

Communities United Against Child Labour, Forced Labour, and Human Trafficking



Attaining Lasting Change for Better Enforcement
of Labour and Criminal Law to Child Labour, Forced Labour
and Human Trafficking (ATLAS) Project



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TRAINING-OF-TRAINERS CURRICULUM

Communities United Against Child Labour, Forced Labour, and
Human Trafficking

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Forced Labour and Human Trafficking (ATLAS) Project*



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Table of Abbreviations

ATLAS	Attaining Lasting Change for Better Enforcement of Labour and Criminal Law to Child Labour, Forced Labour, and Human Trafficking
CL	Child labour
CLMC	Child Labour Monitoring Committee
CSO	Civil Society Organization
CWC	Child Welfare Committee
DOL	United States Department of Labor
FL	Forced labour
HT	Human trafficking
ILAB	United States Department of Labor's Bureau of International Labour Affairs
ILO	International Labour Organization
LISGIS	Liberia's Institute of Statistics and Geo-Information Services
LWOB	Lawyers Without Borders
NACOMAL	National Commission on Child Labour
NGO	Non-governmental organization
PTA	Parent Teacher Association
TIP	Trafficking in Persons
ToT	Training-of-trainers
UN	United Nations
WFCL	Worst Forms of Child Labour

INTRODUCTION

Project Background

This curriculum was developed by the Attaining Lasting Change for Better Enforcement of Labour and Criminal Law to Address Child Labour, Forced Labour, and Human Trafficking (ATLAS) project, which is funded by the United States Department of Labor (DOL) and implemented in Liberia by Winrock International (Winrock) in partnership with Lawyers Without Borders (LWOB).

Winrock is a non-profit organization that works with people around the world to increase economic opportunity, sustain natural resources, and protect the environment. Winrock strengthens the capacity of women, children, youth, and civil society organizations (CSOs) to actively participate in local and national development and transform their societies.

ATLAS's goal is to strengthen the capacity of governments in the countries in which it operates to better address child labour (CL), forced labour (FL), and human trafficking (HT).

Project Objective and Outcomes

Project Objective: To strengthen the capacity of governments to address child labour, forced labour, and human trafficking.

- **Outcome 1:** Strengthened labour and/or criminal legal framework concerning child labour, forced labour, and/or human trafficking
- **Outcome 2:** Improved enforcement of the labour and/or criminal legal framework, specifically related to child labour, forced labour, and/or human trafficking

Why a Training-of-Trainers Program for Local Actors

A key challenge identified by the ATLAS project and consulted stakeholders was the need to train local and grassroots actors on CL, FL, and HT. To help the Liberian government enforce the legal framework against these crimes, ATLAS has developed this training-of-trainers (ToT) program for local and grassroots actors on these subjects.

Objectives of the ToT Curriculum

The ToT curriculum is aimed at:

- empowering community leaders, such as child welfare committees, town and village chiefs, religious leaders, youth groups, women's groups, CSOs, and local-level government officials and attendees by training them to be trainers so that they may replicate knowledge in their communities; and
- employing participatory techniques to ensure that trainers are skilled and confident in their abilities to train peer educators and serve as resources for their peers.

Objectives of the Training-of-Trainers Program

By the end of the ToT:

- Trainers will be knowledgeable on issues around CL, FL, and HT crimes, particularly within the Liberian context, and will know how to identify cases and refer them to relevant authorities for investigation and prosecution.

- Trainers will learn the necessary skills and tools so that they can replicate the curriculum on their own in their communities.
- Trainers will learn to present the information accurately and effectively, respond to future trainers' questions, and lead activities that reinforce learning, sharing, and practice.

Targeted Audience

The ToT program targets non-governmental stakeholders outside Monrovia, such as town and village chiefs, religious leaders, youth groups, women's groups, and CSOs. The program will also target government officials at the local level, such as county attorneys, as well as local representatives of national ministries, including the Ministry of Labour, the Ministry of Agriculture, and the Ministry of Gender, Children, and Social Protection. Finally, program participants will also include Parent Teacher Association (PTA) chairpersons, school administrators, and representatives from police departments, the immigration department, and the joint security forces. The curriculum modules are designed so those trained in the curriculum can replicate the training in their communities.

Partners

To design and implement the curriculum, ATLAS has worked closely with the Ministry of Internal Affairs, which manages local government affairs; the Ministry of Labour, which will take over management of this training curriculum after the project ends; and the Ministry of Agriculture, whose local extension officers are often the first to spot instances of CL, FL, or HT.

Duration

The curriculum is designed to last three days. The first two days are dedicated to training participants in technical content and include 12 hours of training. The third training day provides participants with the opportunity to learn about and practice training skills.

Monitoring and Evaluation

At each training session, an attendance register should be administered to capture the names of participating attendees and provide information on the number of people attending and completing the training. To measure the change in knowledge and skills acquired by the participants throughout the ToT activity, pre- and post-test surveys should also be administered.

Methodology

The curriculum employs a ToT methodology, which will allow participants to replicate knowledge and teach the course themselves after participating in the ToT. Each trainer will receive a copy of the curriculum after participating in the ToT. A facilitator and co-facilitators will present during the training. The training will employ participatory approaches, such as group work on case studies, role plays, presentations, discussion, questions and answers, and practice teaching. The participatory exercises are intended to match the realities of child labour, forced labour, and human trafficking with everyday situations the trainers face in their communities in Liberia. Facilitators will reinforce the lessons with maps, sketches, drawings, pictures, and illustrations.

Topics Covered in the ToT Training Program Curriculum for Grassroots and Local Actors

1. What is Child Labour, Forced Labour, and Human Trafficking (85 minutes)
2. Effects of child labour, forced labour, and human trafficking (90 minutes)
3. Liberian and international laws around child labour, forced labour, and human trafficking (95 minutes)
4. Child labour, forced labour, and human trafficking situations in Liberia (115 minutes)

5. Group work: child labour, forced labour, and human trafficking situations in the District—sharing information and experiences (85 minutes)
6. How to identify child labour, forced labour, and human trafficking victims (90 minutes)
7. How to report cases of child labour, forced labour, and human trafficking (75 minutes)
 - How to conduct the ToT for local actors (85 minutes)
 - Practice training sessions (240 minutes)
 - Developing community development and engagement plans (45 minutes)

The Trainers

The ToT program participants are local actors against child labour, forced labour, and human trafficking. As trainers, they will provide peer education in their communities and should treat their trainees as equals. In this role, they should act as facilitators and share their experience and the knowledge they gained at the ATLAS ToT and be willing to learn from the other participants.

Starting the ToT

The trainer or training team leading the ToT should start with a brief welcome. They will explain the purpose of the training, provide an overview of the project, and give the participants additional information about the training sessions, special arrangements, and housekeeping issues (accommodations, meals, transportation, etc.). Trainees should introduce themselves and give their names, their institutions, and the work they do. Depending on the situation, trainers could be innovative and pair the trainees, asking them to introduce each other. This introductory exercise could serve as an excellent icebreaker and relieve tension, make the trainees feel at ease, and help them get to know each other from the start. Members of the training team should introduce themselves, briefly tell the participants about their backgrounds, and emphasize that they are very excited to work with this group.

At the beginning of the training, the trainers should ensure the participants understand the importance of the training and its benefits and shortcomings. Participants should be asked to state their expectations for the training, and the trainers should state the objectives of the training. The trainers should ensure that the trainees' expectations align with the training's objectives, so expectations are managed from the beginning.

Create Ground Rules to Govern the Training¹

It is important to set up ground rules with the participants from the beginning. The rules will ensure that participants are comfortable, respect each other, and pay attention to the training. Let the participants suggest and agree on the rules. Stick the rules and penalties on a poster against the wall. Let participants set very light penalties to ensure that the rules are respected. Leave room for feedback. Have a suggestion box to collect participants' feedback about the training contents, facilitation process, accommodation, meals, and the training atmosphere. Look at the suggestions daily and make improvements where necessary for the benefit of all.

Icebreakers and Energizers

Use icebreakers to help participants get to know each other and relieve the initial tension expected among a new group of people. Icebreakers are activities used to help people feel comfortable and enable them to participate in the training freely. Energizers are activities used to stimulate and motivate participants during a training session. Use energizers frequently during a training session, including whenever people look sleepy or tired, or to create a natural break between activities. Try to choose games that are appropriate for the local context. Think carefully, for example, about games that

¹ Content adapted from i.a. ARC, 2009, Facilitator's Toolkit (p. 13); ECPAT, 2006, Combating the Trafficking in Children for Sexual Purposes, A Training Guide; ECPAT, 2008, Training the Trainers (p. 11); IOM, 2006, Counter Trafficking Training Modules (p. 3); ESCAP, 2001, Train the Trainer Training Fundamentals (principle 3). Wong, L. (2006).

involve touch, particularly of different body parts. If a participant wants to provide an energizer, accept it, and thank them. Try to select games in which everybody can participate and be sensitive to the needs and circumstances of the group. Pay special attention to the needs of people who are physically challenged or have disabilities. Try to ensure the group's safety, particularly with games that involve running. For example, ensure there is enough space and that safeguards are in place. Try not to use only competitive games but also include ones that encourage team building. Try to avoid energizers that go on too long. Keep them short and move on to the next planned activity when everyone has had a chance to move about and wake up.

Various icebreakers and energizers are included in the modules below.

Structure of the Training

The ToT consists of eight sessions to be conducted over two days. The third day is used to guide participants on how to conduct a ToT and practice. Each session is covered step-by-step in the ToT curriculum. Each session consists of a mix of theory, brainstorming, case studies, group work, and experiences from the field, which are intended to give deeper insight into the topics to enable participants to have first-hand information. The training includes an introduction at the beginning and a summary at the end.

Pre- and Post-Test Questionnaires

Administer a pre-test questionnaire to participants before the sessions begin to obtain a baseline of their level of knowledge, attitudes, and skills regarding child labour, forced labour, and human trafficking in Liberia. Administer the same questionnaire to the participants at the end of the training to evaluate the impact of the training on their knowledge, attitudes, and skills regarding child labour, forced labour, and human trafficking in Liberia. A sample pre- and post-test is included as Annex A, but questions should be adapted to cover only the specific content to be taught.

Training Preparation

The training is designed as a three-day workshop with two days of training in technical content and one day to learn and practice training skills to teach other local actors. The following agenda is a recommendation for trainers on how to design the workshop. The trainer is free to change the agenda and adapt it to the situation on the ground. There should always be room for flexibility.

Required Materials

The following materials are required to implement the full ToT curriculum:

- ToT curriculum with annexes
- Communities United Against Child Labour, Forced Labour, and Human Trafficking Flipchart
- Blank flipchart paper
- Flipchart stand
- Four posters produced for the training
- Map of Liberia
- Tape
- Scissors
- Markers

Training Agenda

The following is a suggested agenda for a three-day ToT training:

Day 1

8:00 a.m. – 9:00 a.m.	Arrival and Registration of Participants
9:00 a.m. – 9:30 a.m.	Opening Ceremony <ul style="list-style-type: none"> • Welcome remarks and overview of the workshop • Special remarks by local authorities/ministries/agencies • Official opening of the ToT workshop
9:30 a.m. – 10:00 a.m.	Introduction and Climate Setting <ul style="list-style-type: none"> • Introduction of participants and facilitators • Expectations/fears of participants • Setting workshop ground rules • Pre-test • Stating the workshop's objectives
10:00 a.m. – 10:15 a.m.	Administer Pre-Test (Annex A)
10:15 a.m. – 10:30 a.m.	Break and Refreshments
10:30 a.m. – 11:55 a.m.	Module 1: What is Child Labour, Forced Labour, and Human Trafficking
11:55 a.m. – 1:00 p.m.	Lunch Break
1:00 p.m. – 2:30 p.m.	Module 2: Effects of Child Labour, Forced Labour, and Human Trafficking
2:30 p.m. – 2:45 p.m.	Break
2:45 p.m. – 4:20 p.m.	Module 3: Liberian and International Laws around Child Labour, Forced Labour, and Human Trafficking
4:20 p.m. – 4:45 p.m.	Evaluation of Day 1

Day 2

8:00 a.m. – 9:00 a.m.	Arrival of Participants
9:00 a.m. – 9:10 a.m.	Recap of Day 1 Learning Points
9:10 a.m. – 11:05 a.m.	Module 4: The Situation of Child Labour, Forced Labour, and Human Trafficking in Liberia
11:05 a.m. – 11:20 a.m.	Break and Refreshments
11:20 a.m. – 12:45 a.m.	Module 5: Group work— Child Labour, Forced Labour, and Human Trafficking Situations in the Districts
12:45 p.m. – 1:45 p.m.	Lunch Break
1:45 p.m. – 3:15 p.m.	Module 6: How to Identify Child Labour, Forced Labour, and Human Trafficking Victims
3:15 p.m. – 3:30 p.m.	Break
3:30 p.m. – 4:45 p.m.	Module 7: Reporting Cases of Labour, Forced Labour, and Human Trafficking
4:45 p.m.– 5:10 p.m.	Evaluation of Day 2

Day 3

For day 3, the ToT practice session, participants should be divided into three groups consisting of five participants and a facilitator. For each practice session, each group should be assigned one of the three modules listed and plan and deliver a presentation to their facilitator on the module. If time remains, they may plan and facilitate sessions on other modules listed.

8:00 a.m. – 9:00 a.m.	Arrival of Participants
9:00 a.m. – 9:15 a.m.	Recap of Day 2 Learning Points
9:15 a.m. – 10:40 a.m.	Module 8a: How to Conduct the ToT for Local Actors
10:40 a.m. – 12:00 p.m.	Practice Session 1 – Modules 1, 2, and 3
12:00 p.m. – 12:30 p.m.	Feedback and Group Discussion on Modules 1, 2, and 3
12:30 p.m. – 1:30 p.m.	Lunch Break
1:30 p.m. – 2:50 p.m.	Practice Session 2 – Modules 4, 6, and 7
2:50 p.m. – 3:20 p.m.	Feedback and Group Discussion on Modules 4, 6, and 7
3:20 p.m. – 3:35 p.m.	Break
3:35 p.m. – 4:20 p.m.	Module 8c: Developing Community Development and Engagement Plans
4:20 p.m. – 4:30 p.m.	Administer Post-Test (Annex A)
4:30 p.m. – 5:00 p.m.	Awarding of Certificates and Closing Remarks

MODULE 1:

WHAT IS CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING

Overview: What is Child Labour, Forced Labour, and Human Trafficking

Anyone who is below the age of 18 years is considered a child in Liberia.² Child labour includes:

- Full-time employment below the minimum age of employment (15).
- Anyone under the age of 18 who is engaged in a worst forms of child labour, including hazardous work.
- A child ages 13 or 14 engaged in work other than light work.
- Any child below the minimum age for light work (13) engaging in light work.
- Children engaged in hazardous unpaid household services.

Children above the minimum age for employment (15) are eligible for employment in non-hazardous work. Children under the age of 15 are not allowed to be employed in full-time work. Children above the minimum age for light work (13) are permitted to engage in light work. Children aged 13–14 years are permitted to be employed in light work for up to two hours per day (14 hours per week).³

Child work is work done by anyone below the age of 18 years, which is not harmful to them; is suitable for their age; and allows them to go to school, play, grow, and develop as good and responsible citizens in society.

Chores are tasks that children perform within their own homes. It fulfills their daily tasks in the home. It is good for children and their families. Household chores must be suitable for a child's age, allow them sufficient time to go to school and play, and should not harm their health.

Forced labour is labour or services obtained or maintained through force, threat, or other means of coercion or physical restraint."⁴ It is forcing, cajoling, or threatening someone to do work they are unwilling to do.

Trafficking in persons is the recruitment, transportation, transfer, harboring, or receipt of persons through threat or use of force or other forms of coercion, abduction, fraud, deception; the abuse of power or position of vulnerability; or the giving or receiving of payments or benefits to achieve the consent of a person or have control over another person for the purpose of exploitation.⁵

Trafficking in persons is a process through which one person gains power over another through lies, tricks, force, or threats and exploits this person for their selfish benefit. For human trafficking to occur, there must be a demand for a service. Most trafficked individuals are used as sex labourers, forced labourers, slaves, or organ donors.

Child labour, forced labour, and human trafficking result from people abusing their power to show strength over those who have less power or no power at all. The abusers don't show respect to the persons being violated, and they must be stopped if our society is to become a place where everyone can live in peace and improve their wellbeing.

2 Children's Law, 2011. Sect. 3. pg. 8; Decent Work Act § 1.4 (c) ; Revised Act To Ban Trafficking In Persons Within The Republic Of Liberia Act (2021) Article 1 Art. 1, 103; Palermo Protocol on Trafficking in Person Article 3 (d); Worst Forms of Child Labour Convention, 1999 (No. 182) Article 1; Revised Act to Ban Trafficking in Persons Within the Republic of Liberia Act (2021) Article 1 Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime Article 3

3 Decent Work Act §21.3

4 Revised Act to Ban Trafficking in Persons Within the Republic of Liberia Act (2021) Article 1, Sect. 107.

5 Revised Act to Ban Trafficking in Persons Within the Republic of Liberia (2021) Article 1, Sect. 100.

Summary of Contents

- Child rights versus child responsibilities/chores
- Light work versus child labour
- Child labour and the worst forms of child labour
- What is forced labour and examples
- What is human trafficking
- Human trafficking and human smuggling

Duration: 85 minutes

Materials

- ToT curriculum
- Flipchart
- Illustration cards (Annex B)
- Case Studies (Annex C)
- Megaphone, sasa, and drum

Methodology

- Case studies
- Presentation of key points from flipchart
- Brainstorming
- Plenary Discussion
- Townhall meeting
- Drama
- Local dialect
- Questions and Answers

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “What is child labour, forced labour, and human trafficking” to the trainers.

- **Say** that the session will look at the definitions of child labour, forced labour, and human trafficking.
- **Point out** that in addition, the session will explain the differences between child chores, light work, and child labour, including the worst forms of child labour, forced labour, human trafficking, and human smuggling.
- **State** that the session will also discuss several examples of child labour, forced labour, and human trafficking so that the trainers will appreciate the meanings of these crimes in their communities and districts.
- **Tell** participants that the objectives of this session are that they will:
 - be able to define child rights, child chores, light work, child labour, worst forms of child labour, hazardous work, forced labour, human smuggling, and human trafficking, and give some examples; and
 - have improved understanding of child labour, forced labour, and human trafficking.

Activity 2. Brainteaser and discussion (20 minutes)

- **Show** the pictures in Figure 1 to the trainees to explore whether it is a child right, child chore, child labour, worst form of child labour, forced labour, or human trafficking. These images are included on the flipchart. The pictures are also included in Annex B of this guide, which you may remove and post to the wall.

Figure 1. Images depicting child labour, forced labour, and human trafficking



- **Ask**
 - What do these pictures make you think or feel?
 - Can you give some examples of these pictures from your community?
 - What is right or wrong about these pictures?
- **Keys**
 - There is no right or wrong answer to these questions. Participants should discuss their opinions, impressions, and experiences.
 - The following is a brief description of the images that facilitators can use:
 - Here we see a man pushing a wheelbarrow while another man stands behind him with a whip. It appears that the man with the whip is forcing the man with the wheelbarrow to work. In the background, there is another man, who has the worker's documents. This is **forced labour** because the man is being forced to work against his will. Withholding documents is also a common way to force people to work as they cannot leave.
 - Two children approximately 12 years old are digging a trench with shovels. This is **child labour**. It is also likely **hazardous work**, that is, work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children, which constitutes a worst form of child labour.

- Here we see a sex worker and a pimp who is angry she has not brought back more money. It is clear the woman is scared or intimidated. This may be a case of **human trafficking** for **sexual commercial exploitation** as the man is using force or coercion to prostitute the woman, but we do not have all the details to determine this from the image. It is also likely forced labour, as the man is using threats to force her to work
- A mother and a girl of about 10 years of age are washing dishes inside a house. A younger girl of about five is sweeping outside. These tasks are acceptable as **chores** and as **child responsibilities** as they are in line with the children's ages, don't affect the children's education or playtime, or cause bodily harm or sickness.
- Two boys aged about 12 and 14 are dressed in camouflage and carrying guns. They are child soldiers. The forced or compulsory recruitment of children for use in armed conflict is considered a **worst form of child labour**. Being a soldier would also be considered hazardous work, that is, work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children. Children also have the right to be protected from taking part in war
- A group of children are well dressed and in school. They are receiving an education. **Child rights** are all the needs of the child and all the care and protection that children need to grow and develop well. One of these is the right to an education. Children should be in school instead of working during the school day so they gain the skills and knowledge to advance in life.

Activity 3. Brief presentation (40 minutes)

Trainers should present the following information using the flipchart and its images to complement the presentation.

Child rights/responsibilities/chores

- Explain to the trainers that child rights relate to anyone under 18 years, as they are considered a child in Liberia.”⁶
- Child rights are all the needs of the child and all the care and protection that children need to grow and develop well. These are things that should not be taken from children. Some examples of child rights are the right to a name and family; the right to food, health, and shelter; the right to an education; the right not to be overlooked (regardless of skin color, tribe, county, or religion); the right to free expression; the right to decide which group to join; the right to be protected even if disabled; the right to be protected against violence or abuse; the right to be protected from taking part in war; and a right to be protected against child marriage. Child marriage is any marriage, formal or informal, between a child and another person. The other person could be an adult or another child.
- Child responsibilities are tasks that children do to show their love and respect for their family and others. An example is a child doing regular small small work (chores). These responsibilities should be in line with the child's age; should not affect the child's school, health, or wellbeing; and should respect cultural values, family, and others. Some examples of chores are sweeping the yard, helping to plant cassava, washing dishes, fetching water, etc. These shouldn't affect the child's education, playtime, or cause bodily harm or sickness.

Light work versus child labour

- Light work:
 - is done by children between the ages of 13 and 14 years;
 - should not exceed 2 hours per day or 14 hours per week; and
 - must be in line with the child's age and within their ability to do it without affecting their school or causing any harm.

⁶ Children's Law, 2011. Sect. 3. pg. 8; Decent Work Act § 1.4 (c); Revised Act to Ban Trafficking in Persons within the Republic of Liberia Act (2021) Article 1, Sect. 103; Palermo Protocol on Trafficking in Person Article 3 (d); Worst Forms of Child Labour Convention, 1999 (No. 182) Article 1; Revised Trafficking in Persons within the Republic of Liberia Act (2021); Article 1 Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime Article 3.

- Child labour is:
 - work done by anyone under the age of 18 that is a worst form of child labour, including hazardous work;
 - full-time employment of a child below the minimum age of 15;
 - a child ages 13 to 14 engaged in work other than light work;
 - any child under the age of 13 engaged in light work;
 - any child working more hours than permitted for their age; or
 - hazardous unpaid household services.

Worst forms of child labour

There are four types of the worst forms of child labour: 7

- **Slavery of children:** 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.
- **Child pornography/sexual abuse:** The use, procuring, or offering of a child for prostitution, for the production of pornography, or for pornographic performances.
- **Illegal/illicit activities:** The use, procuring, or offering of a child for illicit activities, in particular, for the production and trafficking of drugs as defined in the relevant international treaties.
- **Hazardous work:** Work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children.

Hazardous (dangerous/harmful) work⁸

Work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children. The Decent Work Act describes the types of work that is hazardous to children:

- work which exposes children to physical, psychological, or sexual abuse;
- work underground, under water, at dangerous heights, or in confined spaces;
- work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads;
- work in an unhealthy environment which may, for example, expose children to hazardous substances, agents, or processes, or to temperatures, noise levels, or vibrations damaging to their health; or
- work under particularly difficult conditions, such as work for long hours or during the night, or work where the child is unreasonably confined to the premises of the employer.

Liberia has developed both a Hazardous Work List, which details work prohibited for anyone under the age of 18 years, as well as a Light Work List, which details allowable light work for children aged 13 and 14. (See Annex P)

What is forced labour

According to Liberian law, forced labour is “labour or services obtained or maintained through force, threat of force, or other means of coercion or physical restraint.”⁹

Forced labour is work or service someone is made to do, often because they are threatened with physical or sexual violence. These threats can include threatening to report a victim to immigration, inflict harm on the victim’s family or friends, or withhold personal documents (passport, work permit) or pay. In forced labour, the victims have no freedom to say if they don’t want to work. Some people are forced to work because of a debt they must repay, known as debt bondage.

7 Decent Work Act Art. 2.3

8 Decent Work Act Art. 2.3

9 Revised Act to Ban Trafficking in Persons within the Republic of Liberia Act (2021) Art., Sect. 105.

Examples of forced labour:

- Some men, women, and children who are victims of trafficking are forced to work as street sellers, domestic servants, beggars, sex workers, or on farms, in diamond and gold mines, or fishing. People in forced labour may be forced to work long hours for little pay, doing work they would not have agreed to do voluntarily. They may not be free to come and go from their jobs or live freely; for example, a domestic worker in forced labour may not be free to leave the house where they work. People in situations of forced labour may only have limited or no contact with their families and friends.
- People may be forced to perform work that is more dangerous than they would perform voluntarily. For example, someone in forced labour in mining may be forced to work in dangerous conditions underground or with hazardous chemicals.
- While forced labour gives the impression of dangerous/dirty working conditions, not all bad working conditions are forced labour. Forced labour can also happen under good working conditions.
- Many people are in situations of forced labour because they must pay off a debt that they took on to get their job; this is called debt bondage. Sometimes people must pay a fee to a recruiter for a job. Once the person gets their job, they are forced to pay off the debt and often do a different job than they were promised.
- Other times people are threatened, physically punished, or have their identity documents taken from them to ensure they do the work their employer tells them to do.

Human trafficking

Human trafficking is a complex topic. Officially, according to Liberian law, the definition is “the recruitment, transportation, transfer, harboring or receipt of a person by means of the threat or use of force or other means of coercion or by abduction, fraud, deception, abuse of power or of a position of vulnerability, or by giving or receiving of payments or benefits to achieve the consent of a person having control over another person for the purpose of exploitation,”¹⁰ which includes slavery or practices similar to slavery; forced labour or services; servitude, including sexual servitude; prostitution of another; any other form of commercial sexual exploitation; and illicit removal of organs.

But what does this mean? It means traffickers use force, violence, lies, or trickery to get victims to do what they want. They might kidnap someone, or they may physically force someone to work. But more often, they will lie or mislead a victim to get them to do what they want them to do. This includes lying to people about the work that they will do, about working conditions, or about where they will take them. They may also threaten a person to get them to do what they want by saying they will do things to their family or loved ones or report them to the police. The trafficker may also abuse their position of power.

Victims of trafficking in persons do not consent to do the work they are doing, or they only consent to do it because they have been forced, coerced, lied to, or cannot leave.

Looking at the definition, there are three main points (elements) of trafficking in persons:

- **The Act: What is done?**
 - Recruiting (looking for human beings to do services)
 - Transportation
 - Transferring
 - Harboring (housing)
 - Receiving of human beings

¹⁰ Revised Act to Ban Trafficking in Persons within the Republic of Liberia Act (2021) Article 1, Section 1.

- **The Means: How is it done?**

- Threat or use of force
- Other forms of coercion (compelling someone to do something)
- Abduction (forcefully carrying someone away)
- Fraud
- Deception
- Abuse of power
- Abuse of vulnerability
- Controlling someone in a vulnerable position by offering them benefits or money

- **The Purpose: Why is it done?**

In Liberia, trafficking is done for the purpose of “exploitation,” which includes:

- Slavery or practices similar to slavery
- Forced labour or services
- Servitude, including sexual servitude
- Forced begging
- Child soldiers
- Selling of children
- Prostitution of another
- Any other form of commercial sexual exploitation
- Forced marriage
- Illicit removal of organs

Trafficking of children and mentally incompetent persons

Regardless of the means employed by the traffickers, the recruitment, transportation, transfer, harboring, or receipt of a child or a mentally incompetent person for the purpose of exploitation shall be considered “trafficking in persons.” It is irrelevant whether the child or guardian of the incompetent person expressed consent or not.¹¹ This means that for the trafficking of a child, the “means” does not need to be present, only the “act” and the “purpose.” A child or mentally incompetent person cannot consent to exploitation.

Differences between human trafficking and smuggling

Point out to the trainers that:

- Human smuggling means illegally transporting a human being from one country to another, and after the person arrives in the new country, not having anything further to do with the person. It is not trafficking if the person consents to be smuggled, and there is no exploitation.
- Human trafficking always involves exploitation, and the victim has not freely given their consent. For trafficking, a person does not necessarily need to cross borders, but if they do, they may be fooled and used by the trafficker. The person’s freedom is still being denied, and they are used for labour or sex. In many instances, a person might not be exploited until after they reach where they are going.

¹¹ Revised Act to Ban Trafficking in Persons within the Republic of Liberia Act (2021) Article 1, Section 2.

- In human smuggling, the smuggling is typically done with the full knowledge and consent (full agreement) of the person, who, in most instances, pays to be smuggled.
- Human trafficking is done by deceiving the trafficked person with false promises of a better future or by fooling, threatening, or forcing the victims.

Smuggling always involves crossing a border, whereas trafficking may happen in the victim's country of origin. Smuggling seeks to make a profit by gaining payment from the person being smuggled, while a trafficker seeks to make a profit by exploiting the person. Someone who pays to be smuggled across a border is often trafficked by their smuggler upon arrival. As an illegal migrant, the person is vulnerable to trafficking. Their status means they cannot get jobs in the formal sector, and they will not want to seek help from law enforcement out of fear of being punished because they've entered the country illegally.

Activity 4. Check for Learning activity (Case Studies, 20 minutes)

The facilitator will distribute 15 papers/cards with statements found in Annex C to each participant. The participants will read each statement and decide whether it is child labour, child work, forced labour, or a human trafficking statement or if it falls into two or three categories. After everyone has taken a statement, the participants will explain to the larger group why they took a particular side. Participants will comment or ask questions after each person has spoken. The facilitator will compare the participants' responses with the correct answers and provide clarity on issues of concern arising from the discussion.

1. Amadu, a 30-year-old rich man in Creek Town, proposes to his neighbor Sando, who is poor. Amadu says Sando's 15-year-old daughter, Mary, should visit him at night at least twice a week in exchange for a modest "gift" to Sando. Sando agrees. Mary resists, but Sando says she will kick her out of the home if she refuses.
2. Kokoheyoko, who is 29 years old, tells 14-year-old Kollie, whom he took from the village to live with him, that he will not eat any of his food unless Kollie brushes his cassava farm for the whole day.
3. After school, 13-year-old Momo returns home, studies for 1 hour, plays for 30 minutes, and then helps his mother cook their evening food.
4. Mr. Clarke has collected money from some business people to provide them with workers for their farm. He goes to his village and tells his adult cousins that he wants to bring them to Buchanan to get jobs for good pay. When they get to Buchanan, his cousins work for the business people, but Mr. Clarke receives the pay and does not give them anything, claiming he provides them with food and shelter. The cousins complain, but Mr. Clarke tells them that the next time he hears any more, he will report them to the police and say they are criminals.
5. On the weekends, 14-year-old Siatta plays with her friends and studies during the morning. She spends two hours a day with the neighbor planting cassava and takes care of the chickens in the afternoon. She attends school regularly.
6. Saye, who is 13 years old, carries heavy loads of bricks for the road construction company on weekends. The work is too hard for him, and he complains every weekend. The construction company pays him and tells him that he is an apprentice to the company.
7. Sundaygar is over the age of 16 and is employed on a palm farm. He receives regular and fair pay, does not work more than eight hours a day, has rest breaks, wears boots, and does not operate heavy machinery, apply pesticides, or perform other harmful work.
8. Mary, who is 12 years old, hauls water for two hours before school every day. She is expected to haul several large buckets of water for more than 7 kilometers daily. By the time she gets to school, it is 11 a.m.
9. During the school holidays, 15-year-old Musu takes care of her younger sister from 7:00 a.m. to 1:00 p.m. while her mother attends the local market to sell fufu and fish.
10. Deckontee, a 14-year-old girl, attends school irregularly because she works as a domestic servant after and often during school hours. She misses an average of one day of school a week and feels tired when she does attend school due to the hard work.

11. Aaron, who is 13 years old, is employed at the diamond mining site and works eight hours a day.
12. A 21-year-old man in Monrovia hears that many jobs are available in Dubai. A recruiter comes and tells him that there are lots of opportunities in Dubai. He will be paid \$2,000 a month and given an apartment, medical, educational, and transportation allowances. When the young man gets to Dubai, his passport is taken away from him, he must work long hours, and he is only given \$150 a month without any of the benefits promised.
13. A recruiter goes to Zokoma village in Liberia and tells his family members that he can send their children to school if they come to live with him in Monrovia. In Monrovia, he sends the children to work for an Asian trader down in Waterside. The recruiter collects the children's wages from their employer and doesn't send them to school, feed them well, or care for them when they are sick.
14. Tutukulu is 30 years old and works with a rubber company. He has no contract, and the manager doesn't tell him how much he will be paid. He works for 10 hours under difficult circumstances. He has no insurance or benefits. At the end of the month, he is given \$20 by the manager as pocket change. The manager tells him he will sack him if he complains and report to the police that he has stolen from him.
15. Facia is 22 years old. Her uncle convinces her to leave their village in southeastern Liberia to come live with him in Monrovia, where he will provide some money for her to continue her education at the University of Liberia. When Facia gets to town, the uncle tells her that she must work in his nightclub and sleep with the male customers. Facia is surprised and does not want to do this, but she has no means to return to their village, so she does exactly as her uncle tells her.

Answer Key

1. Human trafficking, forced labour, and child labour
2. Forced labour/human trafficking/child labour
3. Chores (permitted child work)
4. Forced labour/human trafficking
5. Child work (light work)
6. Child labour
7. Child work (meets minimum age for work in Liberia)
8. Child labour
9. Chores (permitted child work)
10. Child labour
11. Child labour
12. Trafficking/forced labour
13. Trafficking/forced labour/child labour
14. Forced labour/trafficking
15. Forced labour/trafficking

MODULE 2:

EFFECTS OF CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING

Overview of The Effects of Child Labour, Forced Labour, and Human Trafficking

This module looks at the effects of child labour, forced labour, and human trafficking. Child labour, forced labour, and human trafficking affect individuals, families, communities, and the nation. Children, women, and men are denied their rights and have no opportunity to go to school or learn a trade, which prevents them from earning a living and keeps them living in poverty with few choices to improve their well-being. Separated from their families, many lose hope, get sick, injured, or even die.

For the family, having members engaged in forced labour can tear it apart. There is continued stigma around forced labour and human trafficking. The families experiencing it are mocked and looked down upon by other community members. As individuals engaged in forced labour lack skills and education, the cycle of poverty continues, generating more violence and hopelessness, and contributing to the community becoming poorer and more fractured.

A nation that fails to protect its citizens against child labour, forced labour, and human trafficking will experience high levels of illiteracy. It will lack a trained workforce to carry out nation-building, leading to underdevelopment, poverty, and continued violence within its communities.

Summary of the contents

- Effects of child labour
- Effects of forced labour and human trafficking

Duration: 90 minutes

Materials needed

- Curriculum
- Flipchart
- Illustration cards with graphics of the effects of child labour, forced labour, and human trafficking (Annex D)
- Megaphone, sasa, and drum

Methodology

- Brief presentation of key points from the flipchart
- Role plays
- Group work, case studies, and presentations
- Plenary discussion on key issues
- Local dialect
- Townhall meeting
- Awareness/drama
- Questions and answers

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “The effects of child labour, forced labour, and human trafficking” to the trainers.

- Say that the session will discuss the effects of child labour, forced labour, and human trafficking on the individual (children, men, and women), the family and community, and the nation.
- Tell participants that the objectives of this session are that they will be able to:
 - determine the effects faced by children, women, and men (individuals) as the result of child labour, forced labour, and human trafficking;
 - identify the effects of child labour, forced labour, and human trafficking on the family and community; and
 - explain how child labour, forced labour, and human trafficking affect Liberia.

Activity 2. Ice breaker (5 minutes)

Tell the participants the group is preparing for a country cook (picnic). Everyone is requested to take their favorite soup (sauce) to the country cook. The first person will say, “I am going to the country cook with cassava leaf,” for example. The second person will say what the previous speaker said in addition to their preferred soup, such as, “I am going to the country cook with cassava leaf and palm butter.” The process will continue until everyone has spoken.

Learning point: Remind the trainers that following simple instructions and mixing them with some fun is a good way to break tension and resolve difficult situations.

Activity 3. Present and invite a discussion on the effects of child labour, forced labour, and human trafficking on the individual, family, community, and the nation (15 minutes)

Show the pictures below to the trainers (Figure 2).

These illustrations are included on the flipchart. They are also included in Annex D of this guide, which you may remove and post to the wall.

Figure 2. Illustrations of child labour, forced labour, and human trafficking and their effects



Ask the trainers the following questions as they observe the pictures:

- What do you see in the pictures?
- What effects do you think they have on the individual (children, women, and men)?
- What effects do you think they have on the family and community?
- What effects do you think they have on the nation?

There is no right or wrong answer to these questions. Participants should discuss their opinions, impressions, and experiences. The following is a brief description of the images that facilitators can use:

- A man is selling his daughter of about 16 years of age to another man to be married. This is an example of **child marriage**. This is also an example of **forced marriage**, which is a form of **human trafficking**.
- Here we see a man pushing a wheelbarrow while another man stands behind him with a whip. It appears that the man with the whip is forcing the man with the wheelbarrow to work. The man is thinking about his family. This is **forced labour**, and it represents how families may be divided to due forced labour.
- A grown man is missing his left leg. This is because one day when he was a child a heavy rock fell on his leg when he was working. This images illustrated the dangers of **child labour**, and the effects that injuries sustained during child labour can have on the rest of a person's life.
- Two children approximately 12 years old are digging a trench with shovels. They are not in school. This is **child labour**. This images illustrates that child labour can keep children out of school. If children do not go to school they will not become educated and will be unable to access higher paying jobs which require skills and education.

Activity 4. Brief presentation (20 minutes)

Effects of child labour on children

Child labour harms children. It affects their health, development, and growth. Children often work longer hours than they can handle and can be exposed to harmful substances, sexual violence, physical violence, and sickness. They may become disabled, and sometimes death can occur. They can suffer from physical, psychological, and emotional disturbances and have poor health and physical development. Also, it affects their education as they have limited time to study and play. They do not perform well in school. Some children have many absences or drop out of school as they strive to earn a living. With no skills, the children risk not finding future employment, and if they find a job, their income could be very low, keeping them in abject poverty.

Child labour can also cause the children emotional problems, making them lack confidence and self-esteem (i.e., not respecting themselves). As the result of child labour, some children end up becoming drug addicts, engaging in stealing, or experiencing an unwanted pregnancy at an early age, making them single parents. Additionally, child labour causes some children to be separated from their families.

Effects of child labour on the family, community, and the nation

Child labour also affects families, communities, and the nation.

Child labour can separate families. Children may work outside the home for extended periods, sometimes at a distant location. Their absence can cause an increase in violence within the family.

Within communities, child labour can cause more unemployment because employers prefer employing children instead of adults because child labour is cheaper. Child labour can also lead to more violence and crime.

When children are kept out of school because of child labour, the country has fewer skilled workers due to illiteracy and the lack of education. The lack of educated and trained workers increases the number of poor people in the country and limits the overall growth potential of the national economy. In addition, child labour is costly, requiring the government to spend money fighting crimes and health issues that result from child labour.

Finally, child labour can perpetuate a cycle of poverty. Children who work as child labourers lose out on an education and thus opportunities for better-paying jobs. As adults, they may continue to work in dangerous or poorly paid jobs, condemning their families to poverty. To make ends meet, they may repeat the cycle of poverty by sending their children

into child labour, causing them to also miss out on school and an education.

Effects of forced labour and human trafficking on the individual (child, woman, or man)

Forced labour and human trafficking also have serious effects on the individual. For example, victims may work for long hours and may not be cared for, leading them to suffer bodily injuries, disabilities, sickness, harsh punishment, and torture. They may be made to feel inferior and lose self-respect and self-esteem. They suffer from mental health problems and trauma. They are often separated from their families, leading some to become single parents. They stand the risk of being thrown into jail and are exposed to crimes, illicit drugs, and excessive drinking. They may be exposed to rape, sexual exploitation, and pornography. Some are affected by sexually transmitted diseases and may experience unwanted pregnancy, which may lead to an unsafe abortion and death. Because of their powerlessness, a victim may be treated as an outcast and be denied opportunities to grow and develop. They may also have limited opportunities to go to school, acquire skills or a vocation, or earn a living.

Effects of forced labour and human trafficking on family, community, and the nation

Forced labour and human trafficking also affect families and the communities, causing separation of family members and leading to social disorders and a breakdown of the social ties of the family and the community. A family or community affected by forced labour or human trafficking may become stigmatized or feel let down when no one rescues them. Forced labour can also make the family and community poorer through lack of income, when people do not receive the wages they are entitled to for their work. Additionally, victims of forced labour and trafficking typically are unable to receive an education or develop skills or careers, which contributes to a lack of economic development for the family and community.

Forced labour and human trafficking also have consequences for the nation, as citizens affected by forced labour and trafficking, because they lack access to educational and training opportunities, are more likely to be illiterate. An illiterate, unskilled workforce makes it harder for a country to compete in the international market. As a result, there is a lack of foreign currency flowing into the country to make it stronger. The presence of forced labour and human trafficking increases criminality and violence and requires the government to spend more money on health and crime-related issues. There is also the possibility of sanctions by the international community if citizens are not protected against forced labour and human trafficking.

Activity 5. Role-play activity on the effects of child labour, forced labour, and human trafficking (40 minutes)

Divide the 15 participants into three groups of five participants each. One group will discuss and develop a role play on the effects of child labour, forced labour, and human trafficking on individuals; the second group will discuss and develop a role play on the effects on families and communities; and the third group will discuss and develop a role play on the effects of child labour, forced labour, and human trafficking on the nation. Each person in the group should take a turn as an actor or observer. A facilitator will work with each group.

Activity 6. Check for learning activity (asking questions, 5 minutes)

- What are some examples of the effects of child labour, forced labour, and human trafficking on someone (child, woman, or man)?
- What are some examples of the effects of child labour, forced labour, and human trafficking on a family or community?
- What are some examples of the effects of child labour, forced labour, and human trafficking on the nation?

Answer Key

Answers will vary from one participant to another. At this point, make sure to check for accuracy. You can refer them to the examples discussed earlier if the need arises.

Overview of the Module

MODULE 3:

LIBERIAN AND INTERNATIONAL LAWS AROUND CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING

This module examines Liberian and international laws against child labour, forced labour, and human trafficking. Child labour, forced labour, and human trafficking are illegal in Liberia. The laws are safeguards that help to report and investigate crimes relating to child labour, forced labour, and human trafficking in Liberia.

The Children's Law provides overall protection for children and defines the rights and interests of children in Liberia. The Decent Work Act specifically outlaws child labour and addresses formal and informal work by children, among other things. Additionally, the 2021 Revised Act to Ban Trafficking in Persons within the Republic of Liberia bans trafficking in persons, including forced labour.

Also, the module discusses the roles of government agencies in Liberia to ensure that efforts are coordinated and that laws are enforced to protect victims against child labour, forced labour, and human trafficking.

Contents

- Liberian and international laws around child labour, forced labour, and trafficking
- Roles of government's ministries and agencies in coordinating efforts and enforcing laws against child labour, forced labour, and human trafficking

Duration: 95 minutes

Materials needed

- Curriculum
- Tape
- Posters with definitions of child labour and human trafficking (Annexes E and F)
- Logos of government agencies (Annex G)
- Papers with roles of government agencies (Annex H)
- Megaphone, sasa, and drum

Methodology

- Group work
- Brainstorming
- Presentation of key points from flipchart
- Plenary discussion
- Local dialect
- Townhall meeting
- Awareness
- Drama
- Questions and answers

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “Liberian laws and international laws around child labour, forced labour, and human trafficking.”

- State that the session will discuss:
 - Liberian laws and international laws around child labour, forced labour, and human trafficking; and
 - the roles of government agencies in coordinating efforts and enforcing laws in Liberia against child labour, forced labour, and human trafficking.
- Tell participants that the objectives of this session are that they will:
 - understand key provisions of Liberian laws and international laws against child labour, forced labour, and human trafficking; and
 - appreciate the roles of government agencies in coordinating efforts and enforcing laws against child labour, forced labour, and human trafficking in Liberia.

Activity 2. Brainstorming (10 minutes)

Ask participants the following questions:

- Why do you think it is important to respect other people?
- Why should we respect the rights, views, culture, food, and religions of other people?
- How can respect for a person help in preventing child labour, forced labour, and human trafficking?
- Do we know of laws against child labour, forced labour, or human trafficking in Liberia?

Activity 3. Discussion: international and child labour laws

Point out key provisions of national and international laws against child labour, forced labour, and human trafficking.

International laws around child labour, forced labour, and human trafficking (5 minutes)

Child labour, forced labour, and human trafficking are global problems, so countries around the world have come together to sign agreements and conventions to commit themselves to fighting and addressing these crimes. Liberia has ratified some of these conventions, which means the country has agreed to certain responsibilities and promises. The most important of these are:

Child labour

- United Nations (UN) Convention on the Rights of the Child (1989)
- International Labour Organization (ILO) Convention No. 182 on the Worst Forms of Child Labour

Forced labour

- ILO Convention No. 29 on Forced Labour (1930)
- ILO Convention No. 105 on the Abolition of Forced Labour (1957)

Human Trafficking

- The Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children (Palermo Protocol) (2000)

Participants don't need to know the specific details of these conventions. However, they need to understand that Liberia has committed to addressing these crimes and needs to live up to its international obligations.

Liberian laws around child labour (15 minutes)

Liberia has two primary laws that govern child labour: the Decent Work Act (2015) and the Children's Law (2011), as summarized in Table 1.

The Children's Law provides for overall protection for children in Liberia and defines the rights and interests of children and establishes that every child has the right to be protected from work, sexual abuse and exploitation, and involvement in armed conflicts. The Decent Work Act specifically addresses formal and informal work by children and outlaws child labour, among other things. Tape the poster with the definition of child labour on the wall and walk participants through the following key provisions.

Table 1. Key provisions of child labour laws

Provision	Text of Law	Explanation
Minimum Age of Employment	No person shall employ or allow a child under the age of 15 years to be employed in full-time employment. (Sec 21.2)	Children under 15 years of age may not be employed full-time. Children aged 15–17 may be employed full-time if it does not violate the provisions below.
Worst Forms of Child Labour	<p>The following forms of work by children are absolutely prohibited:</p> <ul style="list-style-type: none"> i) 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; ii) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances; iii) the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties; and iv) work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children (Sec. 2.3) 	<p>These are the worst forms of child labour and are absolutely forbidden for anyone under 18:</p> <ul style="list-style-type: none"> • Slavery, forced labour, forced bondage of similar practices. • Prostitution or pornography. • Illicit activities, such as drug production and trafficking. • Work that is likely to harm the health, safety, or welfare of children. This is also known as hazardous work.
Hazardous Work	<p>The following types of work are prohibited for children:</p> <ul style="list-style-type: none"> i) work which exposes children to physical, psychological, or sexual abuse ii) work underground, under water, at dangerous heights or in confined spaces; iii) work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads; iv) work in an unhealthy environment which may, for example, expose children to hazardous substances, agents, or processes, or to temperatures, noise levels, or vibrations damaging to their health; or v) work under particularly difficult conditions such as work for long hours or during the night, or work where the child is unreasonably confined to the premises of the employer. (Sec. 21.4a) 	
Light Work	<ul style="list-style-type: none"> a) A child who is at least 13 years old may be employed to perform light work, provided that they: <ul style="list-style-type: none"> i) may only work for a maximum of two hours in a day and fourteen hours in a week; and ii) are employed in compliance with any prescribed procedures b) For the purposes of this Act, light work means work or any other activity that: <ul style="list-style-type: none"> i) is not likely to be harmful to a child's health or safety, moral or material welfare or development; and ii) is not such as to prejudice the child's attendance at school or their capacity to benefit from instruction. 	Children aged 13 and 14 may work but only for a maximum of two hours per day and fourteen hours per week. This work must not be harmful and cannot prevent them from attending school or harm their education.

Activity 4. Cases studies about child labour (10 minutes)

Read to participants the following scenarios. Ask them to identify whether each case is legal under Liberian law.

Scenario 1. Emmanuel is a 13-year-old boy who works with his family on a rubber plantation. Initially, he helped his parents in his leisure time, but as he got older, he was expected to work more and more to help his parents make quotas, up to eight hours per day. At first, he missed school on some days, but now he does not attend school at all. His family has no other work opportunities outside the plantation, and without an education, it will be hard for Emmanuel to advance economically.

Answer: This is not legal under Liberian law. Children aged 13 and 14 are allowed to work part time but only up to two hours per day and fourteen hours per week. Also, that work must not interfere with their schooling. Also, Emmanuel is likely exposed to an unhealthy work environment or difficult working conditions, which may qualify as hazardous work that children under 18 are not allowed to participate in.

Scenario 2. Beatrice is a 14-year-old girl from a rural area of Liberia who was brought to Monrovia by her godmother. The godmother promised Beatrice's family that if Beatrice helped her around the house with chores and cleaning, she would send Beatrice to school, let her live in her house, and pay her a small weekly stipend. When Beatrice arrived, however, things were very different. Her godmother gave her so much work she didn't have time to attend school. She also withheld her weekly stipend as payment for transport and other "costs" of bringing her to Monrovia. Beatrice wanted to leave, but her godmother threatened her and her family back home, so Beatrice stayed.

Answer: This is not legal under Liberian law. As a 14-year-old, Beatrice is only permitted to perform light work, which she is not doing. There are signs that Beatrice is being held in forced labour, which is one of the worst forms of child labour and is expressly prohibited under Liberian law.

Scenario 3. Joseph is a 17-year-old who works in a motorcycle repair shop in Monrovia. His father owns the business and teaches him everything he knows about motorcycles. He started off observing his father and assisting him in light work, like handing him tools, washing down the work site, and other minor tasks. He attended school up to age 16. Now, however, he works about 20 hours per week repairing motorcycles alongside his father and hopes to run his father's shop one day.

Answer: This is legal under Liberian law. Children aged 16 and 17 may work full time unless that work qualifies as one of the worst forms of child labour or as hazardous work. That does not appear to be the case in this situation.

Scenario 4. Hannah is a 14-year-old girl who lives in a medium-sized town. Every day after school, she goes to her aunt's shop, where she helps her out with light tasks, like sweeping, stocking shelves, and attending to customers. She generally works two hours per day, six days per week. In exchange, her aunt pays her a small amount that helps Hannah's family.

Answer: This is legal under Liberian law. Children aged 13 and 14 can work part time up to two hours per day and fourteen hours per week on light tasks. It does not appear that the type of work that Hannah is doing qualified as a worst form of child labour or as hazardous work.

Activity 5. Discussion: forced labour and human trafficking laws (15 minutes)

Liberian law considers forced labour to be a form of human trafficking, and in 2021 the country passed a new trafficking in persons law that covers both these crimes. The Revised Act to Ban Trafficking in Persons within the Republic of Liberia helps align Liberian law with international standards. Tape the poster with the definition of human trafficking to the wall and walk participants through the following key provisions (see Table 2).

Table 2. Definitions of human trafficking

Provision	Text of Law	Explanation
Definition of Trafficking in Persons	<p>“Trafficking in persons” shall mean the recruitment, transportation, transfer, harboring, or receipt of a person by means of the threat or use of force or other means of coercion or by abduction, fraud, deception, abuse of power or of a position of vulnerability, or by giving or receiving of payments or benefits to achieve the consent of a person having control over another person for the purpose of exploitation. (Sec. 100).</p> <p>“Exploitation” shall mean:</p> <ol style="list-style-type: none"> Keeping a person in a state of slavery; Subjecting a person to practices similar to slavery; Compelling or causing a person to provide forced labour or services; Keeping a person in a state of servitude, including sexual servitude; Exploitation of the prostitution of another; Engaging in any other form of commercial sexual exploitation, including but not limited to pimping, pandering, procuring, profiting from prostitution, maintaining a brothel, child pornography; Illicit removal of human organs. (Sec. 104) 	<p>Liberian law stipulates that (for adult victims) trafficking in persons requires an act, a means, and a purpose.</p> <p>The act includes the following:</p> <ul style="list-style-type: none"> • Recruitment • Transportation • Transfer • Harboring • Receipt <p>The means include:</p> <ul style="list-style-type: none"> • Threat or use of force or other means of coercion • Abduction • Fraud • Deception • Abuse of power • Abuse of a position of vulnerability • Giving or receiving payments or benefits to achieve the consent of a person having control over another person. <p>The purpose includes:</p> <ul style="list-style-type: none"> • Slavery • Practices similar to slavery • Forced labour or services • Servitude, including sexual servitude • Prostitution of another • Commercial sexual exploitation • Removal of organs
Children and Mentally Incompetent Victims	<p>Regardless of the means employed by the traffickers, the recruitment, transportation, transfer, harboring or receipt of a child or mentally incompetent person for the purpose of exploitation shall be considered “Trafficking in Persons.” It is irrelevant whether the child or the guardian of the incompetent person expressed consent or not. (Sec. 2b)</p>	<p>When the victim is a child or a mentally incompetent person, trafficking in persons requires only an “act” and a “purpose” (exploitation). “Means” is not necessary.</p> <p>This is because a child or mentally incompetent person cannot consent to exploitation.</p>
Forced labour	<p>“Forced labour” shall mean labour or services obtained or maintained through force, threat of force, or other means of coercion or physical restraint. (Sec. 107).</p>	<p>Liberian law defines forced labour as “labour or services obtained or maintained through force, threat of force, or other means of coercion or physical restraint.”</p>

The Revised Act to Ban Trafficking in Persons within the Republic of Liberia sets harsh **penalties** for trafficking in persons. Those convicted of trafficking face fines of up to **US\$100,000** and a minimum jail time of **20 years**.¹²

The law also calls for restitution to victims. **Restitution** means that what was lost is returned to the person it belonged to, and the person is made whole. When someone is guilty of trafficking by the court in Liberia, they must compensate the victim. They need to pay the victim for costs associated with medical and mental health treatment, physical therapy and rehabilitation, and transportation, legal fees, or short-term housing. Other costs owed by the trafficker to the victim include the money the person lost because they were trafficked, such as unpaid wages.

¹² Revised Trafficking in Persons Act 2021 Sec. 5 (a).

Activity 6. Case studies about trafficking in persons (10 minutes)

Read the following scenarios to the participants. Ask them to identify whether each case is considered trafficking in persons under Liberian law. What is the act, means, and purpose for each one?

Scenario 1. Paul is a 21-year-old man in Monrovia who hears that many jobs are available in Dubai. One day, a recruiter comes by and tells him he has an opportunity for him in Dubai. Paul will be paid \$2,000 a month and given an apartment, medical, educational, and transportation allowances. Paul agrees to go with the man, but when he gets to Dubai, the man and his associates take away his passport. He is forced to live in a small apartment with six other men and must work long hours. He is given just \$150 a month without any of the benefits promised and is not allowed to leave his worksite or apartment.

Answer: This is trafficking in persons under Liberian law.

Act: Recruitment, transportation, transfer, and receipt

Means: Deception (possible use of force)

Purpose: Forced labour or servitude, debt bondage

Scenario 2. Facia is a 22-year-old woman who lives in a village in southeastern Liberia. One day, her uncle convinces her to come live with him in Monrovia and promises he will provide her with money to continue her education at the University of Liberia. When she gets to Monrovia, however, her uncle takes away her money and her documents. He says she must work at his nightclub and sleep with the male customers. Facia is surprised and does not want to do this, but her uncle threatens her physically, so she does what he says out of fear. After several weeks, Facia tells her uncle she wants to leave, but he says that if she does, he will tell everyone in their village what she had done with the men, and he again threatens her with violence, so she stays.

Answer: This is trafficking in persons under Liberian law

Act: Recruitment, harboring, receipt of persons

Means: Deception, threat, or use of force

Purpose: Commercial sexual exploitation

Scenario 3. Flomo is an eight-year-old orphan who lives in Bong country. His life is rough, but one day a nice man from Monrovia comes to town and offers to adopt Flomo, so he goes with the man. When he gets to Monrovia, though, the man's personality changes. He shows Flomo his "room," which is a closet with cardboard on the floor, and tells him this is where he will sleep. The man explains to Flomo that he must go out on the streets every day and beg for money to bring back to the man. The man threatens to cut off his hand if he doesn't. Flomo is afraid, so he does what the man says. Every day he goes into the streets to beg and bring back money. Every day he wishes he could leave Monrovia, but he knows no one and doesn't know where to turn for help.

Answer: This is trafficking in persons under Liberian law

Act: Transfer, harboring

Means: Unnecessary to establish as the victim is a child

Purpose: Forced labour

Activity 7. Agency identification (15 minutes)

Print a copy of each agency's logo (Annex G). Each time you mention an agency or a group, tape their logo or name to the wall. Doing this will help visual learners. Not all logos will be used at this time.

Ministry of Labour



The Ministry of Labour inspects worksites and addresses child labour, forced labour, and human trafficking violations.

National Commission on Child Labour (NACOMAL) (no logo)

NACOMAL is charged with monitoring child labour issues and directing policies. The commission is headed by the Ministry of Labour and includes representatives from the Ministries of Health, Gender, Children and Social Development, and Youth and Sports.

The objectives of NACOMAL include awareness-raising, reforming national child labour laws, and designing a national child labour database.

National Anti-Human Trafficking Taskforce of Liberia (no logo)

The Ministry of Labour chairs the Task Force with representatives from the ministries of Justice, Foreign Affairs, and Internal Affairs; the national police; and the Bureau of Immigration and Naturalization. Task Force members assist the Liberian National Police with human trafficking investigations and monitor court cases.

Ministry of Gender, Children and Social Protection



The Ministry of Gender, Children and Social Protection acts as the lead advisory agency on policy formulation, coordination, and monitoring of child protection through its Children Protection and Development Division. The Ministry monitors the government's efforts to comply with the Universal Declaration of Human Rights, the UN Convention on the Elimination of All Forms of Discrimination against Women, the United Nations Convention on the Rights of the Child, and the African Union protocols on women and children.

Ministry of Justice



The Ministry of Justice promotes and executes the rule of law for public safety, including prosecuting child labour, forced labour, and human trafficking perpetrators. The Liberia National Police and the Liberia Immigration Service are two sub-agencies of the Ministry of Justice.

Women and Children Protection Section of the Liberia National Police



The Liberia National Police investigates child endangerment cases and human trafficking in cooperation with the Liberia National Police Anti-Trafficking Unit and the Liberia Immigration Service. It is a unit of the Ministry of Justice.

Liberia Immigration Service



The Liberia Immigration Service is charged with the primary responsibility to implement and enforce the Alien and Nationality Law of Liberia. Besides the Alien and Nationality Law, it is also governed by the Constitution of Liberia; the Economic Community of West African States (ECOWAS) protocols on free movements of persons, goods, and services within the sub-region; and international conventions and laws, among other instruments.

Activity 8. Learning activity: government agencies (10 minutes)

Distribute to participants slips of paper with the following responsibilities, which are found in Annex H. Ask them to take the piece of paper and tape it under the logo or name of the agency that it describes:

- Conducts worksite inspections and addresses child labour, forced labour, and human trafficking violations
- Monitors child labour issues and directs policies
- Assists the Liberian National Police with human trafficking investigations and monitor court cases
- Advises on policy formulation, coordination, and monitoring of child protection
- Investigates child endangerment cases and human trafficking
- Implements and enforces the Alien and Nationality Law of Liberia

MODULE 4:

THE SITUATION OF CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING IN LIBERIA

Overview of the Module

Lack of education, harmful cultural practices, few social services, challenges enforcing the law, insufficient information on the number of victims, and no proper reporting systems continue to increase child labour, forced labour, and trafficking in persons in Liberia. Forced labour has affected many children, young people, men, and women in Liberia. This module focuses on the crimes of child labour and forced labour, why they happen, and how we can work to stop them from happening in Liberia.

Contents

- An accurate picture of child labour, forced labour, and human trafficking in Liberia
- Why we have child labour, forced labour, and human trafficking in Liberia
- How we can stop child labour, forced labour, and human trafficking in Liberia

Duration: 115 minutes

Materials Needed

- Curriculum
- Map of Liberia (included in Annex I, but a large, separate map is recommended)
- Cards with worst forms of child labour icons (Annex J)
- Cards with trafficking in persons (TIP) report findings (Annex K)
- Tape
- Megaphone, sasa, drum

Methodology

- Presentation of key points
- Group work and presentation
- Mapping
- Plenary discussion
- Questions and answers
- Local dialect
- Jingles and drama
- Townhall meeting
- Awareness

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “The situation of child labour, forced labour, and human trafficking in Liberia” to the trainers.

- **Say** that the session will discuss the reality of child labour, forced labour, and human trafficking, the reasons why they are happening, and how we can work together as local actors to protect children, women, and men against these crimes in Liberia.
- **Tell** participants that the objectives of this session are that they will be able to:
 - explain the situations of child labour, forced labour, and human trafficking in Liberia;
 - list reasons that make child labour, forced labour, and human trafficking a problem in Liberia; and
 - identify ways to address child labour, forced labour, and human trafficking situations in Liberia.

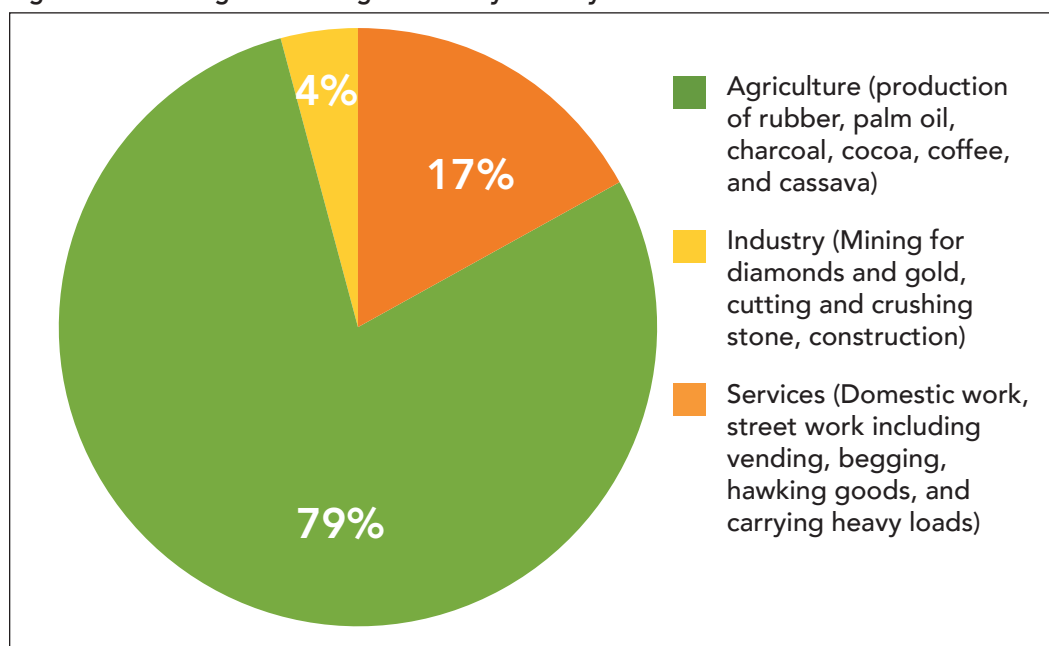
Activity 2. Presentation: situation of child labour in Liberia¹³ (25 minutes)

There is little reliable national data about child labour in Liberia. However, two data sources can give us a general idea about the phenomenon of child labour in the country: (1) a 2010 survey on child labour in Liberia conducted by the ILO and the government’s Institute of Statistics and Geo-Information Services (LISGIS) released in 2012;¹⁴ and (2) the U.S. Department of Labor’s annual Findings on the Worst Forms of Child Labour. We will analyze each to see what they can tell us about child labour in Liberia.

Report on Child Labour in Liberia 2010

Children in employment. The Ministry of Labour and LISGIS conducted Liberia’s most recent child labour survey in 2010. The study found that approximately **18.6 percent (175,000) of Liberian children ages 6 to 17 years old were engaged in some form of work.** The study noted that more boys (100,000) were employed in Liberia than girls (75,000);¹⁵ the proportion of working children in the rural areas was almost four times greater than in urban areas; and although child labour was more visible in urban areas, **a higher percentage of children were engaged in hazardous work in rural areas.** Most working children between the ages of 6 and 17 were employed in **agriculture, forestry, and fishing** (see Figure 3).

Figure 3. Percentage of working children by industry



¹³ Adapted from: <https://respect.international/wp-content/uploads/2020/01/Liberia-LI-Curriculum.pdf>

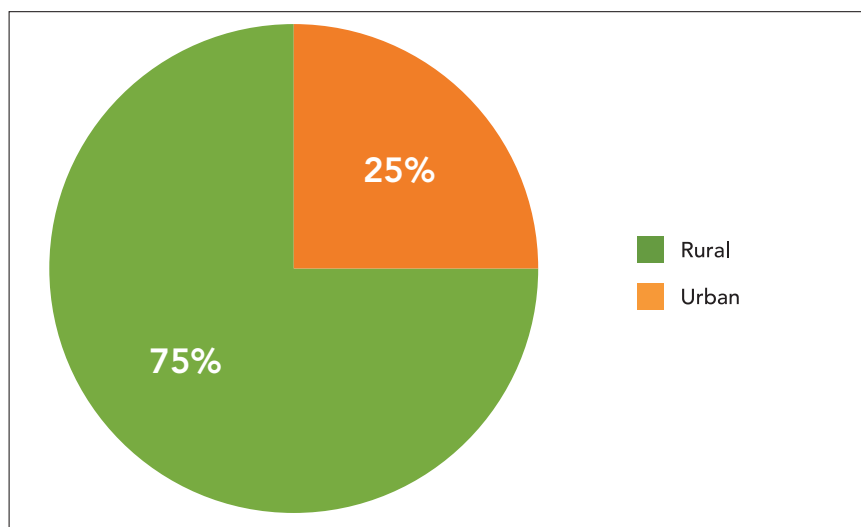
¹⁴ Report on Child Labour in Liberia, 2010. International Labour Organization (ILO) Liberia Institute of Statistics and Geo-Information Services (LISGIS), 2012, http://ilo.org/ipec/Informationresources/WCMS_IPEC_PUB_23935/lang--en/index.htm.

¹⁵ Report on Child Labour in Liberia, pg. 45.

Child labour. Limited access to quality education increases the risk of children engaging in child labour. While the Education Act mandates free and compulsory basic education for grades one to nine,¹⁶ many schools continue to charge fees or impose mandatory requirements, like uniforms and supplies, limiting some children's access to school. Additionally, many births go unregistered, yet birth registration is often required for parents to enroll their children in school, creating another obstacle to school enrollment.¹⁷ According to statistics, approximately 79,000 working children (46 percent) completed at least grade 1, while 66,000 children (37.3 percent) finished primary school grades 1 to 5. About 40 percent of children failed to complete any grade, making them extremely vulnerable to child labour.¹⁸

The Report on Child Labour in Liberia 2010 noted that **nearly 25 percent of working children (43,000) were engaged in child labour.** Of these, over **53 percent were working in agriculture**, 32.4 percent were in the services sector, and 11.3 percent were in industry. Of the 43,000 children in child labour, roughly 18,000 (41.3 percent) were in the 6–11 age group, 16,000 (38 percent) were in the 12–15 age group, and about 9,000 (21 percent) were in the 16–17 age group. Slightly over half (51.6 percent) of child labourers were boys. **More than half of the children engaged in child labour (61 percent) came from the North Central region of the country, followed by Greater Monrovia (14.1 percent), South Central (11.7 percent), South Eastern A (6.0 percent), North Western (5.6 percent), and South Eastern B (1.4 percent).**¹⁹ See Figure 4 for the distribution of child labourers in rural versus urban areas.

Figure 4. Distribution of child labourers in rural vs. urban areas



According to Liberia's 2010 child labour survey, of the 43,000 children engaged in child labour, 38,000 (90 percent) were undertaking hazardous work.²⁰ These children worked in agriculture, forestry, fishing, diamond and gold mining, charcoal production, trade, motorcycle repair, rock crushing, construction, street selling, manufacturing, food services, domestic work, and commercial sexual exploitation.²¹ (See Figure 5 for a summary of child labour data.)

16 Education Act (2011) Sec. 1.6.(b), Sec. 4.4.1 (a), Sec. 4.4.2 (a).

17 https://www.dol.gov/sites/dolgov/files/ILAB/child_labour_reports/tda2020/Liberia.pdf

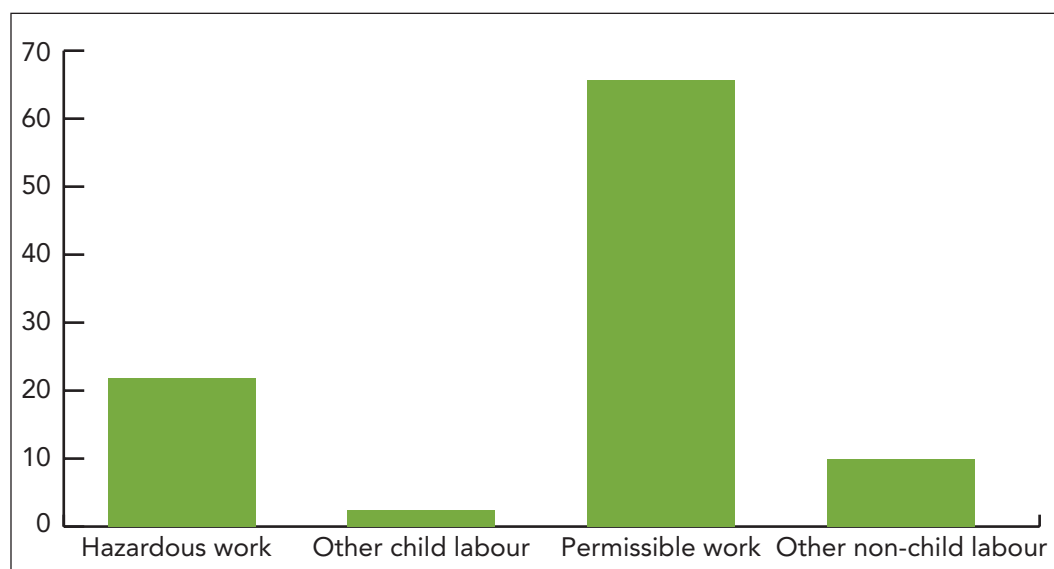
18 Report on Child Labour in Liberia, pg. ix

19 Report on Child Labour in Liberia, 2010 pg. 46–48.

20 Report on Child Labour in Liberia, 2010, pg. 46.

21 https://www.dol.gov/sites/dolgov/files/ILAB/child_labour_reports/tda2020/Liberia.pdf

Figure 5. Child labour in Liberia, according to the Report on Child Labour in Liberia 2010



The U.S. Department of Labor Findings on the Worst Forms of Child Labour

Since 2002, the United States Department of Labor's Bureau of International Labour Affairs (ILAB) has published its annual Findings on the Worst Forms of Child Labour. In 2020, the report presented findings on the prevalence and sectoral distribution of the worst forms of child labour in 134 countries.²² The 2020 report provided information on child labour in Liberia gathered through interviews, official documents, published reports, and other available information. However, the prevalence statistics included in the 2020 report are from the 2010 survey.²³

Child employment. The ILAB report found that children in Liberia tend to work in the sectors and activities shown in Table 3.

Table 3. Sectors and activities in Liberia where the majority of child labour occurs

Sector/Industry	Activity
Agriculture	Production of rubber, including cutting trees with machetes and using acid
	Production of charcoal
	Farming activities, including the production of cocoa, coffee, cassava, and sugarcane
Industry	Mining diamonds and gold, including washing gravel and using mercury and cyanide
	Cutting and crushing stone
	Construction, including carrying heavy loads
Services	Domestic work
	Street work, including vending, begging, hawking goods, and carrying heavy loads
Categorical Worst Forms of Child Labour	Use in illicit activities, including selling drugs
	Forced labour in domestic work, street vending, mining, begging, and work on small rubber plantations, each sometimes because of human trafficking
	Commercial sexual exploitation, sometimes because of human trafficking

²² <https://www.dol.gov/agencies/ilab/resources/reports/child-labour/findings>

²³ https://www.dol.gov/sites/dolgov/files/ILAB/child_labour_reports/tda2020/Liberia.pdf

Worst forms of child labour and hazardous work. Not all the activities above would necessarily qualify as child labour, as some children may be engaged in legally permitted light work or non-hazardous work. However, the findings do report the following about the worst forms of child labour (WFCL) and hazardous child work in Liberia:

- Children in Liberia are used to sell illicit drugs, often serving as covers for adults trying to evade arrest. This is a WFCL.
- Children in Liberia are subjected to forced labour in domestic work, street vending, and begging, often because of human trafficking. Traffickers are often family members or respected members of the community who promise poor rural relatives and neighbors better economic or educational opportunities. Any form of human trafficking or forced labour is considered a WFCL.
- Children in Liberia are subjected to forced labour in mining, which is hazardous and, therefore, a WFCL. Children engaged in mining gold and diamonds perform hazardous tasks, including washing gravel, processing ore, working in mining shafts, and using the dangerous chemicals mercury and cyanide.
- Children engage in hazardous work in construction and street work by carrying heavy loads.
- Children may engage in hazardous work in the agricultural sector if they use dangerous tools or chemicals such as machetes or acid.
- Children engage in dangerous tasks in the production of rubber.

Activity 3. Mapping child labour in Liberia (10 minutes)

Tape a map of Liberia to the wall. (Annex I includes a map of Liberia. However, a bigger map is suggested for this activity.) Next, distribute cards that depict the following icons (see Figure 6). Each refers to one of the Findings on the Worst Forms of Child Labour. Ask participants to tape each card on the map to indicate where they think these activities take place and why. It may be advisable to print multiple copies of each card.

Figure 6. Examples of child labour



Activity 4. Group work (30 minutes)

Divide the participants into two groups. One group will discuss why the cases are occurring in these localities of Liberia. The other group will provide suggestions on how child labour, forced labour, and human trafficking can be addressed.

Questions to guide the first group include:

- Why might a child have to work in hazardous child labour?
- What might the child's family life be like? How might this lead them to work in child labour?

- What is the child and/or their family gaining from this labour?
- Why might a company or business prefer to hire a child labourer over an adult?
- What role does the community play in preventing or encouraging child labour?
- Is the government doing enough to prevent child labour in these communities?
- Are there government policies or cultural practices that might encourage child labour?

Questions to guide the second group include:

- Do you think local communities understand the dangers of child labour?
- How can individual families keep their children out of child labour?
- What steps can the government take to address child labour?
- How could the government help families to prevent child labour?
- Are there any cultural practices that might need to change to prevent child labour?

Each group will present its findings to the overall group. The facilitators should keep the following information in mind during the presentations, mentioning the topics if the participants do not identify them:

- **Causes of child labour**
 - Household poverty
 - Lack of awareness
 - Limited access to education
 - Lack of enforcement or inspection
 - Children are not registered at birth, making it difficult to determine a child's identity
 - Lack of reliable data on child labour
 - Loss of a parent
 - Natural disasters
 - Armed conflict
 - Displacement
 - Early pregnancy
 - Domestic violence
- **Child labour can be addressed if:**
 - Local actors are involved in increasing awareness of the dangers of child labour and harmful cultural practices.
 - The economic situation and livelihoods of households and communities are improved.
 - Children have access to quality education and social services.
 - There are more inspections and policies put into practice.

Activity 5. The situation of forced labour and human trafficking in Liberia (15 minutes)

As in many other countries, reliable statistics and data on human trafficking and forced labour are difficult to obtain in Liberia. Because forced labour and human trafficking are illegal activities that are not conducted openly, they are difficult to detect and measure. However, available sources can provide a general overview of what human trafficking and forced labour look like in Liberia. One of the leading sources of information about human trafficking worldwide is the U.S. State Department's annual Trafficking in Persons Report.²⁴ Here is what the report tells us:

- Trafficking **within Liberia** is much more common than international trafficking.
- **Most victims of trafficking in persons in Liberia are children.**
- Many times, traffickers promise a better life to women and children, take them **from rural to urban areas**, and exploit them in forced labour in street vending, domestic service, or sex trafficking.
- Within Liberia, most victims are exploited for **domestic servitude, forced begging, sex trafficking, or forced labour.**
- Forced labour is most common in **street vending, gold and alluvial diamond mines, and small-scale rubber plantations.**
- Traffickers exploit orphaned children in street vending and child sex trafficking.
- Traffickers allegedly compel children to **sell illicit drugs.**
- Traffickers are typically the victim's **family members**, who promise them a better life.

In 2021, the government identified 21 victims of trafficking in persons in Liberia, investigated 18 cases of human trafficking, and initiated four prosecutions for human trafficking. According to the U.S. government, the government of Liberia does not fully meet the minimum standards for the elimination of trafficking but is making significant efforts to do so.

Activity 6. Group work on forced labour and human trafficking (25 minutes)

Divide the participants into five groups. Each group will be asked to discuss one of the scenarios identified in the Trafficking in Persons report, specifically, why such cases may be occurring and what can be done to address this type of trafficking. These scenarios are provided on cards in Annex J. The four scenarios are the following:

- Traffickers exploit family members by taking them from rural to urban areas to exploit them in domestic servitude.
- Traffickers exploit family members by taking them from rural to urban areas to exploit them in sex trafficking.
- Traffickers force individuals to work in gold or alluvial diamond mines or on rubber plantations.
- Traffickers exploit orphaned children in street vending and child sex trafficking.

Questions to guide the groups include:

- Who is the trafficker, and who is the victim?
- What means might the trafficker use to deceive the victim? What might he tell them?
- Why might the victim want to go with the trafficker?
- What factors might make the victim vulnerable to this type of trafficking?
- What might drive the trafficker to try to take advantage of the victim like this?
- Are there cultural practices that might encourage this type of trafficking?
- What is the government doing to prevent this type of trafficking?
- What more can the government do to prevent this type of trafficking?

Each group will present its findings to the overall group. While they are presenting, facilitators should keep in mind the following information and mention these topics if they are not brought up by the participants:

²⁴ <https://www.state.gov/reports/2021-trafficking-in-persons-report/liberia/>

- **Causes of human trafficking and forced labour**
 - Household poverty
 - Vulnerability of men, women, and children
 - Desire to travel for a better life
 - No good social services, especially in rural Liberia
 - Desire to make money by exploiting other people
 - Weak laws
 - Lack of enforcement of available laws
- **Harmful cultural practices**
 - Lack of access to education
 - Desire to seek new employment opportunities
 - Domestic violence
 - Displacement
 - Loss of a parent
- **Human trafficking and forced labour can be addressed if:**
 - Laws are enforced
 - Children have access to education
 - Education and outreach to community members
 - Access to better jobs for adults
 - Access to services is improved

Activity 7. Check for Learning Activity: Probing questions (5 minutes)

Ask the following questions:

- What are examples of cases of child labour, forced labour, and human trafficking in Liberia?
- Where in Liberia are these cases occurring?
- What are some reasons for these cases?
- What can be done to address the situations of child labour, forced labour, and human trafficking in Liberia?

MODULE 5:

GROUP WORK: CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING SITUATIONS IN THE DISTRICTS

Overview

This module draws on participants' knowledge to provide a snapshot of child labour, forced labour, and human trafficking situations in the districts where the participants are from in Liberia. It will enable participants to discuss, analyze, and give feedback on the reality of child labour, forced labour, and human trafficking that they face daily.

Summary of Contents

Child labour, forced labour, and human trafficking situations in the participants' communities

Duration: 85 minutes

Materials needed

- Curriculum
- Blank flipchart paper
- Markers
- Tape
- Jingles, sasa, drum, megaphone, and drama

Methodology

- Mapping
- Skits
- Group work
- Local dialect
- Town hall meeting,
- Awareness

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic "Group work on the child labour, forced labour, and human trafficking situations " to the trainers.

- **State** that the session will look at practical issues of child labour, forced labour, and human trafficking experienced by trainers in their districts.
- **Add** that these issues will be shared, and the participants will learn about them through group work, case studies, and presentations based on their experience in the districts.

- **Tell** participants that the objectives of this session are to:
 - discuss the situations of child labour, forced labour, and human trafficking situations in their districts through sharing and learning from their experiences; and
 - produce information as a group on child labour, forced labour, and human trafficking situations in their districts.

Activity 2. Icebreaker: Remembering name game (5 minutes)

The first person will say their name, and then the second person will say their name and the name of the person before them; this process will continue until it gets to the last person, who will say their name and the names of the other participants. For example, the first person will say, "I am Amos," and the second person, whose name is Mary, will say, "I am Mary, standing here with Amos." And the third person, whose name is Blama, will say, "I am Blama, standing here with Amos and Mary."

Learning point

Remind the trainers that this exercise is intended to prepare them for the next activity of group work and to get to know each other better. Stress that it is also important to remember the names of people with whom you work in the districts and communities.

Activity 3. Mapping of child labour, forced labour, and human trafficking cases in the community (30 minutes)

Divide participants into three groups, with five people in each group. Ask the participants to draw a map of their community or district. Next, they should mark potential areas of child labour, forced labour, and human trafficking on the map. Once complete, they will share the map with the larger group and explain why child labour, forced labour, and human trafficking occur in specific areas in their communities or districts. The participants will then compare the potential areas of child labour, forced labour, and human trafficking that they have identified.

Activity 4. Skits on child labour, forced labour, and human trafficking (40 minutes)

After completing and presenting the map, ask each group of participants to put on a skit illustrating one of the examples of child labour, human trafficking, or forced labour that they identified on their maps. The skit should show the exploited individual in their workplace. One person should play the victim, one person should play the trafficker or exploiter, and one person should play an inspector, visitor, guest, or another person new to the situation trying to learn about it. Through the skit, the participants should show the situation in which the victim lives, how they got there, and why they cannot leave.

Activity 5. Check for learning activity: sharing experiences from their communities and districts (10 minutes)

Ask participants to reflect on their work and the information they produced and identified.

- What are the primary areas of child labour, forced labour, and human trafficking identified in the district?
- What are the reasons or factors for the occurrence of these cases?
- What are the effects of these cases on the victims and society?
- How can such cases be prevented?
- How should they respond to such cases?

MODULE 6:

HOW TO IDENTIFY CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING VICTIMS

Overview on how to identify child labour, forced labour, and human trafficking victims

This module helps participants identify child labour, forced labour, and human trafficking victims. It is important to be alert to warning signs of child labour, forced labour, and human trafficking. Labour inspectors, security officers, agricultural officers, social workers, and community members must be mindful that ignoring these signs puts the victims and potential victims in greater danger. Having the skills to identify the early signs of child labour, forced labour, and human trafficking is a positive step toward rescuing victims and potential victims.

Summary of the contents

- Identifying potential signs of child labour
- Identifying potential signs of forced labour and human trafficking

Duration: 90 minutes

Materials needed

- Curriculum
- Flipchart
- Poster with the definition of child labour (Annex F)
- Megaphone, sasa, drum

Methodology

- Brainstorming and reflection
- Group work and presentation
- Role playing
- Plenary discussion
- Local dialect
- Townhall meeting, awareness
- Questions and answers

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “How to identify child labour, forced and human trafficking case” to the trainers:

- Say that the session will discuss potential areas where child labour, forced labour, and human trafficking cases can be found in the community. The session will also look at potential signs of child labour, forced labour, and human trafficking cases.
- Tell participants that the objective of this session is that they will be able to identify and explain signs of child labour, forced labour, and human trafficking.

Activity 2. Brainstorming and reflection (10 minutes)

Ask participants to reflect on the mapping exercise they did in Module 5: “How would you know if people in those areas are victims of child labour, forced labour, and human trafficking? What are clues you might see?”

Activity 3. Presentation: Indicators of child labour²⁵ (15 minutes)

There are many potential signs that a child may be engaged in child labour and/or the worst forms of child labour. Some signs may be obvious, but others may be more subtle. It is important to remember that just because one of these indicators is present does not mean that the child is automatically a victim of child labour. However, observing one or more of these indicators might suggest that further attention is warranted.

(As you go through the indicators listed below, show participants images from the flipchart illustrating signs of child labour.)

First, certain age-based indicators should be considered. Refer to the poster that defines child labour when mentioning each indicator:

- A child who has not reached 15 working in a full-time position.
- A child below the age of 15 at work instead of school.
- A child who works more than eight hours per day.
- A child who works in any of the worst forms of child labour.
- A child who works at night.
- A child who does hazardous tasks.

At school and in the community, a child involved in child labour may:

- be visible in the community but not attend school or other available activities or services for children;
- display poor performance, low attendance, or disruptive behavior;
- drop out of school or other activities, which may indicate long hours spent working;
- return home late at night regularly or spend whole nights away from home;
- go missing for a while or disappear altogether; or
- travel distances regularly to work in another location, district, or city.

A child involved in child labour may also experience physical and mental health issues, such as:

- Tiredness from long hours at work
- Aches, pain, and injuries resulting from their work
- Visible injuries or other signs of unexplained harm that are commonly seen in adult work

25 Adapted from https://alliancecpha.org/sites/default/files/technical/attachments/tool_15_signs_of_child_labour.pdf

The children may also exhibit general health problems, such as drowsiness and exhaustion, nutritional problems, and feeling unwell with general ailments. They may also experience rashes, skin infections, animal or insect bites, or injuries. They may have hearing, vision, or dental problems. Additionally, they could have health problems that indicate sexual abuse or sexual exploitation, such as sexually transmitted infections or diseases; pregnancies, miscarriages, or abortions; or physical injuries to internal and sexual and reproductive organs from aggression and violence. Other problems the children may exhibit include:

- Health problems that indicate heavy and hazardous work. These include broken bones; internal and soft tissue injuries; severe cuts, bruises, and burns; pesticide poisoning; breathing and respiratory difficulties; asbestosis; cancer; growth deficiencies; and musculoskeletal disorders.
- Signs of physical or psychological abuse or injuries. Injuries and abuse from violent assault or controlling measures may appear as bruises or internal and soft tissue injuries.
- Psychosocial reactions. The children may show signs of stress, depression, mood swings, changes in temperament, or use drugs, cigarettes, or alcohol. They may also be unable to concentrate and show self-destructive behavior (e.g., self-harm/suicide) or run away from home.

A child involved in child labour (specifically sexual exploitation) may exhibit other changes in behavior, such as:

- inappropriate sexualized behavior or language with peers or adults;
- dressing inappropriately;
- over-familiarity with strangers or dressing in a sexualized manner;
- unexplained gifts, possessions, or money that are inconsistent with household income; or
- reluctance to seek help or give personal details.

Activity 4. Check for learning (5 minutes)

Ask participants to think of a child they know who has been in child labour. Did they see any of these indicators in that child?

Ask a few participants to please share with the group.

Activity 5. Presentation: Vulnerability factors for child labour (10 minutes)

Meanwhile, certain factors related to the child's family environment and social standing make a child more vulnerable to child labour. Special attention should be paid to these children to ensure they do not fall into child labour.

For example, children who experience the following at home may be more prone to child labour:

- Extreme poverty
- Insufficient food at home
- Loss of income by a parent
- Loss of a parent
- Incapacitated or disabled parents
- Neglect or abandonment by parents
- Domestic violence or other trouble at home

Meanwhile, other children may be vulnerable due to their economic and social situations, including:

- Lack of access to education
- Rejection by their families
- Being a member of a discriminated ethnic or social group
- Participating in certain cultural practices

- Victim of armed conflict
- Displacement
- Early pregnancy

Economic shocks, disasters, and other related phenomena can also cause families to send their children into child labour to earn more income.

Activity 6. Check for learning (5 minutes)

Ask participants to think of the child they know who has been in child labour. Did the child experience any of the factors that make children more vulnerable to child labour?

Ask a few participants to please share with the group.

Activity 7. Indicators of forced labour and human trafficking (15 minutes)

There are also indicators that someone may be the victim of forced labour or human trafficking.

(As you go through these indicators, show participants the relevant images from the flipchart.)

These include:

- **Restriction of movement.** People may be unable to move about freely. They may always be watched or accompanied by their employer or trafficker and unable to leave the premises. In more extreme cases, they may be physically tied or bound.
- **Unable to terminate employment.** People may be unable to terminate their employment or resign. Their employer may say they owe fees or give other reasons why they must continue working.
- **Isolation.** People may be isolated in remote locations, denied contact with the outside world, or kept behind closed doors and not allowed to speak with anyone. In some cases, they may not even know where they are.
- **Physical or sexual violence.** Victims, their families, and friends may be subjected to violence or forced to take drugs or alcohol. The employer may use violence to keep a worker working. In more extreme cases, this could include physical abduction or kidnapping.
- **Intimidation, threats, and penalties.** Workers may be threatened or penalized if they try to quit or complain about conditions. These may include threats of violence, denunciation to authorities, loss of wages, or violence to family members. Other forms of punishment may include deprivation of food, water, or sleep.
- **Retention of identity documents.** Employers may confiscate identity papers or travel documents, and workers may be unable to access their personal documents.
- **Withholding of wages.** The employer withholds wages from the worker to cover “recruitment fees” or other “expenses,” such as accommodation or food, often at inflated prices. Wages may be withheld for an extended time, forcing a worker to stay until they have been paid.
- **Debt bondage.** A worker owes a debt to the employer, which takes a long time to pay off or is impossible to pay.
- **Abusive living and working conditions.** People may live in conditions that no one would freely accept or are subjected to substandard living conditions, such as overcrowded accommodations, unhealthy conditions, etc.

Some other abnormal behaviors could indicate a trafficking victim, such as:

- Being fearful, anxious, depressed, submissive, tense, or nervous/paranoid.
- Exhibiting unusually fearful or anxious behavior after bringing up law enforcement.
- Avoiding eye contact
- Appearing malnourished
- Showing signs of physical and/or sexual abuse, physical restraint, confinement, or torture
- Having few or no personal possessions

- Not being in control of their money
- Not being in control of their ID or passport
- Not allowed or being unable to speak for themselves
- Claiming they are just visiting but unable to clarify where they are staying
- Lack of knowledge of whereabouts and/or does not know what city they are in
- Loss of sense of time
- Numerous inconsistencies in their story

Finally, there are important warning signs that may indicate a trafficker is trying to recruit victims:

- Ads for jobs that appear too good to be true
- Charging recruitment fees or other particularly high fees
- Recruiters requiring workers to pay back travel costs
- Recruiters not providing a contract
- Recruiters providing a different contract once a worker arrives at their destination

Activity 8. Interviews (20 minutes)

Divide the group into pairs. One person will serve as a community member or labour inspector, while the other will serve as a victim of child labour, forced labour, or human trafficking. The interviewer will be creative in how they ask the victim questions about their age, residence status, living, and working conditions. Give the participants 5–10 minutes to prepare and then ask for volunteers to come to the front of the class to enact their interviews. The audience will watch and listen keenly to the responses and the abnormal behavior of the interviewee to identify if there are any signs of child labour, forced labour, or human trafficking. There will be a short discussion.

Check for Learning Activity – Brainstorming (5 minutes)

1. What signs do we need to watch for in checking for child labour?
2. What signs do we need to watch for in checking for forced labour and human trafficking cases in the community?
3. Why do we have to check for these signs?

Answer Key

1. Participants' answers might vary slightly. At this point, everyone will highlight some of the same areas discussed during the session. Refer to the discussion points just in case some areas are missing.
2. Participants' answers might vary slightly. At this point, everyone will highlight some of the same signs discussed during the session. Refer to the discussion points just in case some areas are missing.
3. It is good to observe the signs that could assist in identifying and rescuing a victim or potential victim.

MODULE 7:

REPORTING CASES OF CHILD LABOUR, FORCED LABOUR, AND HUMAN TRAFFICKING

Overview of how to report cases of child labour, forced labour, and human trafficking

This module guides the participants on how to report cases of child labour, forced labour, and human trafficking. Local actors must collect and share information through the referral pathway with the institutions or persons providing services in their community or district. The referral pathway makes it easier to link victims to services and report crimes of child labour, forced labour, and human trafficking for investigation and follow-up.

Summary of the contents

Reporting child labour, forced labour, and human trafficking cases to responsible agencies through the referral pathway

Duration: 75 minutes

Materials needed

- Curriculum
- Flipchart
- Maps from Module 5
- Posters on how to report cases (Annexes N and O)
- Logos of institutions (Annex G)
- Megaphone, drum, and sasa

Methodology

- Community mapping
- Group discussions
- Townhall meeting
- Drama, jingles

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “How to report child labour, forced labour, and human trafficking cases” to the trainers:

- **Say** that the material will explain the importance of working with others in the community and district through the referral pathway. The referral pathway ensures that victims can access services and that those committing crimes of child labour, forced labour, and human trafficking are reported and investigated by the appropriate agencies.
- **Tell** participants that the objective of this session is that they will know how to report child labour, forced labour, and human trafficking cases in their community and district.

Activity 2. Mapping and identification of institutions and persons who provide services to victims of child labour, forced labour, and human trafficking in the community and district (25 minutes)

Divide participants into the same groups that developed the community maps in Module 5. Ask them to include on the map all the institutions, organizations, structures, and persons who provide services to victims of child labour, forced labour, and human trafficking in their communities and district. Afterward, they should present this information to the group. If possible, they should describe the type of services, contact persons, and contact address, and the **facilitators should write this information down**. As each group presents, the facilitators should ask if the following organizations and agencies are present in the communities:

- Ministry of Labour
- Children and Social Protection
- Ministry of Justice
- Liberian National Police
- Liberia Immigration Services
- Ministry of Agriculture
- Ministry of Education
- Other government agencies
- Non-governmental organizations (NGOs)
- Community-based organizations
- Other community structures

Facilitators will compile the resources. At the end of the training, they will share the list with the local actors to support the local referral pathway, networking, and information-sharing in the fight against child labour, forced labour, and human trafficking.

Activity 3. Discussion on where to report cases (25 minutes)

Reporting child labour cases

Tape the poster on how to report child labour cases (Annex N) to the wall. Explain to participants that if they suspect a case of child labour, their first step should be to contact their local Child Welfare Committee (CWC) or Child Labour Monitoring Committee (CLMC).

Alternatively, if no CWC or CLMC exists in their community, they may go to the nearest office of the authorities listed below (post each institution's logo from Annex G next to the poster as you mention it):

- Ministry of Labour or their nearest labour inspector/labour official
- Liberia National Police at the nearest police station
- Ministry of Education if the victim is a child, or at the nearest county education office, district education office, principal's office, or PTA office
- Ministry of Health at the county health office, district health office, or health facility
- Ministry of Gender, Children, & Social Protection
- Ministry of Interior Affairs at the superintendent's office, district commissioner's office, or town chief's office.

Tell participants that if none of these authorities are nearby, they may also report cases to the Ministry of Agriculture or agricultural officer if the victim is working in agriculture or the Ministry of Justice or county attorney's office.

Depending on the community, they may also report cases to their local trade/workers union, women's group, religious groups, community advocates, community organizations, or NGOs if these groups are involved in combatting child labour.

Reporting forced labour and human trafficking cases

Remove the logos you posted on the wall for the child labour exercise. Tape the poster on how to report human trafficking cases (Annex O) to the wall. Explain to participants that if they suspect a case of forced labour or human trafficking,

their first step should be to call 2883. This number is the Ministry of Labour's human trafficking hotline and may be called from any mobile phone in Liberia.

Alternatively, cases of forced labour or human trafficking may be reported to the following authorities (post each institution's logo from Annex G next to the poster as you mention it):

- Ministry of Labour or their nearest labour inspector/labour official
- Liberia National Police at the nearest police station
- Liberia Immigration Services, especially if the victim is a foreigner
- Ministry of Health at the county health office, district health office, or health facility
- Ministry of Gender, Children, & Social Protection

Tell participants that if none of these authorities are nearby, they may also report cases to:

- Ministry of Agriculture or agricultural officer if the victim is working in agriculture
- Ministry of Interior Affairs at the superintendent's office, district commissioner's office, or the town chief's office
- Ministry of Justice or county attorney's office

Depending on the community, they may report cases to the local trade/workers union, women's group, religious group, community organization, or NGO if these groups are involved in combatting human trafficking. If the victim is a child, they can report cases to their local CWC or CLMC.

Activity 4. Discussion (15 minutes)

Ask participants to look at the maps they created and the agency names posted on the wall. Based on this information, ask them to discuss where they think they should go to report cases of child labour and human trafficking in their communities. As a group, they should agree on the following questions:

- Which institution or institutions will they go to first if they suspect a case of child labour in their community?
- How should they report the cases to those institutions (phone, in person, etc.)?
- Which institution or institutions will they go to first if they suspect a case of forced labour or human trafficking?
- How should they report the cases to those institutions (phone, in person, etc.)?

The facilitator should write down the results of this exercise.

One member of each group will then present their conclusions to the larger group.

Activity 5. Tips for reporting cases (5 minutes)

Conclude by providing participants with the following tips for reporting cases:

- **NEVER** put yourself in personal danger by intervening in a situation that is not safe. Instead, note as many details as possible and refer the case to the proper authorities.
- The best interests of the victims should be the top concern. Ensure that your actions will not put victims at further risk.
- Try to note as many details about the situation as possible, such as the approximate age of the victim, what they look like, where you saw them, what work they were doing, etc.
- If given the opportunity to view the trafficker or exploiters, note as many details as possible, such as approximate height, weight, etc.
- Observe anything you see or hear, such as not allowing the victims to interact with others or any degrading behavior.
- Write down these details if possible, so you don't forget.
- Be careful not to attack or anger the trafficker, who might punish the victim.
- Uphold confidentiality. Don't expose the victim's situation to others.
- Don't be afraid to report.

MODULE 8A:

MODULE 8A: TRAINING OTHERS

Overview

This module provides a guide for the trainer on how to train others. It includes tips on being good trainer and things to consider when replicating the training.

Summary of contents

- Conducting a replication of training
- Training materials
- Learning styles

Duration: 85 minutes

Materials needed

- Curriculum
- Flipchart
- Posters
- Flipchart paper and markers
- Flipchart stand
- Tape
- Printouts with learning style icons (Annex P)

Methodology

- Discussion
- Individual and group work
- Presentation of key points from flipchart
- Brainstorming
- Plenary discussion
- Questions and answers

Activities

Activity 1. Introduction (5 minutes)

Introduce the topic “Training Others”:

- Say that the session will discuss how to replicate the training for local actors, review things to consider while conducting the training, and will involve developing a follow-on action plan at the end of the ToT.

- Tell participants that the objectives of this session are that they will:
 - Understand the materials for replication of the training
 - Understand different learning styles
 - Understand how to transmit information to others

Activity 2. Discussion: Replication of the training and materials (15 minutes)

Congratulate participants for their participation in the previous two days of training. Explain that this third and final day will prepare them to replicate the training with others in their communities.

Explain that this training has been designed so that they can replicate it with other actors. All the activities, icebreakers, and discussions they have participated in over the last two days can be done in local communities with local actors.

Additionally, explain that the facilitators will provide the materials below to help them to replicate the training in their communities:

- **Curriculum.** The curriculum contains all the content and activities conducted during this three-day training with detailed information for each module. It serves as a guide and reference for conducting future trainings.
- **Curriculum Annexes.** Many of the materials used in the activities—such as images, posters, logos, and the cards to be distributed—are included as annexes to the curriculum and may be removed for use.
- **Flipchart.** The flipchart is a tool to be used at the community level with community members and leaders to educate them on child labour, forced labour, and human trafficking. It is designed to be used in areas without internet or computers and with participants who may not be able to read or write. On one side, it contains images to be presented to trainees. On the other side, it includes notes for facilitators. The flipchart contains condensed versions of curriculum modules 1, 2, 3, 6, and 7.
- **Posters.** Posters have been developed to illustrate the following: “What is Human Trafficking,” “What is Child Labour,” “How to Report Child Labour,” and “How to Report Human Trafficking.” They are included as annexes to the curriculum and separately as well. They may serve as teaching tools and remain in communities to raise awareness.

With these materials, participants will have the tools to lead a training on all the curriculum’s modules. However, it is up to participants to select which modules they would like to replicate and with which audiences. Participants may opt to conduct a full three-day training or present only one or several modules depending on the context, audience, and time available.

Activity 3. Discussion on the Do’s and Don’ts of a ToT (25 minutes)

Ask participants what the “do’s and don’ts” of a ToT are. List their points. Then review the following:

Who is a good trainer?

A good trainer:

- Builds teams and does not break down others but instead empowers them.
- Believes in collaboration and not confrontation. A good trainer knows that for learning and sharing to be effective, it is the responsibility of the entire group, not just the trainer.
- Makes positive statements. They encourage the participants to share their opinions and experiences.
- Finds positive ways to correct someone by saying, for example, “You made a good point, but what do you think if we look at it this other way [the correct way]....”
- Is sensitive towards the participants.
- Creates and keeps an atmosphere of trust and openness.
- Ensures that everyone feels safe to speak out and respects differences of opinions.
- Takes into consideration that participants come from different backgrounds and have different needs.

- Involves the participants in the discussion. A good trainer doesn't just present from the flipchart or flashcards but walks around the room to include the participants in the discussion.
- Builds the issues raised by the participants into the presentation, so they feel that the training is about them, and that they are part of the agenda.
- Notices when some participants are quiet and asks them specific questions, so they don't feel left out.
- Uses body language, changes the tone of voice to make a point, speaks clearly, and establishes eye contact.
- Is a confident speaker, which makes the participants feel that they are learning and sharing something important.
- Is a good listener! A good presenter knows they don't know everything and provides opportunities for the participants to share their knowledge.
- Notices what the participants are learning from the training and considers their points.
- Is well prepared and organized. A good presenter is on top of the workshop agenda, has the materials ready to go, and is in touch with the organizers regarding when the food is ready, where the restrooms are, and how the participants can get all the materials for the training.
- Is sincere when telling the participants that they don't know everything and doesn't pretend to know the answer to a difficult question. A good trainer gives participants an opportunity to provide answers.
- Is time conscious. Knows when to bring a discussion to a close, when to continue a discussion, when to change the topic, and when to politely stop someone who has spoken for too long.

What a ToT should avoid

- A trainer is responsible for facilitating, not learning. Their job is to keep facilitating to help the participants learn as much as possible.
- A trainer should not be the only person speaking. The trainees should be involved in the discussion.
- A trainer shouldn't judge the participants' opinions; instead, the trainer should share knowledge and experience and clarify issues with supporting facts.

Activity 4. Observation and discussion on various learning styles ToT (20 minutes)

Various learning styles

Figure 7. Examples of three different ways of learning



- Point out that participants may learn in different ways. The main sensory receivers while learning are visual (sight), auditory (hearing), and kinesthetic (movement). (Figure 7)
- Place posters representing the three learning styles (found in Annex P) on the wall and encourage participants to look at them before starting the discussion.
- Participants will know which style is best for their learning. Ask them for their feedback.

Visual learning

Visual learning is by seeing (sight). Visual learning can use linguistic (language that is written) or spatial (how you understand the world or space around you). Visual learners learn through written language assignments such as reading and writing. They remember what has been written down or what they have drawn with their minds. To facilitate visual linguistic (language) learning, trainers should use handouts, written tasks, and written presentations. Visual-spatial learners typically struggle with written language and learn better through pictures, graphs, diagrams, charts, maps, demonstrations, and visual materials.

Auditory²⁶

Characteristics of the auditory learner include:

- **Hears to learn:** They learn by actively hearing and listening. They are likely to be good at remembering conversations and the words to songs.
- **Like listening:** They prefer to listen to instructions rather than read them and may not take notes. They like music.
- **Good talkers:** They are likely to be good at talking slowly and explaining things to people. They may be good at presenting.
- **Chatterbox:** They tend to start chatting when they lose interest in the subject being taught and may have been scolded for talking at school.
- **Struggles with distractions:** They get distracted by noise and may read slowly. They may find complicated diagrams difficult to interpret.

Tips for the auditory learner include:

- **Watch:** They will absorb information better if it is accompanied by audio. Video is a great learning tool for them.
- **Say:** They should try reading aloud the information they want to take in.
- **Repeat:** To remember facts, they should try repeating or chanting them with their eyes shut.
- **Discuss:** Talking through new concepts and ideas with a group and attending question-and-answer sessions will be productive learning activities for them.
- **Avoid noise:** If they are trying to learn, they should find somewhere that is quiet and away from other people.

For auditory learners:

- Start with short explanation about what they are going to learn
- End with a summary of what they have learned
- Include brainstorming and talking points
- Have a dialogue with the participants
- Encourage lots of questions and answers

Kinesthetic

Kinesthetic learners learn by moving or doing things. Characteristics of kinesthetic learners include:

- They must touch everything.
- They like to make things with their hands.
- They learn better through making summaries and diagrams.
- They need to practice a new thing that they have learned.
- They do not read instructions.

²⁶ Adapted from <https://www.workreadytraining.com.au/whats-your-learning-style-auditory-learner>

For kinesthetic learners:

- Use activities that get the participants up and moving.
- Use role play, ice breakers, energizers, and group work.
- Let the participants use colored pens or highlighters.
- Let the participants transfer their notes from their notepads to a flipchart before they present.

Activity 5. Discussion on actions to take while running the ToT (20 minutes)

Train the trainees

Prepare the trainees well so they can accurately present the materials to their peers at the grassroots level, respond to questions, and carry out activities that would reinforce learning and sharing.

Direct the trainees

Direct the trainees to reference materials and referral pathways for support.

Lead the facilitation

Lead the discussions that reinforce learning and sharing.

Listen well

Listen to the trainees. Set the example that it is important to be more effective in the work they do and more responsive to the needs of the people whom they serve. Listen to serve!

Observe keenly

Making keen observations on how the trainees learn will help them be more effective in the field.

Support trainees

Provide continued support to the trainees whenever they call upon you during or after the training.

How to manage difficult situations during the training

If a participant is unwilling to participate in the activities, don't force the person but try to explain the importance of participating. Encourage participants as much as you can. If this doesn't work, you can ask the person if they want to quit the training.

If the participant is skeptical about the training, explain to them what the training is about. Let them know that the training doesn't provide all the answers, but it is a good starting point for everybody and can be built upon further. Don't encourage the training to be a place for complaining.

If a participant is speaking longer than the others, explain that everybody should be allowed to give their opinion. There are advantages in allowing others to share their experiences and opinions rather than relying on one person only. You can use body language to let a person know they should talk less.

When there is a conflict between the participants based on personal differences, let them know that it will be resolved later. The trainer should end the argument, talk to them individually, and ask them to resolve the issue before the next session.

Don't argue with your co-facilitators relating to facts and procedures. You can find a better way to support each other than competing in front of the trainees to show that you know everything. You could say something like, "In addition to what Willie said,..." for instance, and then provide further explanation.

MODULE 8B:

PRACTICE TRAINING SESSIONS

Divide the participants into three groups of five participants each, with a facilitator assigned to each group. For every practice session, each group should be assigned one of the three modules listed for that section. Within the allotted time, they should plan and deliver a presentation on the module to their facilitator. If time remains, they may plan and facilitate sessions on other modules listed.

Practice Session 1 (80 minutes)

Each group should choose to present on Module 1, Module 2, or Module 3. Within the time allotted, they should plan how they will teach the module, identify and incorporate the materials needed, and deliver the training to the selected facilitator. Participants should be reminded that they may use the curriculum, flipchart, posters, and other available materials. Facilitators should provide feedback to the group after their presentation is complete.

Should time remain in the session after delivering their lesson, the group may select one of the two remaining modules and present on that as well.

Session 1: Feedback and group discussion (30 minutes)

Once Practice Session 1 is complete, participants should return to the larger group. Each group should relate to the others how the presentation went, any challenges encountered, and any feedback from the facilitator.

With the time remaining, facilitators should facilitate a group discussion about Modules 1, 2, and 3 and how to teach them in the future. Possible questions to the group could include:

- What materials did you use, and which were most helpful?
- What topics were especially difficult to convey? How did you manage to do it?
- What lessons did you learn from teaching the module that you would like other participants to know?
- How would you change your teaching in the future?
- How else could you help participants to understand the topics of child labour, forced labour, and human trafficking?

Practice Session 2 (80 minutes)

Each group should choose to present on Module 4, Module 6, or Module 7. Within the time allotted, they should plan how they will teach the module, identify and incorporate the materials needed, and deliver the training to the selected facilitator. Participants should be reminded that they may use the curriculum, flipchart, posters, and other available materials. Facilitators should provide feedback to the group once their presentation is complete.

Should time remain in the session after delivering their lesson, the group may select one of the two remaining modules and present on that as well.

Session 2: Feedback and group discussion (30 minutes)

Once Practice Session 2 is complete, participants should return to the larger group. Each group should relate to the others how the presentation went, any challenges encountered, and any feedback from their facilitator.

With the time remaining, facilitators should facilitate a group discussion about Modules 4, 6, and 7 and how to teach them in the future. Possible questions to the group could include:

- What materials did you use, and which were most helpful?
- What topics were especially difficult to convey? How did you manage to do it?
- What lessons did you learn from teaching the module that you would like other participants to know?
- How would you change your teaching in the future?
- How else could you help participants to understand, identify, and report cases of child labour, forced labour, and human trafficking?

MODULE 8C:

DEVELOPING COMMUNITY DEVELOPMENT AND ENGAGEMENT PLANS

Participants will develop training and engagement action plans (see Annex Q) on how they will conduct the training in their community. They will also discuss how the project can support them and how they can support each other. Each participant should develop their own plan, or participants who live in the same community can develop plans together. The completed action plan will be typed and shared with the trainers. ATLAS will have a copy of the action plan to enhance monitoring and evaluation.

Facilitators should walk participants through the following steps using the community engagement plan included in Annex P.

1. Determine if they will develop an individual plan or a group plan in collaboration with others who live in their community.
2. Determine the audiences for their activities. The goals of the replication activities are to educate community members about child labour, forced labour, and human trafficking and to increase the reporting of cases, so participants should think about who in their community may be in the position to detect and report cases.
3. Determine how and where they will reach these audiences. Will the trainer conduct individual house-to-house training? Will they train existing groups and organizations? Will they hold special training events or conduct trainings at previously planned events?
4. Determine when these activities may be held.
5. Identify the resources needed for these events.
6. Assign persons responsible (if more than one trainer is working together).
7. Identify support that will be needed from the ATLAS project or other trainers.

After the participants complete the action plans, they should submit them to the facilitators, who will take a picture of the plans for project records.

ANNEXES

ANNEXES

- Annex A – Pre- and Post-Test
- Annex B – Illustration cards (Module 1)
- Annex C – Case Studies (Module 1)
- Annex D – Illustration Cards (Module 2)
- Annex E – Poster with Definition of Trafficking in Persons (Module 3)
- Annex F – Poster with Definition of Child Labour (Module 3)
- Annex G – Logos of Government Agencies (Modules 3 and 7)
- Annex H – Cards with Roles of Government Agencies (Module 3)
- Annex I – Map of Liberia (Module 4)
- Annex J – Cards with Worst Forms of Child Labour Icons (Module 4)
- Annex K – Cards with Trafficking in Persons Report Findings (Module 4)
- Annex L – Poster on How to Report Child Labour (Module 7)
- Annex M – Poster on How to Report Human Trafficking (Module 7)
- Annex N – Posters with Learning Styles (Module 8a)
- Annex O – Community Engagement Plan (Module 8c)




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ANNEX A:

PRE- AND POST-TEST

1. One of these is NOT considered a worst form of child labour.
 - A. To enslave children
 - B. Involving children in pornography or sexually abusing them
 - C. Work that is aligned with the child's age and does not affect the child's schooling, time to play, or cause harm or sickness to the child
 - D. Work that offers good money but is likely to harm the health and safety of the child
2. One of these is NOT part of the definition of child labour in Liberia
 - A. Full-time employment for a child below the minimum age for employment (15)
 - B. Any child who is 15 years old who is engaged in light work
 - C. A child who is 13 or 14 years old engaged in work other than light work
 - D. Any child below the minimum age for light work (13) engaged in light work
 - E. Children engaged in hazardous (risky or dangerous) unpaid household services
3. Which one of these do you consider to be forced labour?
 - A. A domestic worker (house girl/boy/woman/man) who has the freedom to leave the house and return anytime they desire.
 - B. Someone who works in a diamond mine who has the freedom to say they don't want to work under dangerous conditions, with no risk of punishment.
 - C. Someone working on a rubber farm who is not allowed to have contact with their family members and friends.
 - D. A person working for \$50 a month who is free to resign from the job without risking punishment.
 - E. A person was brought from the village to live with a business cousin in Monrovia and asked to do household chores. If the person does not want to do the work and wants to return to the village, there will be no punishment or threats.
4. One of these is NOT a purpose why human trafficking takes place.
 - A. Provide for the needs of poor people
 - B. Child labour
 - C. Selling of children
 - D. Removal of a bodily organ
 - E. Forced begging
 - F. Sexual exploitation
 - G. Forced marriage

5. Which one of these statements is TRUE?
- A. Human trafficking can only take place within but not outside of a country.
 - B. Smuggling can take place within a country.
 - C. Human smuggling is done with the full knowledge of the person being smuggled.
 - D. Human trafficking is always done with the full knowledge of the person being trafficked.
 - E. There is a difference between human smuggling and human trafficking.
6. One reason why it is important to report child labour, forced labour, and human trafficking cases in Liberia is that:
- A. The person reporting a case of child labour, forced labour, or human trafficking will receive money for their report.
 - B. More people will be encouraged to violate the laws against child labour, forced labour, and human trafficking.
 - C. The perpetrators will threaten community reporters.
 - D. If cases are reported, it will make the victim (a child, woman, or man), the victim's family, the community, and the country poor.
 - E. By reporting cases of child labour, forced labour, and human trafficking, actions are taken against the perpetrators, which will stop many people from violating the law.
7. When you are conducting a training, which one of these is true?
- A. Use sight (seeing), hearing, and movement (doing)
 - B. Just talk a lot
 - C. Do plenty of drawing
 - D. Just listen to the participants only
 - E. Tell the participants that you are the only one who knows about child labour, forced labour, and human trafficking in Liberia.
8. Which one of these is NOT an indicator of trafficking?
- A. Not being able to move freely.
 - B. Not being able to leave a job.
 - C. Travel documents are taken from a person.
 - D. If the victim reports being trafficked, the victim and their family and friends are all threatened.
 - E. Wages (pay) are not paid to the worker.
 - F. Having the freedom to choose a job and move around freely.
9. Which one of these is an indicator of child labour?
- A. A child under the age of 15 who is employed full time
 - B. A child under the age of 15 who is at work instead of school
 - C. A child who works more than eight hours per day
 - D. A child who works in any of the worst forms of child labour
 - E. A child who works at night
 - F. A child who does chores that are not risky or dangerous

- 
10. One of these is not an institution or structure for reporting child labour, forced labour, or human trafficking in Liberia:
- A. National Commission on Child Labour
 - B. Anti-Human Trafficking Unit, Ministry of Labour
 - C. Women and Children Protection Unit of the Liberia National Police
 - D. Ministry of Labour Inspectorate
 - E. Child Welfare Committee
 - F. Ministry of Transport
 - G. Ministry of Gender, Children and Social Protection
 - H. Ministry of Justice
 - I. Ministry of Internal Affairs



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ANNEX B:

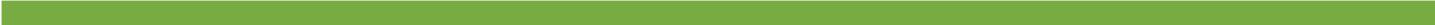
ILLUSTRATION CARDS (MODULE 1)




Description:

Here we see a man pushing a wheelbarrow while another man stands behind him with a whip. It appears that the man with the whip is forcing the man with the wheelbarrow to work. In the background, there is another man, who has the worker's documents. This is forced labour because the man is being forced to work against his will. Withholding documents is also a common way to force people to work as they cannot leave.




Description:

Two children approximately 12 years old are digging a trench with shovels. This is child labour. It is also likely hazardous work, that is, work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children, which constitutes a worst form of child labour.




Description:

Here we see a sex worker and a pimp who is angry she has not brought back more money. It is clear the woman is scared or intimidated. This may be a case of human trafficking for sexual commercial exploitation as the man is using force or coercion to prostitute the woman, but we do not have all the details to determine this from the image. It is also likely forced labour, as the man is using threats to force her to work




Description:

A mother and a girl of about 10 years of age are washing dishes inside a house. A younger girl of about five is sweeping outside. These tasks are acceptable as chores and as child responsibilities as they are in line with the children's ages, don't affect the children's education or playtime, or cause bodily harm or sickness.




Description:

Two boys aged about 12 and 14 are dressed in camouflage and carrying guns. They are child soldiers. The forced or compulsory recruitment of children for use in armed conflict is considered a worst form of child labour. Being a soldier would also be considered hazardous work, that is, work that, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety, or welfare of children. Children also have the right to be protected from taking part in war.




Description:

A group of children are well dressed and in school. They are receiving an education. Child rights are all the needs of the child and all the care and protection that children need to grow and develop well. One of these is the right to an education. Children should be in school instead of working during the school day so they gain the skills and knowledge to advance in life.

ANNEX C:

CASE STUDIES (MODULE 1)

1. Amadu, a 30-year-old rich man in Creek Town, proposes to his neighbor Sando, who is poor. Amadu says Sando's 15-year-old daughter, Mary, should visit him at night at least twice a week in exchange for a modest "gift" to Sando. Sando agrees. Mary resists, but Sando says she will kick her out of the home if she refuses.

2. Kokopeyoko, who is 29 years old, tells 14-year-old Kollie, whom he took from the village to live with him, that he will not eat any of his food unless Kollie brushes his cassava farm for the whole day.

3. After school, 13-year-old Momo returns home, studies for 1 hour, plays for 30 minutes, and then helps his mother cook their evening food.

4. Mr. Clarke has collected money from some business people to provide them with workers for their farm. He goes to his village and tells his adult cousins that he wants to bring them to Buchanan to get jobs for good pay. When they get to Buchanan, his cousins work for the business people, but Mr. Clarke receives the pay and does not give them anything, claiming he provides food and shelter for them. The cousins complain, but Mr. Clarke tells them that the next time he hears any more, he will report them to the police and say they are criminals.

5. On the weekend, 14-year-old Siatta plays with her friends and studies during the morning. She spends two hours a day with the neighbor planting cassava and takes care of the chickens in the afternoon. She attends school regularly.



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6. Saye, who is 13 years old, carries heavy loads of bricks for the road construction company on weekends. The work is too hard for him, and he complains every weekend. The construction company pays him and tells him that he is an apprentice to the company.

7. Sundaygar is over the age of 16 and is employed on a palm farm. He receives regular and fair pay, does not work more than eight hours a day, has rest breaks, wears boots, and does not operate heavy machinery, apply pesticides, or perform other harmful work.

8. Mary, who is 12 years old, hauls water for two hours before school every day. She is expected to haul several large buckets of water for more than 7 kilometers daily. By the time she gets to school, it is 11 a.m.

9. During the school holidays, 15-year-old Musu takes care of her younger sister from 7:00 a.m. to 1:00 p.m. while her mother attends the local market to sell fufu and fish.

10. Deckontee, a 14-year-old girl, attends school irregularly because she works as a domestic servant after and often during school hours. She misses an average of one day of school a week and feels tired when she does attend school due to the hard work.

11. Aaron, who is 13 years old, is employed at the diamond mining site and works eight hours a day.



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12. A 21-year-old man in Monrovia hears that many jobs are available in Dubai. A recruiter comes and tells him that there are lots of opportunities in Dubai. He will be paid \$2,000 a month and given an apartment, medical, educational, and transportation allowances. When the young man gets to Dubai, his passport is taken away from him, he must work long hours, and he is only given \$150 a month without any of the benefits promised.

13. A recruiter goes to Zokoma village in Liberia and tells his family members that he can send their children to school if they come to live with him in Monrovia. In Monrovia, he sends the children to work for an Asian trader down in Water-side. The recruiter collects the children's wages from their employer and doesn't send them to school, feed them well, or care for them when they are sick.

14. Tutukulu is 30 years old and works with a rubber company. He has no contract, and the manager doesn't tell him how much he will be paid. He works for 10 hours in difficult situations. He has no insurance or benefits, but at the end of the month, he is given \$20 by the manager as pocket change. The manager tells him he will sack him if he complains and report to the police that he has stolen from him.

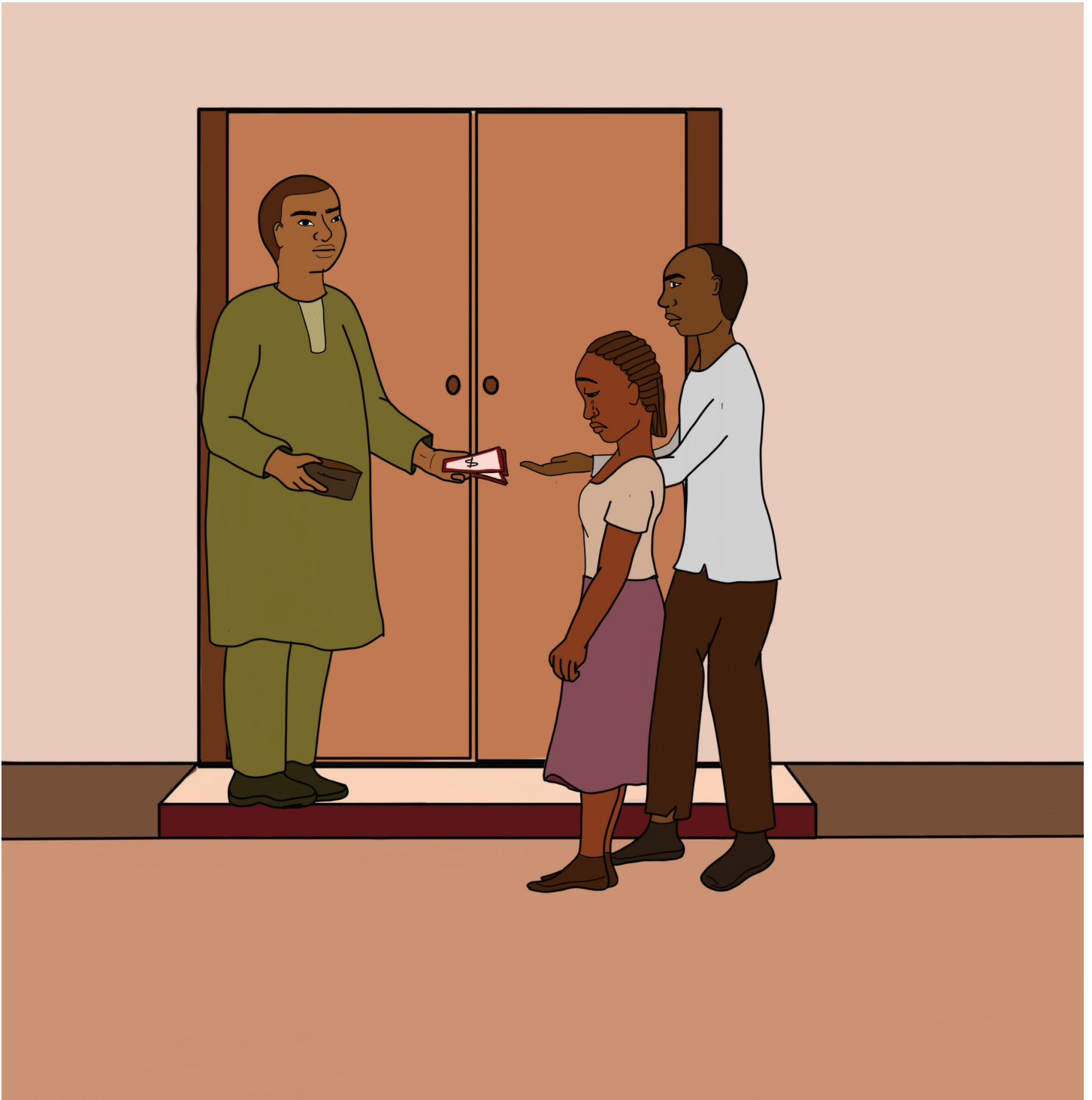
15. Facia is 22 years old. Her uncle convinces her to leave their village in southeastern Liberia to come to live with him in Monrovia, where he will provide some money for her to continue her education at the University of Liberia. When Facia gets to town, the uncle tells her that she must work in his nightclub and sleep with the male customers. Facia is surprised and does not want to do this, but she has no means to return to their village, so she does exactly as her uncle tells her.



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ANNEX D:

ILLUSTRATION CARDS (MODULE 2)




Description:

A man is selling his daughter of about 16 years of age to another man to be married. This is an example of child marriage. This is also an example of forced marriage, which is a form of human trafficking.




Description:

Here we see a man pushing a wheelbarrow while another man stands behind him with a whip. It appears that the man with the whip is forcing the man with the wheelbarrow to work. The man is thinking about his family. This is forced labour, and it represents how families may be divided due to forced labour.




Description:

A grown man is missing his left leg. This is because one day when he was a child a heavy rock fell on his leg when he was working. This images illustrated the dangers of child labour, and the effects that injuries sustained during child labour can have on the rest of a person's life.




Description:

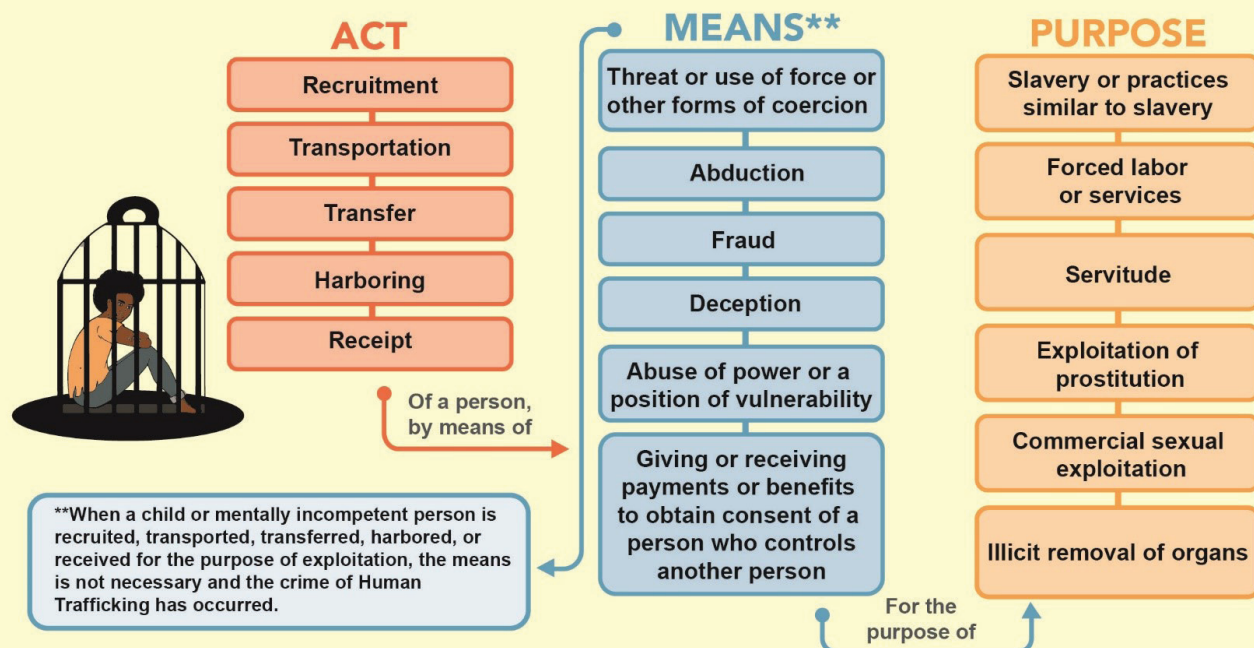
Two children approximately 12 years old are digging a trench with shovels. They are not in school. This is child labour. This images illustrates that child labour can keep children out of school. If children do not go to school they will not become educated and will be unable to access higher paying jobs which require skills and education.

ANNEX E:

POSTER WITH DEFINITION OF HT (MODULE 3)

What Is Human Trafficking?

According to the Revised Trafficking in Persons Act in Liberia (2021), it is:



**LAWYERS
WITHOUT
BORDERS**
*Crossing Borders
to Make a Difference*



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ANNEX F:

POSTER WITH DEFINITION OF CHILD LABOUR (MODULE 3)

What Is Child Labor?

Child labor occurs when a child...

Under 18

Is engaged in:

Any form of slavery or practice similar to slavery

Prostitution or pornography

Illicit activities

Hazardous work that is likely to harm the health, safety or morals of a child, including work on the Hazardous Work List

13-14 yo

Is engaged in:

Work that occupies more than 2 hours a day or 14 hours a week

Work that is not considered "light work", including work that is not on the Light Work List

Under 13

Is engaged in:

Any employment, formal or informal, paid or unpaid, inside or outside the home,

- EXCEPT household chores that do not negatively impact schooling and social and emotional growth

Child labor deprives children of their childhood, potential, dignity and is harmful to their physical and mental development



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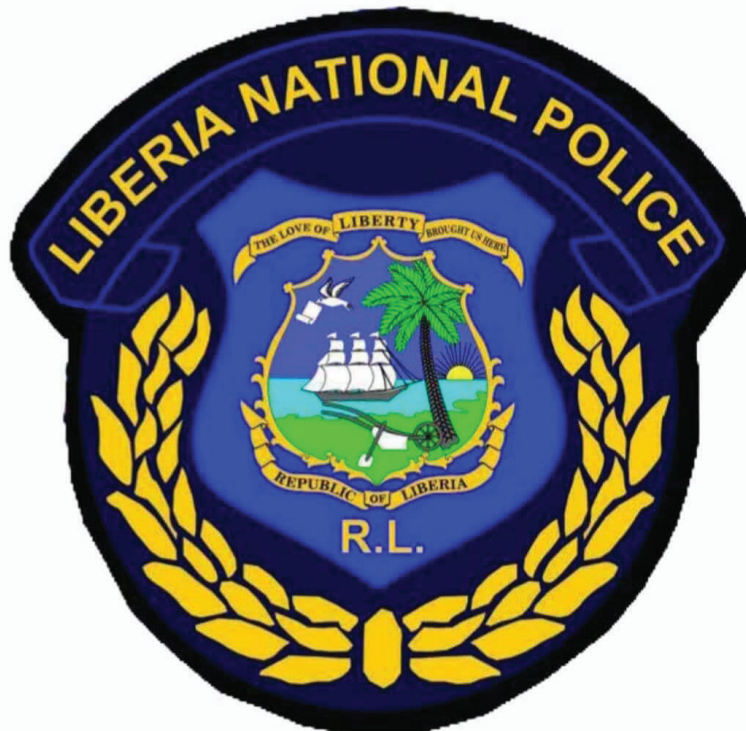
ANNEX G:

LOGOS OF GOVERNMENT AGENCIES (MODULES 3 AND 7)





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A large green circle with a white border, containing the text 'National Commission on Child Labour (NACOMAL)'.

**National
Commission
on Child Labour
(NACOMAL)**

A large green circle with a white border, containing the text 'National Anti-Human Trafficking Task Force of Liberia'.

**National
Anti-Human
Trafficking
Task Force
of Liberia**



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ANNEX H:

ROLES OF GOVERNMENT AGENCIES (MODULE 3)

Conducts worksite inspections and addresses child labour, forced labour, and human trafficking violations	Monitors child labour issues and directs policies
Assists the Liberian National Police with human trafficking investigations and monitors court cases	Advises on policy formulation, coordination, and monitoring of child protection
Investigates child endangerment cases and human trafficking	Implements and enforces the Alien and Nationality Law of Liberia



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ANNEX I:

MAP OF LIBERIA





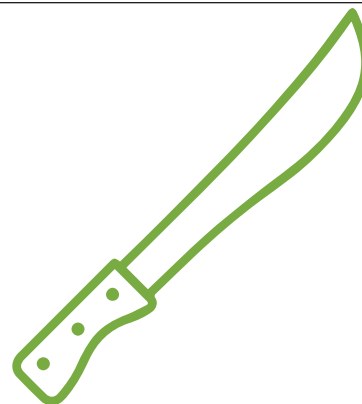
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ANNEX J:

WORST FORMS OF CHILD LABOUR (MODULE 4)



Carrying Heavy Loads



Machetes or Dangerous Tools



Selling Illicit Drugs



Forced Street Begging



Dangerous Chemicals in Mining



Rubber Tapping



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ANNEX K:

CARDS WITH TIP REPORT FINDINGS (MODULE 4)

Traffickers exploit family members by taking them from rural to urban areas to exploit them in domestic servitude	Traffickers exploit family members by taking them from rural to urban areas to exploit them in sex trafficking
Forced labour in gold or alluvial diamond mines	Forced labour on rubber plantations
Traffickers exploit orphaned children in street vending and child sex trafficking	



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ANNEX L:

POSTER ON HOW TO REPORT CHILD LABOUR (MODULE 7)



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ANNEX M:

POSTER ON HOW TO REPORT HUMAN TRAFFICKING (MODULE 7)



REPORT HUMAN TRAFFICKING & FORCED LABOR

Call 2883



Or go in person to the nearest office of:



Ministry of
Labor



Liberia National
Police



Liberia Immigration
Services



Ministry of
Health



Ministry of
Gender



**LAWYERS
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BORDERS**
*Crossing Borders
to Make a Difference*



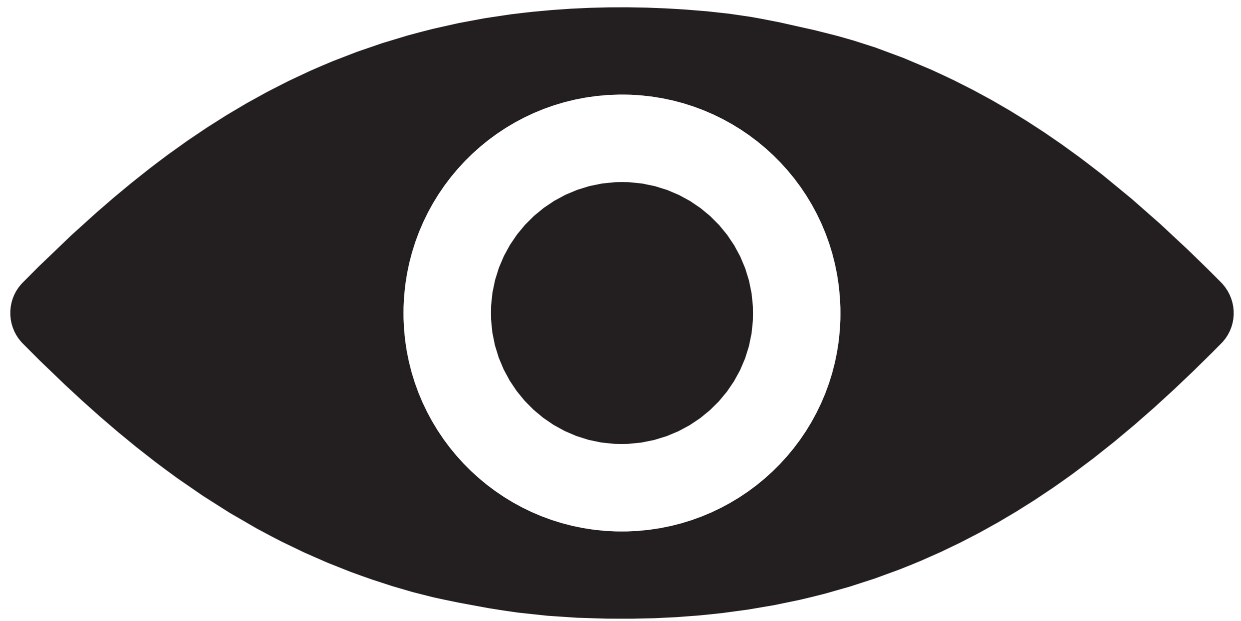
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ANNEX N:

POSTERS WITH LEARNING STYLES (MODULE 8A)



Visual



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Auditory



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Kinesthetic



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ANNEX O:

COMMUNITY ENGAGEMENT PLAN (MODULE 8C)

Activity/Target Audience	Timeline	Resources Needed	Person/s Responsible	Community/ County	Support from ATLAS Project or Other Trainers



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ANNEX P:

HAZARDOUS AND LIGHT WORK LISTS

Hazardous Work List.

Sector	Task	Issue/Observation	Inputs	Potential Harm/Injury
Agriculture	<ul style="list-style-type: none"> Sugar Cane Mailing Cleaning and harvesting using sharp objects. Use of grinding machines 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Eye injury, loss of limbs or life
	<ul style="list-style-type: none"> Rubber Tapping Tapping of rubber using sharp object; applying acid; harvesting and hauling latex contaminated with acid 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Injury to eyes, other body parts, muscle breakdown, body pain
	<ul style="list-style-type: none"> Palm Cutting Climbing heights, use of sharp objects to harvest 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Body injury, danger of falling from a height
	<ul style="list-style-type: none"> Bush Clearing Clearing bush using sharp objects, use of fire 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Body injury, danger of injuring others
	<ul style="list-style-type: none"> Harvesting Cocoa (Harvesting rice) Use of sharp object to harvest, collecting cocoa fruits; toting to factory 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Body harm and injury
Cattle rearing	<ul style="list-style-type: none"> Feeding of animals; Providing protection for animals; Long hours of working in field 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Attack from snake, exposure to wild animals and weather
Coal Burning	<ul style="list-style-type: none"> Taking heavy logs, using sharp objects to cut logs, using fire to burn piles of logs 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to heat, burns, suffocation, toxins

Sector	Task	Issue/Observation	Inputs	Potential Harm/Injury
Construction	<ul style="list-style-type: none"> Laying of bricks, pouring water, handling of construction materials: e.g., planks, other working tools 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cutting fingers, limbs, heavy loads, eye injury
Fishing	<ul style="list-style-type: none"> Underwater works such as untangling fishing nets, paddling of canoes, hauling nets from water 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Drowning, injuries from fish and fishing equipment, exposure to heat and weather, work at night
Manufacturing	<ul style="list-style-type: none"> Mixing of chemicals, operating heavy machinery, packaging products 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Eye injuries, bodily injuries, exposure to chemicals, exposure to noise
Transportation	<ul style="list-style-type: none"> Driving of motor bike, car; Serving as conductor/carboy 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Traffic accidents, traveling long distances, inhaling dust and toxic fumes
Mining and quarrying	<ul style="list-style-type: none"> Mining underground/ underwater works such as drilling/under mining holes in the ground, mining sand, mining diamond/gold, mining in the water, washing gravel 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Drowning, death, loss of limbs, exposure to cold
	<ul style="list-style-type: none"> Rock Crushing: using heavy weight to crush rocks, lifting of heavy weights, long sitting, use of fire to heat large rocks 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Eye injury, bodily harm and injuries
Gambling and Entertainment Centers	<ul style="list-style-type: none"> Serving as dealer of drugs, use as agent for drug trafficking, promoting sex workers 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to bad morals, exposure to drugs, night work, exposure to weather
Shoe Shining for Commercial Purposes	<ul style="list-style-type: none"> Use of chemical; use of sharp objects to sew shoes 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Exposure to chemicals, stooped body position, danger of being hit by vehicles; easy recruitment into unwholesome activities
Blacksmithing	<ul style="list-style-type: none"> Use of fire, use of sharp tools, use of machines 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed

Sector	Task	Issue/Observation	Inputs	Potential Harm/Injury
Domestic Work	<ul style="list-style-type: none"> Painting of house, roofing and repair of house using sharp tools, use of insecticide in homes, cutting of grass, fetching water and wood 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Exposure to heights, exposure to chemical, exposure to accidents, bodily injury
Woodwork related activities	<ul style="list-style-type: none"> Carpentry, fixing of furniture; use of sharp objects; use of chemical 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
	<ul style="list-style-type: none"> Woodwork use of power saw, use of machinery, use of chemicals 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
Soap Making	<ul style="list-style-type: none"> Use of chemicals, heat and fire 	Hazards may be mitigated for some children	May be permitted for children ages 16-17 years if safety measures are in place and there is adequate training and supervision	Cuts, burns, eye damage, bodily injury, danger of body parts being crushed
Street Selling	<ul style="list-style-type: none"> Moving between vehicles to sell 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Danger of vehicle accidents, risk of rape and abuse
Garbage Collection	<ul style="list-style-type: none"> Working in contaminated environment 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to diseases
Hunting	<ul style="list-style-type: none"> Walking long distances, working at night, setting traps 	Hazardous for all children 0-17 years	Prohibited for children; 0-17 years	Exposure to cold, bodily injury

Light Work List

Sector	Task	Rationale	Limits/Restrictions
Domestic Work	Washing Clothes	No machinery used	Use regular soap, no strong chemicals
	Dish Washing	No machinery used	Use regular soap, no strong chemicals
	Sweeping	No dangerous machinery used	Size of yard (time of work), protection from dust
	Fetching Water	No dangerous machinery used	<ul style="list-style-type: none"> Distance traveled No heavy weight (create a chart with ages and weight permitted), deep well/ dangerous water
	Washing Floors	No dangerous machinery used	Cannot use strong chemicals
	Cooking	Sharp objects, fire etc.	Not permitted outside of the home, must be supervised by parent or guardian
	Babysitting at home	No dangerous machinery used	
	Fetching wood		<ul style="list-style-type: none"> Distance traveled Weight carried

Sector	Task	Rationale	Limits/Restrictions
Agriculture	Weeding	No dangerous machinery used	Check for snakes
	Harvesting Vegetables and Fruit	No dangerous machinery used	<ul style="list-style-type: none"> • Weight carried • Check for snakes
	Preparing Seedlings and Planting	No dangerous machinery used	Size of field, check for snakes
	Gardening	No dangerous machinery used	Cannot use dangerous tools, check for snakes
	Watering Flowers	No dangerous machinery used	<ul style="list-style-type: none"> • Check for snakes, • Weight of Water carried
	Trimming of Flowers	No dangerous machinery used	Cannot use dangerous tools, check for snakes
	Watering Crops	No dangerous machinery used	Weight carried
	Bagging Palm Nuts	No dangerous machinery used	<ul style="list-style-type: none"> • Weight carried • Distance traveled
	Carrying Tools	<ul style="list-style-type: none"> • Tools cannot be overly sharp/dangerous • Must have supervision 	<ul style="list-style-type: none"> • Weight carried • Distance traveled
Community Service	Cleaning around community during weekends or vacation	No dangerous machinery used	Must use protective gear including gloves and boots, must be protected from dust
	Cleaning campus, church, mosque	No dangerous machinery used	Must use protective gear including gloves and boots, must be protected from dust
	Distribution of citations	<ul style="list-style-type: none"> • Increases responsibility • No dangerous moving objects 	Distance traveled
Selling/Petty Trade	Selling in Family Shop	No dangerous machinery	Approved products (no alcohol, cigarettes), not moving in the street
	Selling in Petty Trade Stand	No dangerous machinery	Approved products (no alcohol, cigarettes), not moving in the street
	Stock taking	<ul style="list-style-type: none"> • No dangerous machinery • Involves recording inventory, primarily written work 	<ul style="list-style-type: none"> • Weight carried • Approved products (no alcohol, cigarettes)
	Sorting of Items	No dangerous machinery	<ul style="list-style-type: none"> • Weight carried • Approved products (no alcohol, cigarettes)
	Dusting/cleaning items	<ul style="list-style-type: none"> • No dangerous machinery • No dangerous chemicals used 	<ul style="list-style-type: none"> • Weight carried • Approved products (no alcohol, cigarettes)
	Plaiting/braiding hair	No dangerous machinery	Cannot use hot or sharp tools
Cadet Work	Photocopying	No dangerous machinery used	
	Delivering documents	No dangerous machinery used	Distance traveled, weight carried
	Office attendance	<ul style="list-style-type: none"> • Filing, typing • No dangerous machinery used 	



