A list of 18 types of approach is listed, with a range of examples. • It's noted that messaging needs to be more precisely targeted to the intended audience and their situation to be effective, including issues such as men not identifying as "victims' or potential victims – other language is needed. • Awareness activities need to be assessed for impact and adjusted. Employment and income producing strategies • Vocational programmes that assist with job placement include: - workshops on job search and assistance with resumes and interview skills; - training on job development and entrepreneurial skills; - vocational and technical skills; - internships and mentoring; - job placement; and - post-employment counselling. • Training includes components that address self-esteem and self-confidence. • Job placements should be monitored for at least a year to ensure secure attachment. • Skills training graduates may choose to migrate – this should be part of the preparation and planning. • Gender discrimination and stereotyping should be addressed. • Empowerment and improved community life • Crisis prevention • Safe migration programmes • Demand reduction • Protection • Criminal enforcement	RESEARCH

#	Title	Description	Theme
77	Walk Free Foundation. *Global Slavery Index, Vulnerability model*. Available at: [17 Aug 2020].	The Global Slavery Index Vulnerability Model describes five factors for vulnerability and a number of specific issues within each. These are used to measure vulnerability at the population level but are also relevant for identifying areas where individual level interventions can reduce vulnerability. Factor One: Governance Issues • Political Instability • Global Slavery Index Government Response* • Women's Physical Security • Political Rights • Regulatory Quality • Disabled Rights • Weapons Access Factor Two: Lack of Basic Needs • Cell Phone Users • Undernourishment • Social Safety Net • Ability to Borrow Money • Tuberculosis • Access to Clean Water Factor Three: Inequality • Ability to Obtain Emergency Funds • Violent Crime • GINI Coefficient • Confidence in Judicial Factor Four: Disenfranchised Groups • Acceptance of Immigrants • Acceptance of Minorities • Same Sex Rights Factor Five: Effects of Conflict • Impact of Terrorism • Internal Conflicts Fought • Internally Displaced Persons Government response milestones: 1. Survivors of slavery are identified and supported to exit and remain out of slavery. 2. Criminal justice mechanisms function effectively to prevent modern slavery. 3. Coordination occurs at the national and regional level, and governments are held to account for their response. 4. Risk factors such as attitudes, social systems, and institutions that enable modern slavery are addressed. 5. Government and business stop sourcing goods and services produced by forced labour.	RESEARCH
78	Catholic Relief Services. 2008. *Rapid Rural Appraisal and Participatory Rural Appraisal: A Manual for CRS field workers and partners*.	This manual introduces users to RRA and PRA methods to demonstrate the applicability of these methods and to encourage the rigorous application of these methods in order to obtain optimal results. Volume one addresses the generic use of RRA and PRA in development projects. The information here is relevant to people working in any sector. Volume two focuses on the use of these methods to address specific sectoral concerns.	TRADE UNION
79	ILO. 2015. *Guía para la prevención e identificación del trabajo forzoso dirigida a organizaciones de trabajadores* (Guideline for the prevention and identification of forced labour addressed to trade unions). —. 2018. *Trabajo forzoso en el trabajo doméstico: Guía de apoyo para la prevención e identificación de casos de trabajo forzoso dirigida a organizaciones de trabajadores* (Guideline for the prevention and identification of forced labour in domestic work, addressed to trade unions).	These two guides published by the ILO Lima Office, are aimed at trade union members and leaders to enable them to take a more active role in awareness raising, advocacy for better legal frameworks, and practical action on identifying and assisting with recovery from forced labour. Specific elements relevant to education include: • Trade unions should be active and effective partners for trainers in awareness-raising activities. • Trade unions train their own members. Two examples cited are: - training for union members in the hotel sector in Kenya led to identification of and addressing forced labour situations for workers in that sector; and - joint training for union and indigenous leaders in Peru led to addressing forced labour situations in the forestry sector. The guides have useful and accessible summaries and explanations of key concepts and references, many in graphical form. These could be adapted for use in classrooms.	TRADE UNION
80	International Trade Union Confederation (ITUC). 2016. *Eliminating Slavery: Frontline Guide for Trade Unions*, D/2016/11.962/8.	Concise overview of modern slavery issues and the potential roles for trade unions in raising awareness and participating in prevention and rehabilitation.	TRADE UNION
81	Bhoola, U. 2015. *Report of the Special Rapporteur on Contemporary Forms of Slavery, Including Its Causes and Consequences*. UN. Human Rights Council.	This official session report of the UN Human Rights Council provides a thematic study on enforcing the accountability of States and businesses for preventing, mitigating and redressing contemporary forms of slavery in supply chains. It concludes with a set of recommendations for follow-up.	TRIPARTISM
82	Emberson, C.; Laoise Ni Bhriain; Emily Wyman. 2020. *Protecting Child Domestic Workers in Tanzania: Evaluating the Scalability and Impact of the Drafting and Adoption of Local District Bylaws*, University of Nottingham, Rights Lab.	This publication is based on a project led by Anti-SIavery International and its in-country partner, the Tanzanian Child Domestic Workers Association (TCDWC). Its aim was to implement a legal framework to ensure that the rights of CDWs were promoted and protected at the local level, in accordance with the Tanzanian Law of the Child Act (2009). This report shows that the grassroots approach taken to the drafting and approval of the bylaws had beneficial outputs and outcomes in both project and non-project wards within the two project districts. CDWs were registered (6,286) almost a third of whom (32.4 per cent) had agreed work contracts. This achievement begins to address the pressing concerns about CDW visibility in Tanzania.	TRIPARTISM
83	ILO. 2019. *Coaching Returned Victims/ Survivors of Trafficking Toward Gainful Careers: A Manual for Coaches*.	This manual is intended for service providers, social workers, case managers and all who help victims/survivors of trafficking to facilitate their economic recovery and reintegration, preferably in conjunction with psychosocial processes.	TRIPARTISM

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84	—. 2018. *Ending forced labour by 2030: A review of policies and programmes.*	The executive summary of this comprehensive policy review is available here.	TRIPARTISM
85	—. 2014. *R203 - Forced Labour (Supplementary Measures) Recommendation, 2014 (No. 203).*	Text of the ILO Recommendation on Forced Labour, 2014 (No. 203).	TRIPARTISM
86	—. 2016. *Standards on Forced Labour: The New Protocol and Recommendations at a Glance*.	At its 103rd Session in June 2014, the International Labour Conference voted overwhelmingly in favour of adopting a new Protocol to the Forced Labour Convention, 1930 (No. 29), as well as a Recommendation that supplements both the Protocol and Convention No. 29. The Protocol and Recommendation give new impetus to the global fight against all forms of forced labour, including trafficking in persons and slavery-like practices. The instruments – also referred to as the Protocol of 2014 to the Forced Labour Convention, 1930, and the Forced Labour (Supplementary Measures) Recommendation (No. 203), 2014 – were adopted following a two-year consultative process. This 23-page brochure explains the implications of the new Protocol.	TRIPARTISM
87	Lisborg, A. 2012. *Human Trafficking for Forced Labour in Denmark: A Summary Report* (Copenhagen: Danish National Board of Social Services).	This is a summary report in English based on three more comprehensive reports on the cleaning industry, the green sector and individuals working as au pairs (available only in Danish). It presents a summary of the research conducted by the Danish National Board of Social Services on Migration of human trafficking or forced labour working conditions related to the sectors mentioned above.	TRIPARTISM

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