



This flipchart was designed and developed by Winrock International in close collaboration with the non-governmental organization Lawyers Without Borders and the Liberian Ministries of Labor, Internal Affairs, and Gender as part of the Attaining Lasting Change Attaining Lasting Change for Better Enforcement of Labor and Criminal Law to Address Child Labor, Forced Labor, and Human Trafficking (ATLAS) project, funded by the United States Department of Labor.

It will guide you through teaching four lessons on the topics of child labor, forced labor, and human trafficking: 1) What Are Forced Labor, Child Labor, and Human Trafficking?; 2) Effects of Child Labor, Forced Labor, and Human Trafficking; 3) Laws on Child Labor, Forced Labor, and Human Trafficking; and 4) Detecting and Reporting Child Labor, Forced Labor, and Human Trafficking. The flipchart is intended as a tool to supplement the *Communities United Against Child Labor, Forced Labor, and Human Trafficking* TOT Curriculum, also developed by Winrock, but may be used independently.

This flipchart is intended to be used at the community level with community members and leaders to educate them on the topics of child labor, forced labor, and human trafficking. Pages with images should face the audience while pages that are primarily text provide notes and guidance for facilitators, including suggested discussion questions and activities. Facilitators should thoroughly review and understand this flipchart before use. For further information on these topics, consult the *Communities United Against Child Labor, Forced Labor, and Human Trafficking* TOT Curriculum and annexes.

## NOTES: INTRODUCTION TO COURSE AND MODULE 1

Begin by welcoming participants to the course. Explain that they will be learning about the topics of child labor, forced labor, and human trafficking and the effects they have on communities.

**Discussion: Ask participants if they have heard of these topics. Let them tell you what they know to judge their baseline knowledge.**

**Activity:**

Conduct an icebreaker with participants to help them get to know each other and loosen up. This icebreaker is called the Remembering Name Game. The first person will say his or her name. The second person will say his or her name and the last person's name who was just called. This will continue to the next person until it gets to the last person who will call his/her name in addition to all of the participants' names. 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 who is Blama will say, I am Blama, standing here with Amos and Mary... in that order.

If a pre-test is to be administered, it should be conducted at this time. A pre-test is included as Annex A in the TOT Curriculum.

Next, tell participants that the first session will look at the definitions of child labor, forced labor, and human trafficking. In addition, it will explain the differences among child chores, light work, child labor, including worst forms of child labor, forced labor, human trafficking, and human smuggling and will discuss several examples of each so that participants will understand what these crimes might look like in their communities.

Tell them that the objectives of this session are for participants to **1) be able to define various concepts related to child labor, forced labor, and human trafficking, and give some examples and 2) have an improved understanding of the concepts of child labor, forced labor and human trafficking.**



**What are Child Labor, Forced Labor, and Human Trafficking?**





## NOTES: DISCUSSION OF SIX IMAGES

### DISCUSSION:

Ask the participants the following questions:

**What do these pictures make you think or feel?**

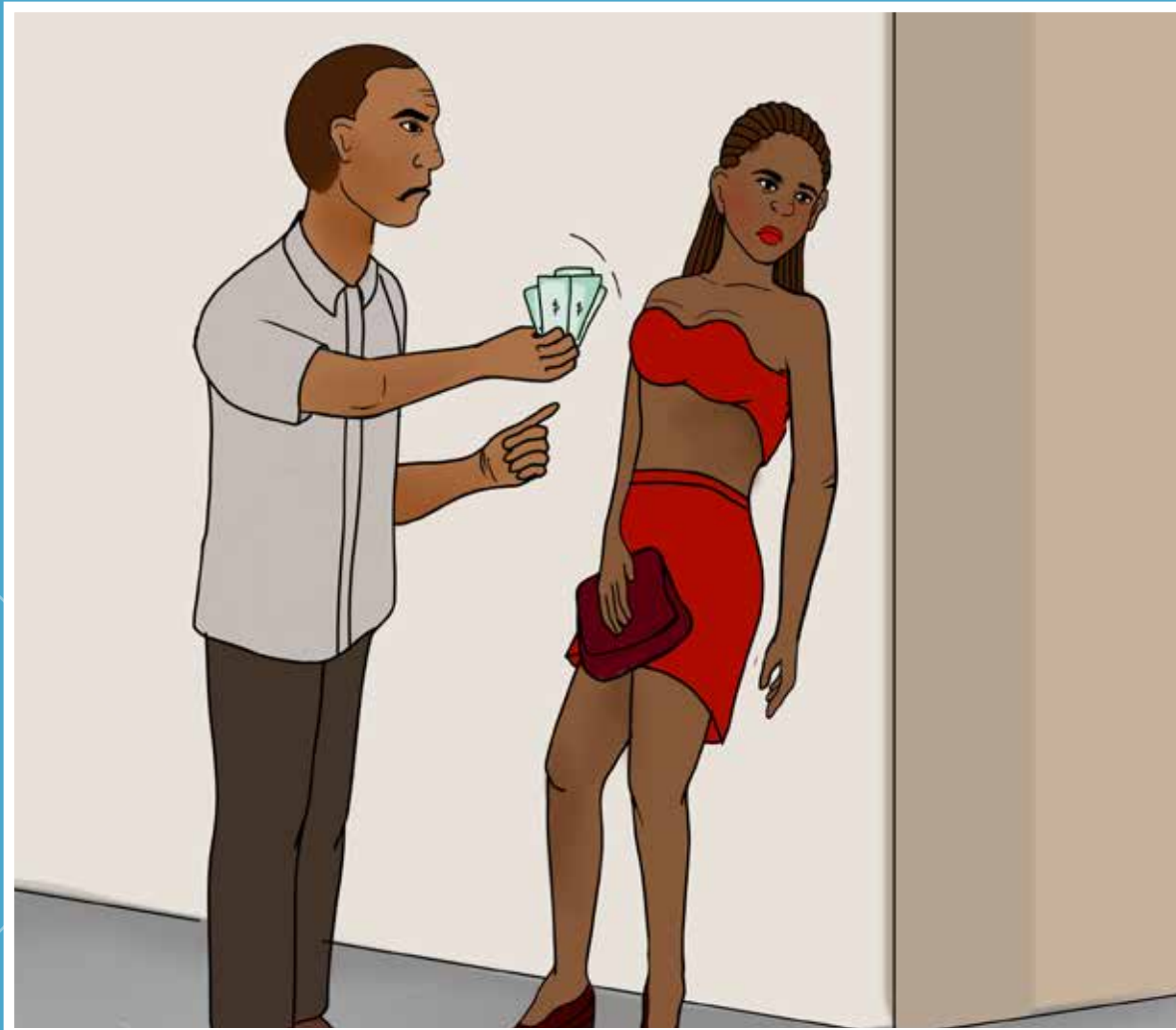
**Can you give some examples of these pictures from your community?**

**What is right or wrong about each of these pictures?**

Allow the participants sufficient time to talk about each of the pictures.

(You may also distribute the images to participants to discuss. They are included in Annex B of the Curriculum.)









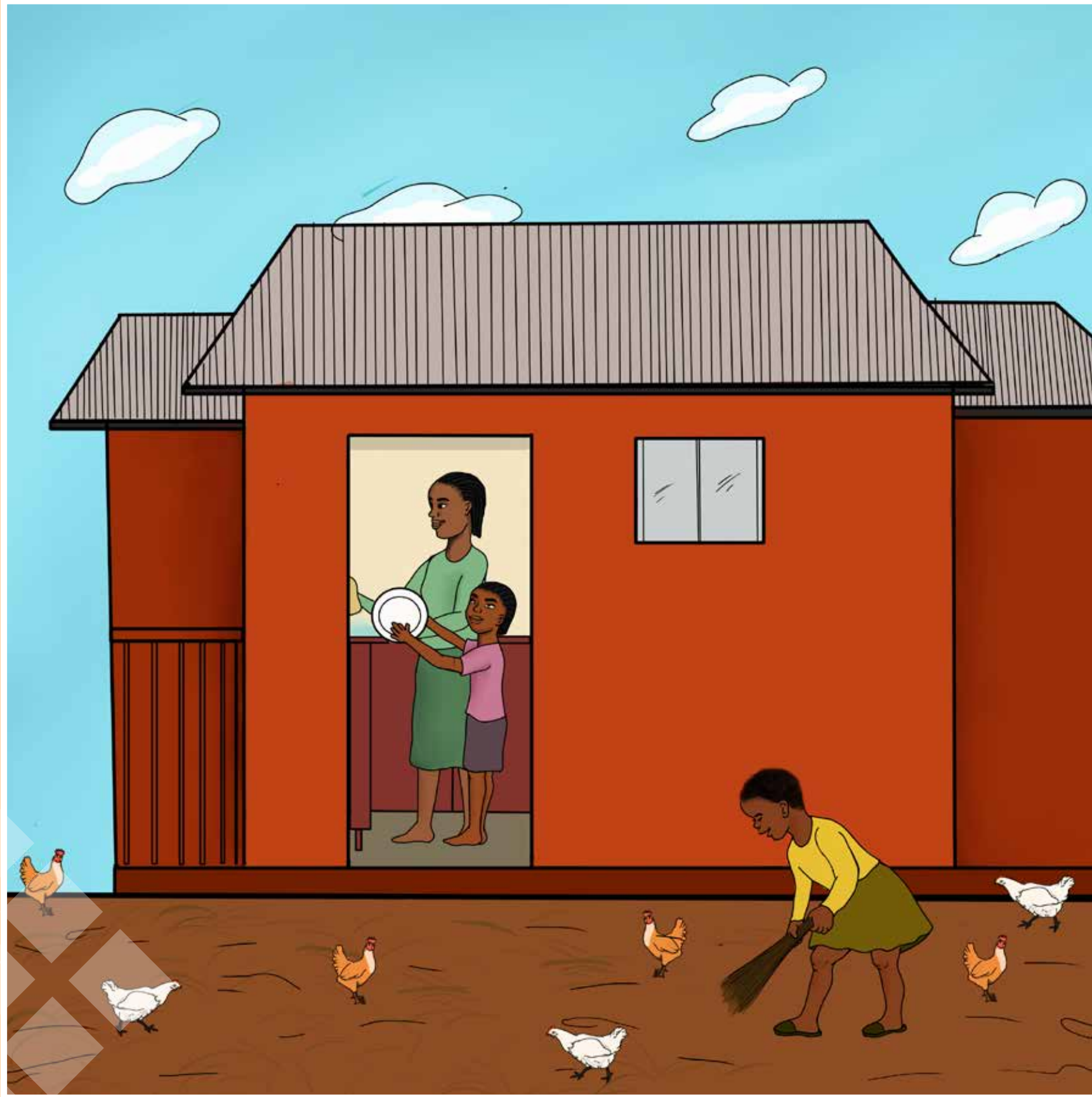
## NOTES: CHILD'S RIGHTS AND CHILD'S RESPONSIBILITIES

**Before we talk about child labor, forced labor, and human trafficking, though, we need to clarify some concepts.**

FIRST, LET'S TALK ABOUT CHILD'S RIGHTS AND CHILD'S RESPONSIBILITIES.

**Child's rights** are all the needs of the child - 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's rights are the right to name and family; the right to food, health, and shelter; the right to education; the right not to be overlooked (regardless of skin color, tribe, county or religion); the right to freely express himself/herself; the right to decide which group to join, the right to be protected even if he/she has disabilities; the right to be protected against violence or abuse; and the right to be protected from taking part in war. Children also have the right to be protected against child marriage, that is, any marriage whether formal or informal between a child and another person. The other person could be an adult or another child.

**Child's Responsibilities** are those things that are required of children to do to show their love and respect for their family and others. An example of this is doing regular small small work (chores). In any case, these responsibilities should be in line with their age, should not affect their school, health, or wellbeing, and should show respect for their cultural value, family, and others. Some examples of chores (tasks) are sweeping the yard, helping to plant cassava, washing dishes, fetching water, etc. These shouldn't affect the child's education or time for play nor cause any bodily harm or sickness for the child.





## NOTES: LIGHT WORK

### Another related concept is light work.

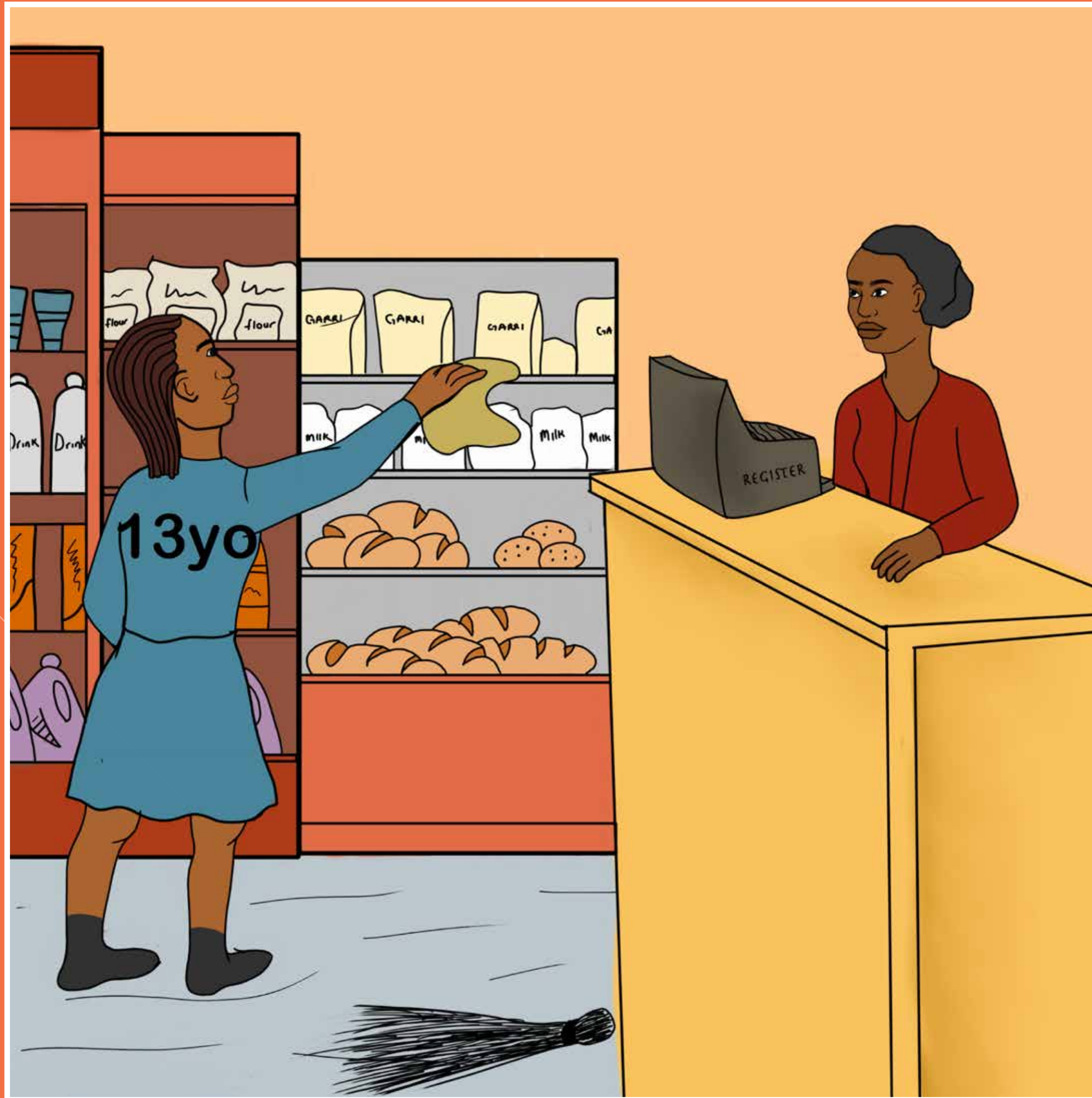
Light work is work that will not harm a child's development, is in line with the child's age, is within his/her ability, and will not affect his or her ability to go to school.

Light work is legal in Liberia for children **between the ages of 13 and 14 years** as long as it does not exceed two hours per day or 14 hours per week.

Also, Liberia has developed a Light Work List that indicates what types of work are acceptable as light work for 13 and 14 year olds. (If you have the list, read a few of the most important entries, especially for the region in question.)

Again, light work, if done in line with the law, is not considered child labor.







## NOTES: WORST FORMS OF CHILD LABOR

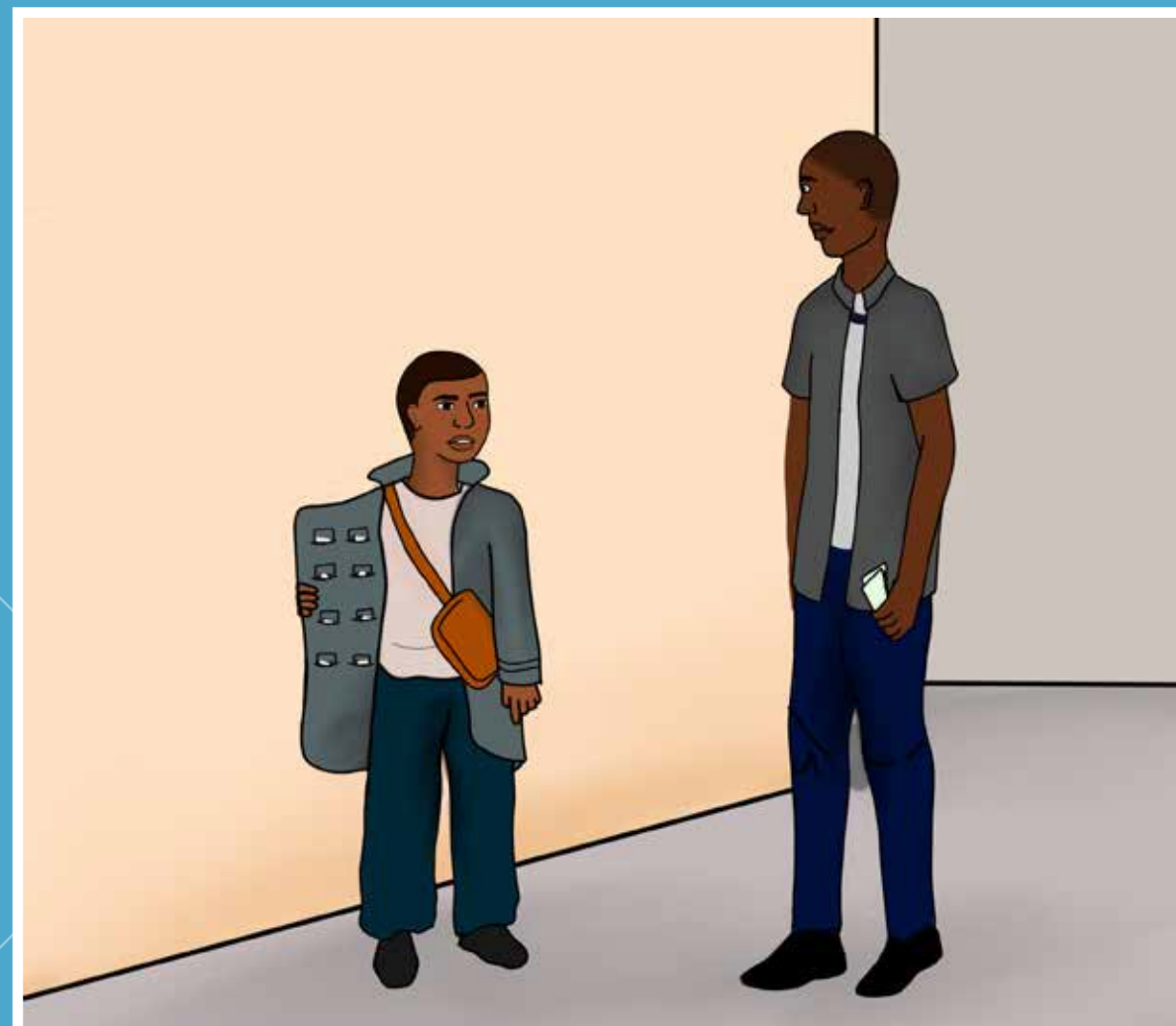
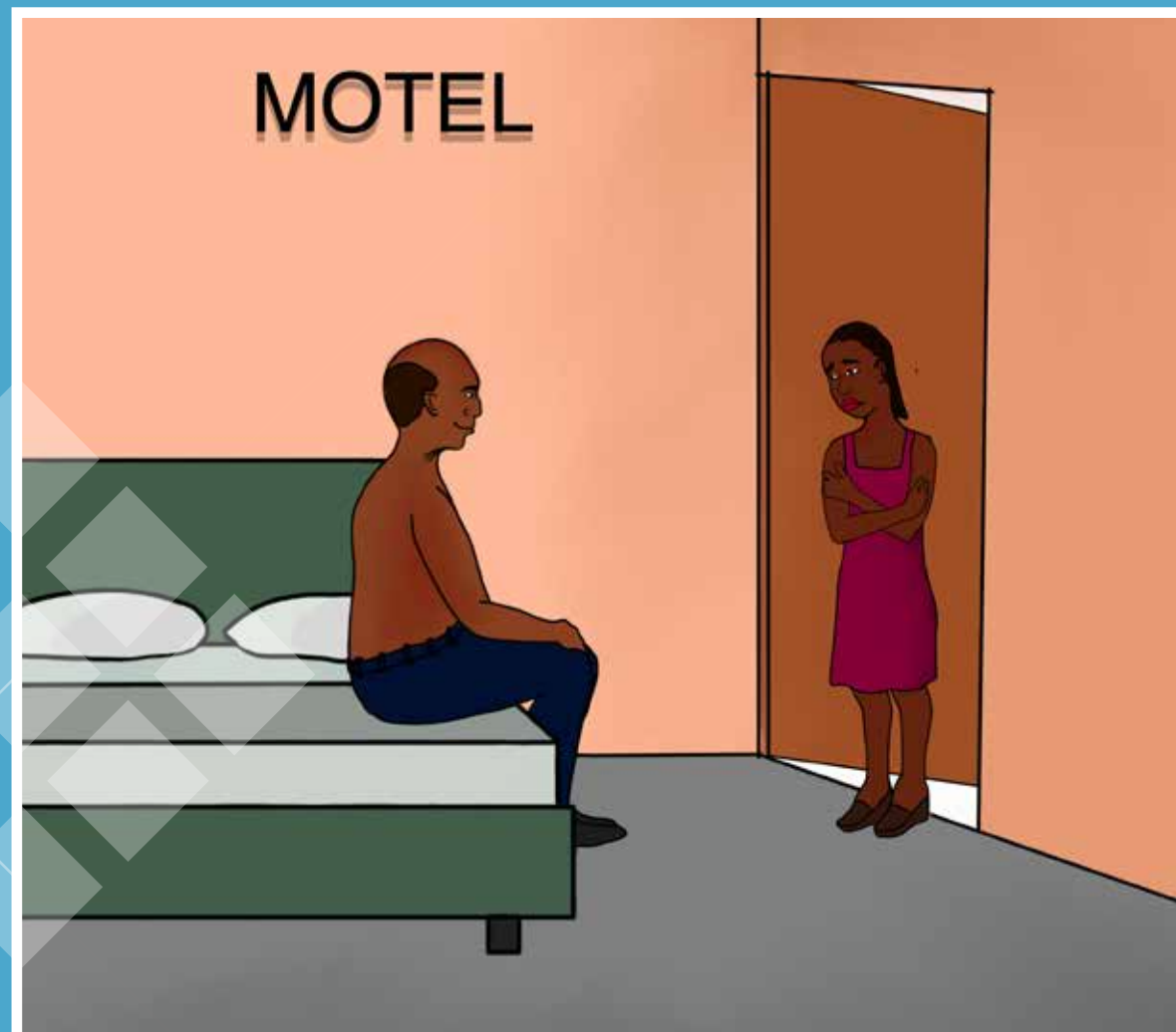
**Child labor, by contrast, is illegal and can harm children.**

There are various types of child labor, but let's talk first about the worst kinds of child labor. These are activities that are illegal for ANYONE under the age of 18 in Liberia.

(Point to the relevant picture as you describe each one)

- **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;
- **Children 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; and
- **Hazardous work** – 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.





### Let's take a closer look at hazardous work because this encompasses a lot of things.

Hazardous work is 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. This work is illegal for any child under the age of 18 in Liberia and includes the following:

1. work which exposes children to physical, psychological or sexual abuse;
2. work underground, under water, at dangerous heights or in confined spaces;
3. work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
4. 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
5. 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 approved a Hazardous Work List. This list specifically indicates types of work that are hazardous and are not allowed for children under 18. (If you have the list, read a few of the most important entries, especially for the region in question.)

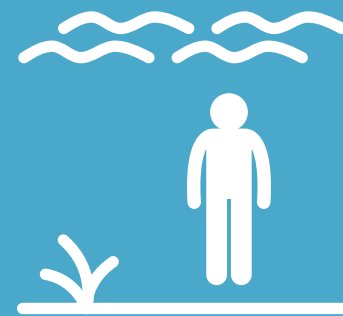




**Abuse**



**Underground**



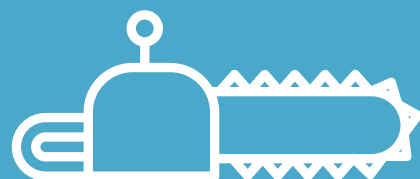
**Underwater**



**Heights**



**Confined  
Spaces**



**Dangerous  
Tools**



**Heavy Loads**



**Dangerous  
Substances**



**Loud Noise**



**Long Hours**



**At Night**



**Confined**



## NOTES: OTHER FORMS OF CHILD LABOR

**In addition to the worst forms of child labor, Liberian law classifies the following as child labor as well:**

- Full time employment of a child below the age of 15 (the minimum age for full time work)
- A child aged 13 to 14 engaged in work other than light work
- Any child under the age of 13 engaged in work, including light work. (However, chores are permitted)
- Any child working more hours than permitted for their age.
- Hazardous unpaid household services.

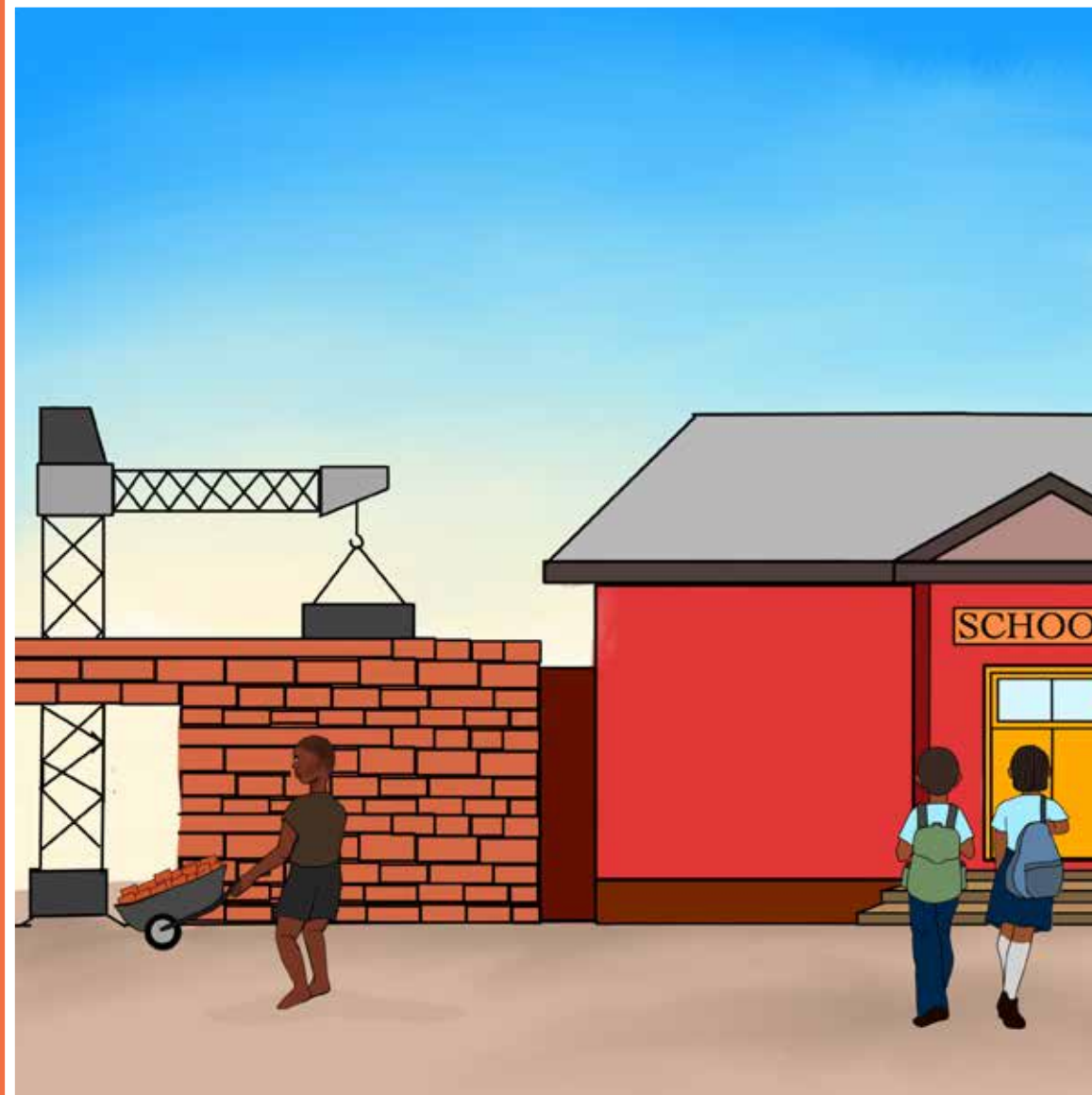
### **DISCUSSION:**

Stop here for a moment. Ask participants if they have seen any of these practices in their community. If so, talk to them about it. How is that situation child labor? Is it a worst form of child labor? What is the age of the child? Spent 5-10 minutes discussing.

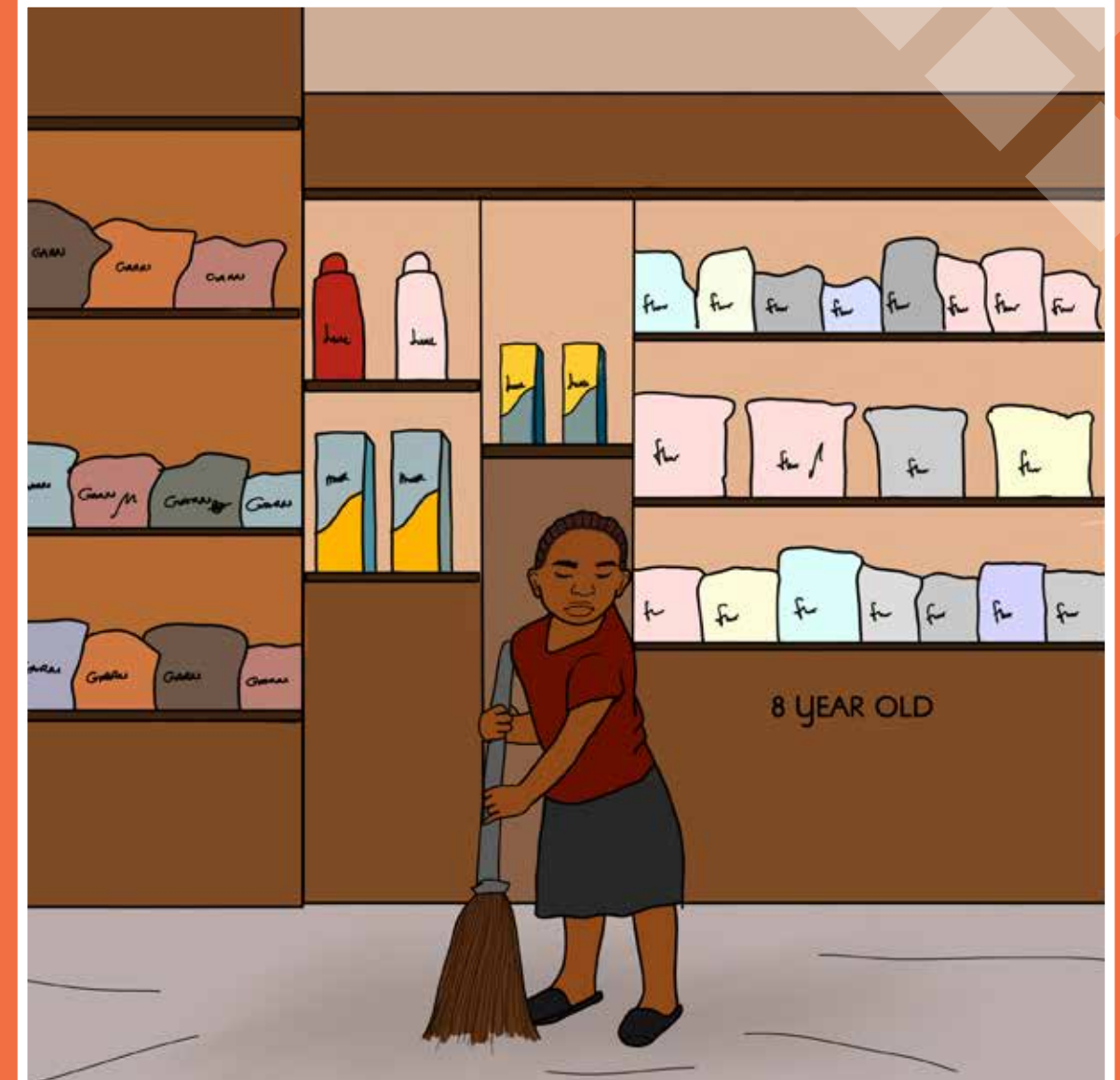




**UNDER 15YO, FULL TIME**



**13-14YO, NOT LIGHT WORK**



**UNDER 13YO, IN LIGHT WORK**



## NOTES: FORCED LABOR

### Now, let's talk about forced labor.

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

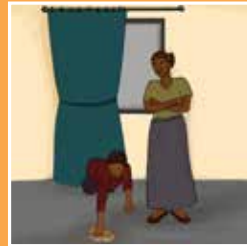
Forced labor is work or service which someone is made to do, often because they are forced or threatened. Force may include physical violence or sexual violence. Threats can include things like threatening to report a victim to immigration, threatening to inflict harm on the victim's family or friends, or threatening to withhold or actually withholding personal documents (passport, work permit, etc.) or pay. They may also include threats to inflict sexual or physical violence.

In any case, in forced labor, 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, which is called debt bondage.







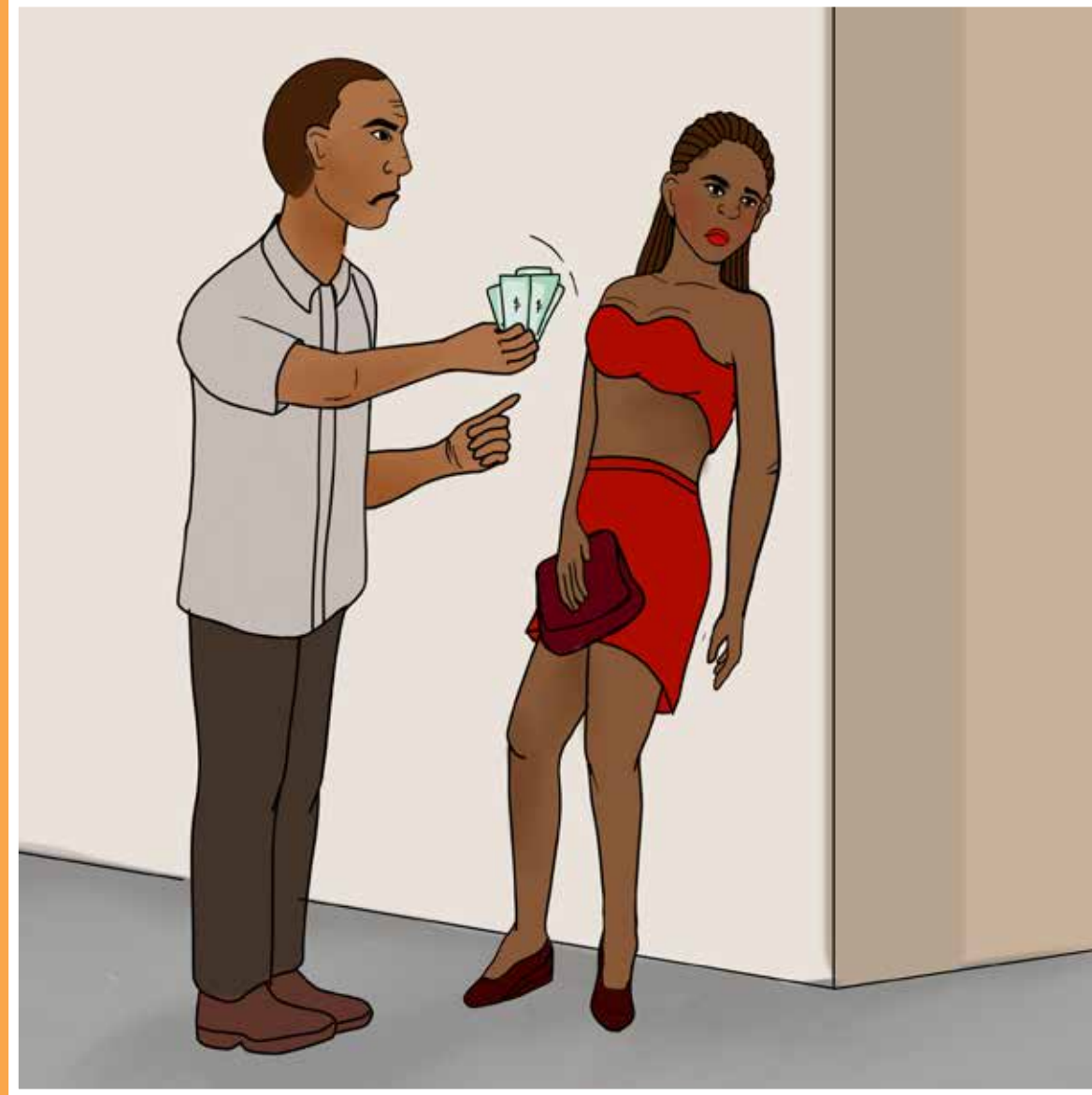
## NOTES: HUMAN TRAFFICKING

**Finally, let's talk about human trafficking. Human trafficking is also called trafficking in persons and, sometimes, modern slavery.**

**Discussion: Ask the participants if they have heard of these terms. What do they think it is?**

Trafficking in persons is a serious crime in which traffickers exploit and profit at the expense of adults or children by compelling them to perform labor, commercial sex, or other certain forms of exploitation.<sup>1</sup>

<sup>1</sup> Department of State. "Understanding Human Trafficking." <https://www.state.gov/what-is-trafficking-in-persons/#:~:text=%E2%80%9CTrafficking%20in%20persons%2C%E2%80%9D%20%E2%80%9C,or%20engage%20in%20commercial%20sex.>





## NOTES: HUMAN TRAFFICKING

**However, human trafficking is a bit of a complicated concept. So let's take some time to understand it. According to Liberian law:**

### **Human Trafficking is the act of:**

- Recruitment
- Transportation
- Transfer
- Harboring; or
- Receipt

### **Of a person by means of:**

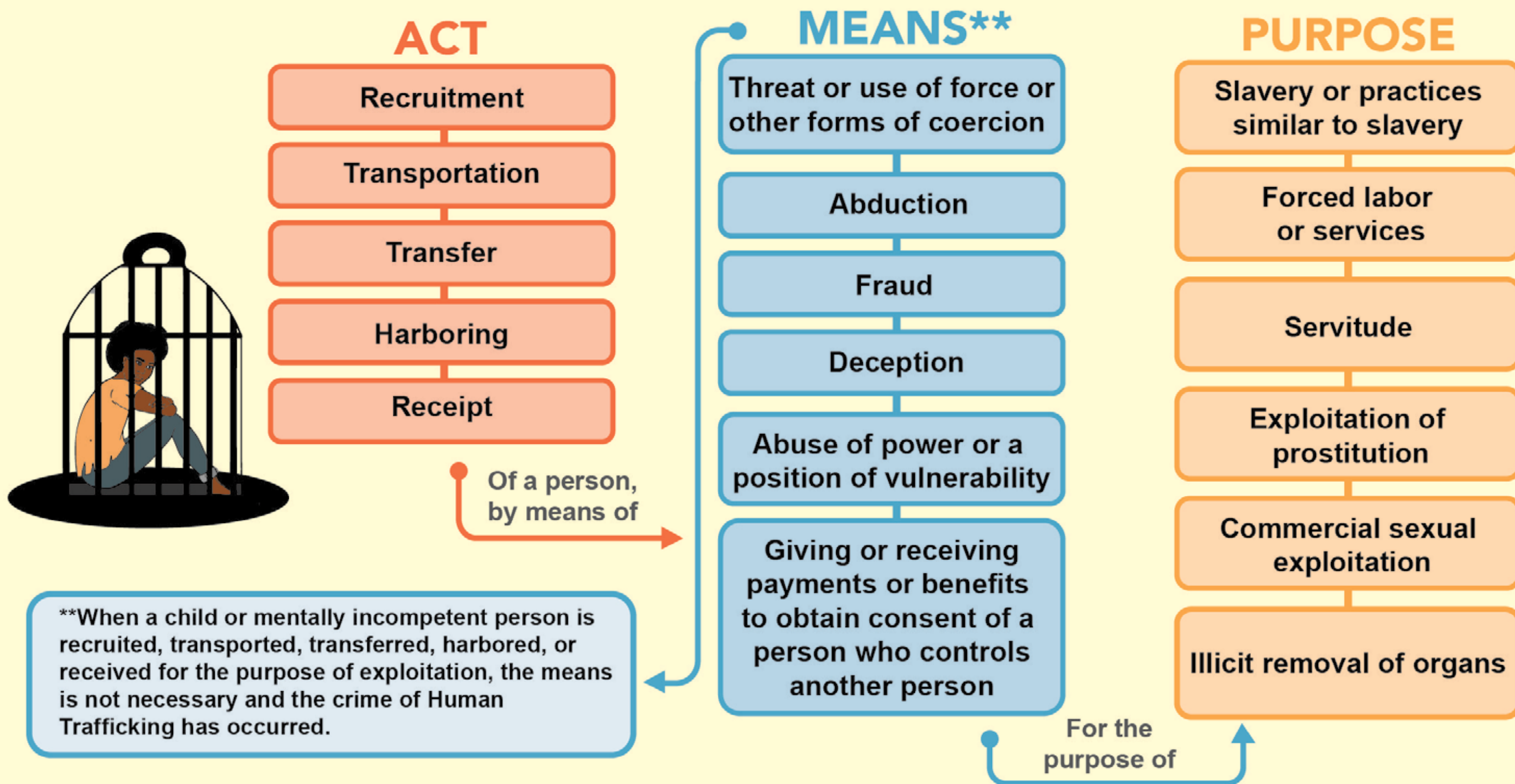
- Threat or use of force or other forms of coercion
- Abduction
- Fraud
- Deception
- Abuse of power or position of vulnerability; or
- Giving or receiving money or some benefits to someone who has control over another person who has no power

### **For the purpose of:**

- Slavery or practices similar to slavery
- Forced labor or services
- Servitude, including sexual servitude
- Exploitation of prostitution
- Commercial sexual exploitation
- Illicit removal of organs.

# What Is Human Trafficking?

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





## NOTES: MEANS

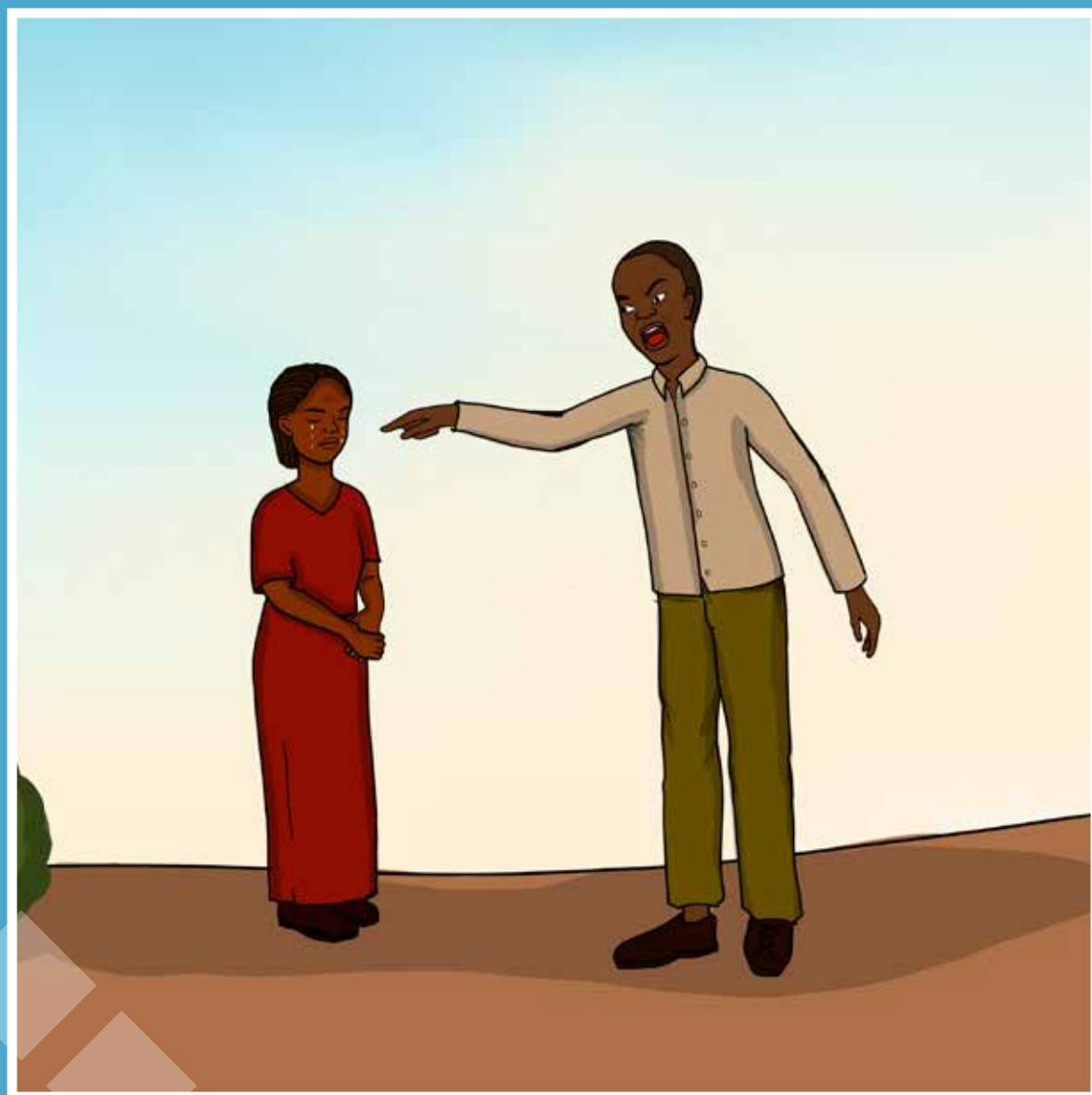
**But what does this mean? Well, it means that traffickers use force, violence, lies, or trickery to get victims to do what they want them to do.**

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 them to do, saying they will do things to their family or loved ones or that they will report them to the police. Or they may abuse their position of power.

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







## NOTES: FORMS OF EXPLOITATION

**And why do traffickers do this? They do this to exploit a person. This means that the trafficker gets money or something else from the victim's work or body while the victim gets nothing or very little.**

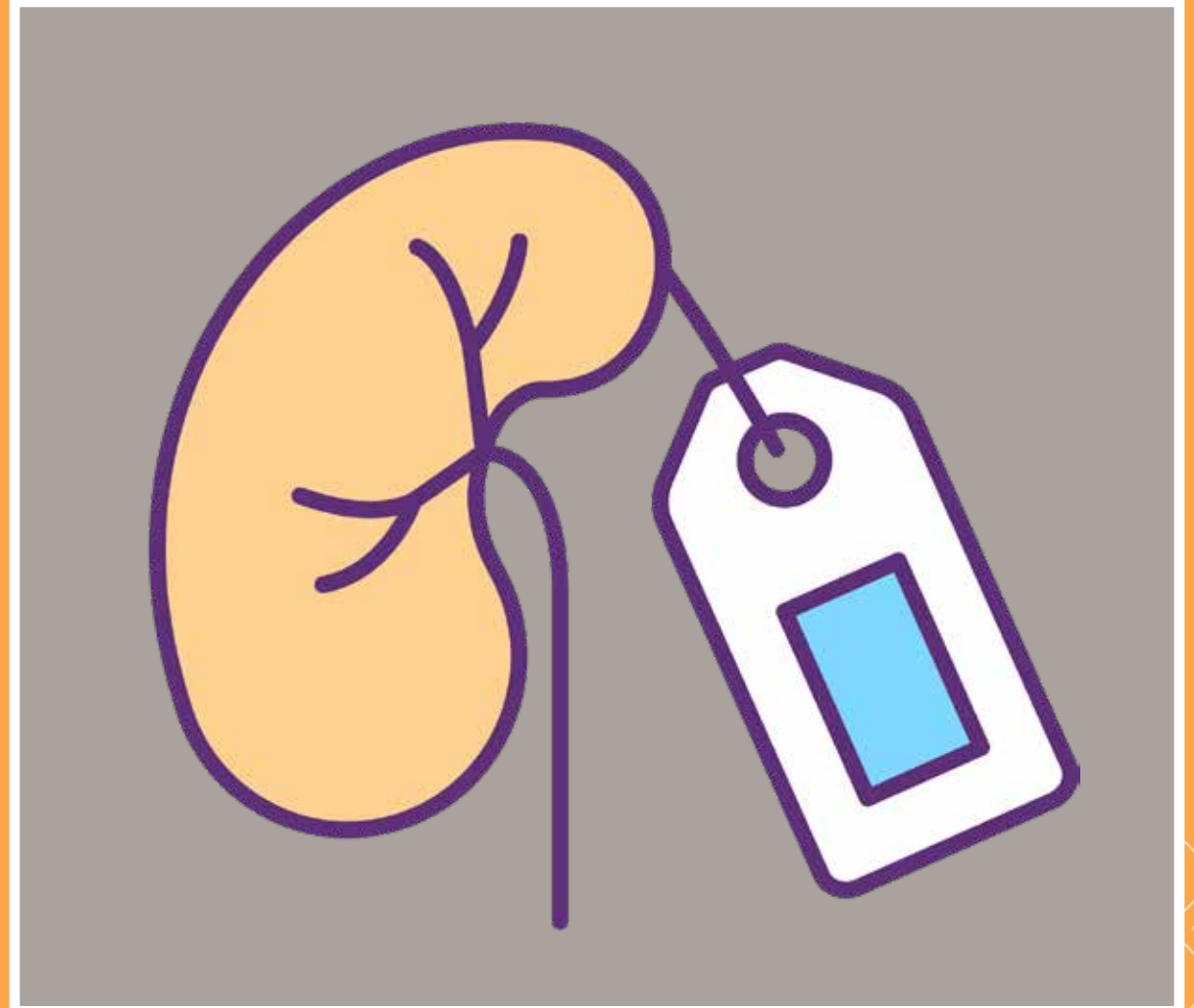
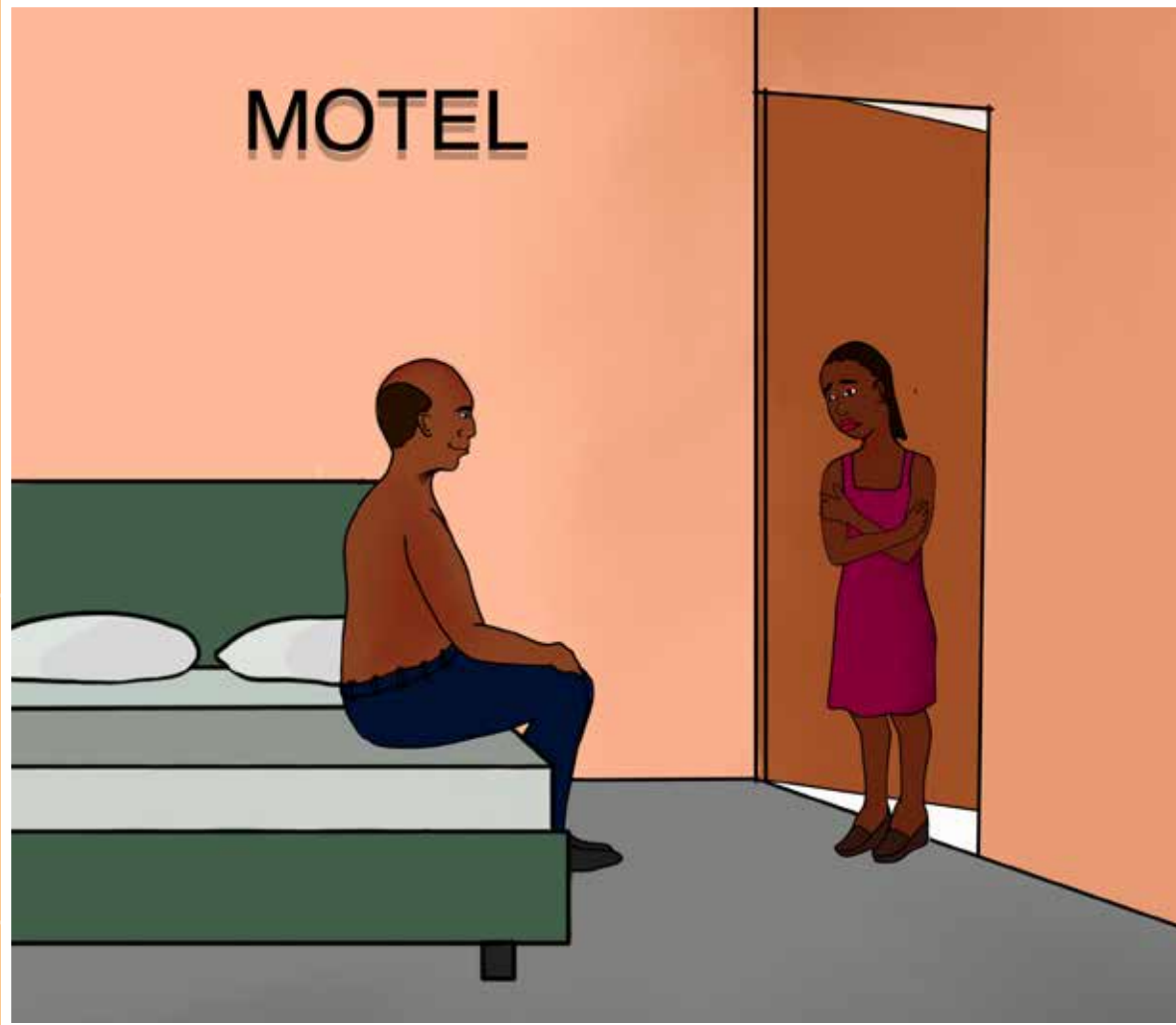
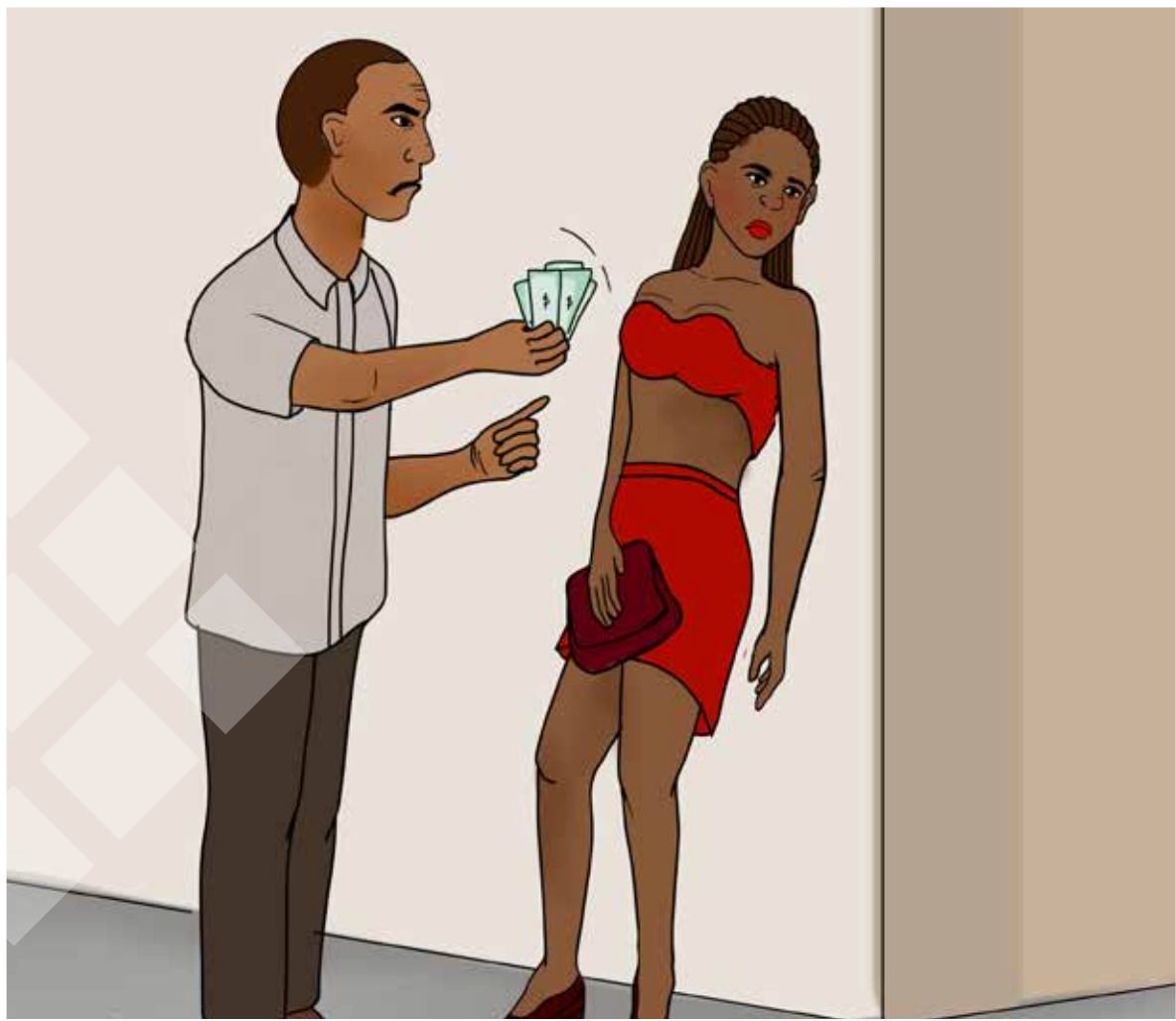
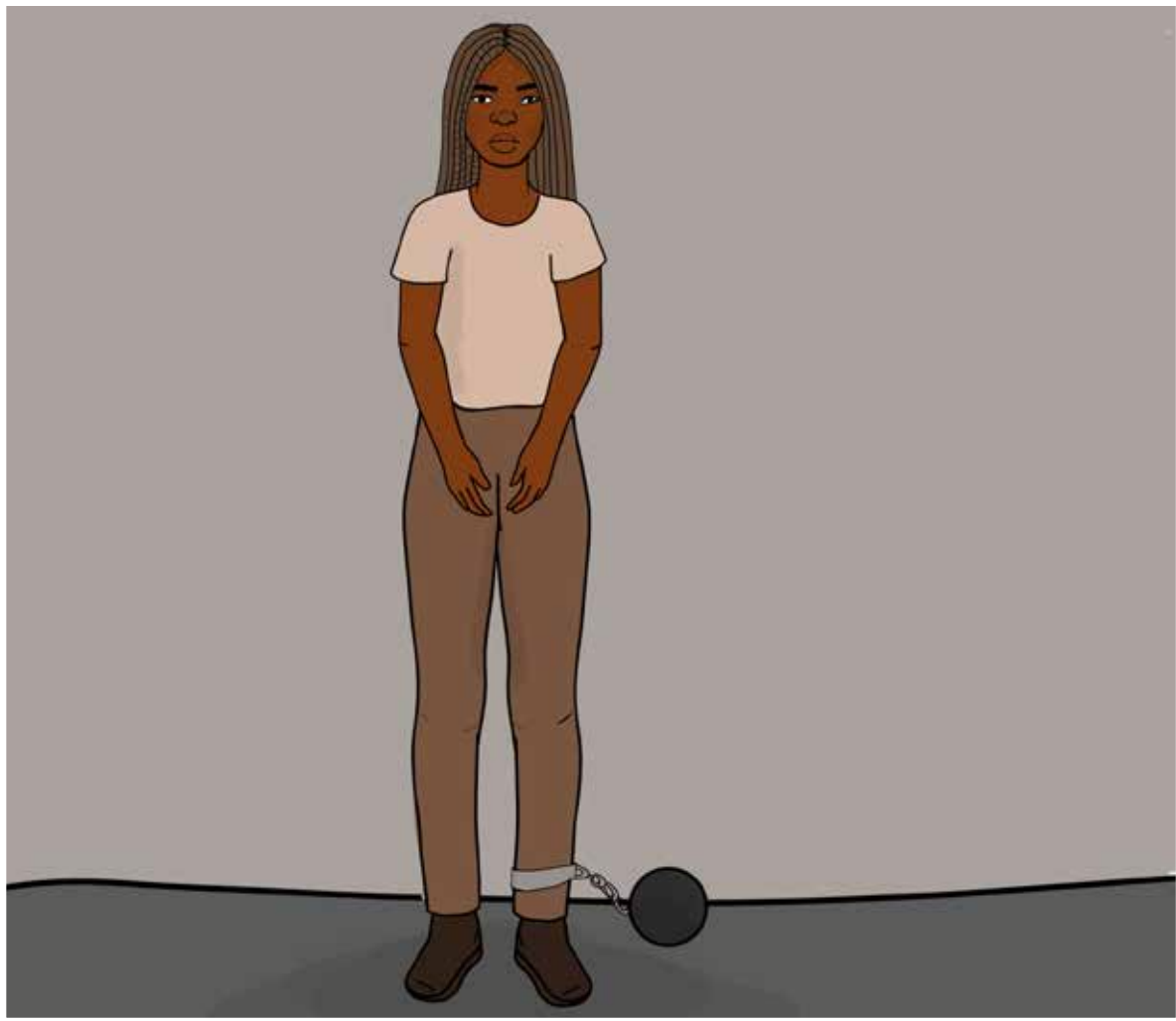
### **Liberian law recognizes six forms of exploitation:**

- Slavery or practices similar to slavery
- Forced labor or services
- Servitude, including sexual servitude
- Exploitation of prostitution
- Commercial sexual exploitation
- Illicit removal of organs.

Any child or mentally incompetent person involved in any of these situations, no matter how they got there, is considered a victim of trafficking.

That is, for an adult, it is necessary for the trafficker to have used force, violence, lies, or coercion to get the victim to submit to exploitation, as explained earlier. However, this is not required if the victim is a child or mentally incompetent person. This is because an adult might freely consent to be exploited, but a child or mentally incompetent person cannot consent to being exploited.









## NOTES:FORMS OF EXPLOITATION

**Such situations particularly affecting children include forced begging, forced marriage, and the selling of children. These are forms of trafficking that should be reported.**





## NOTES: SMUGGLING VS. TRAFFICKING

**Finally, it is important to understand the difference between human smuggling and human trafficking.**

**Human smuggling** means to illegally transport a human being from one country to another. After the person has arrived to the new country, the smuggler does not have anything else to do with the person.

But in **human trafficking**, a person does not necessarily need to cross a border. If they do, they may be being fooled or used by the trafficker. Often, a person is used or exploited by the trafficker even after they arrive.

**Human smuggling** is normally done with the full knowledge and consent of the person being smuggled. This person often pays the smuggler to cross borders.

**Human trafficking** is done by deceiving the trafficked person with false promises of a better future, or by fooling, threatening or forcing the victim.

**Human smuggling** is always done across borders.

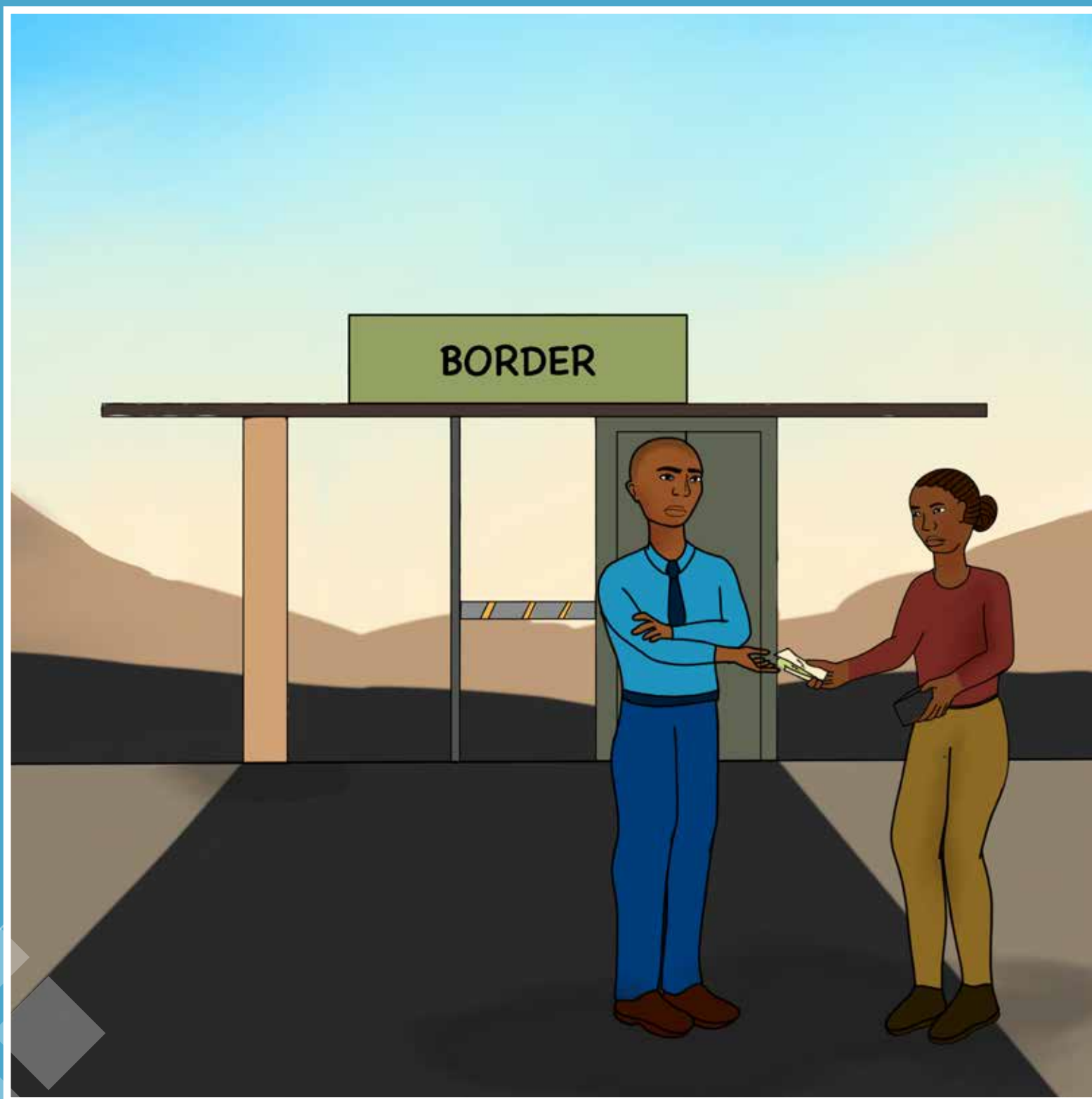
**Human trafficking** may happen across borders or within one's home country.

**Human smuggling** seeks to make a profit by gaining payment from the person being smuggled.

**Human trafficking** seeks to make a profit by exploiting the person.

**Let's look at these pictures. Here, a woman is paying a man, and he helps her to cross a border. This is smuggling. When she arrives at her destination, she will be free to go.**







## NOTES: TRAFFICKING PICTURES/ACTIVITY

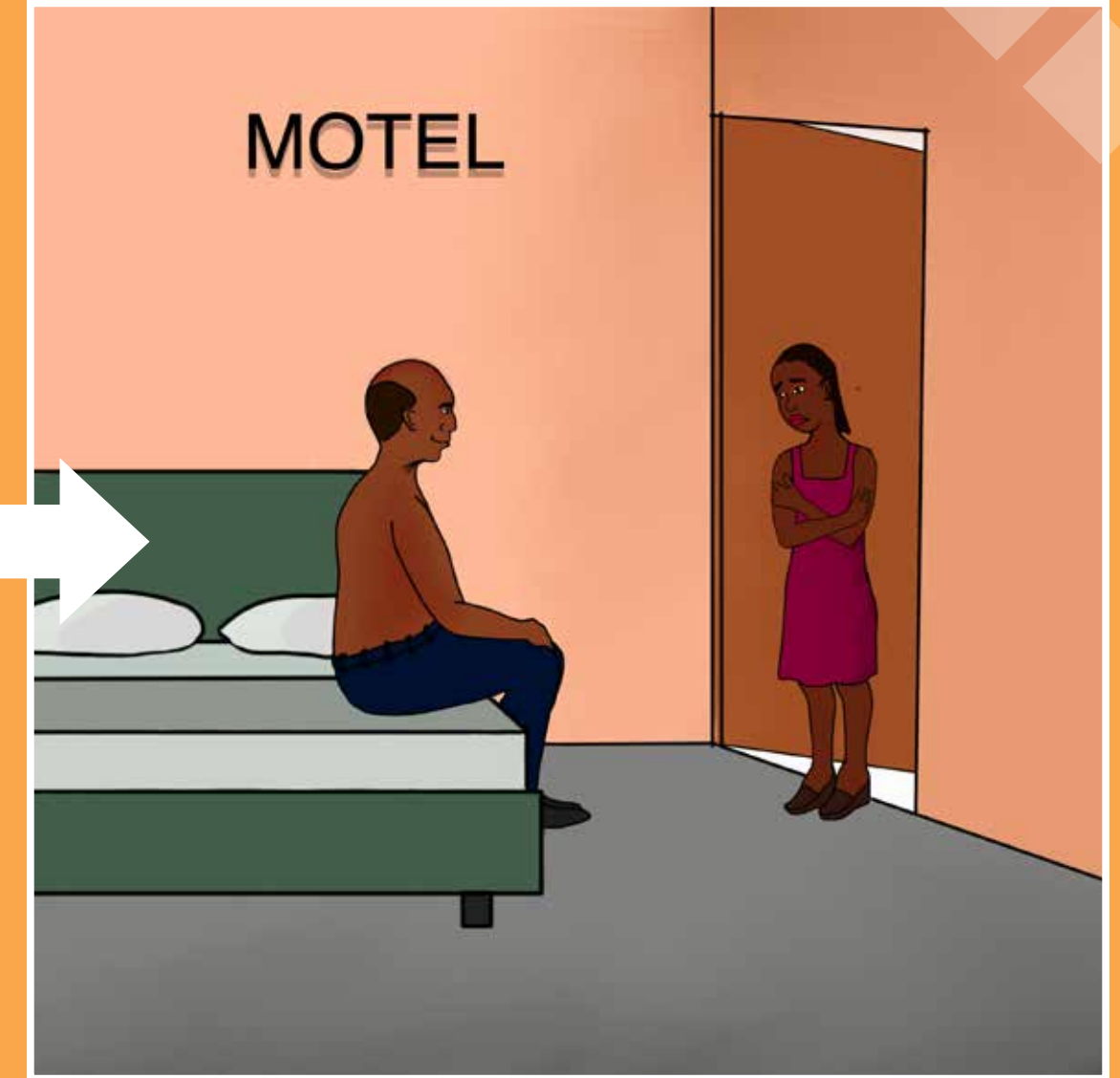
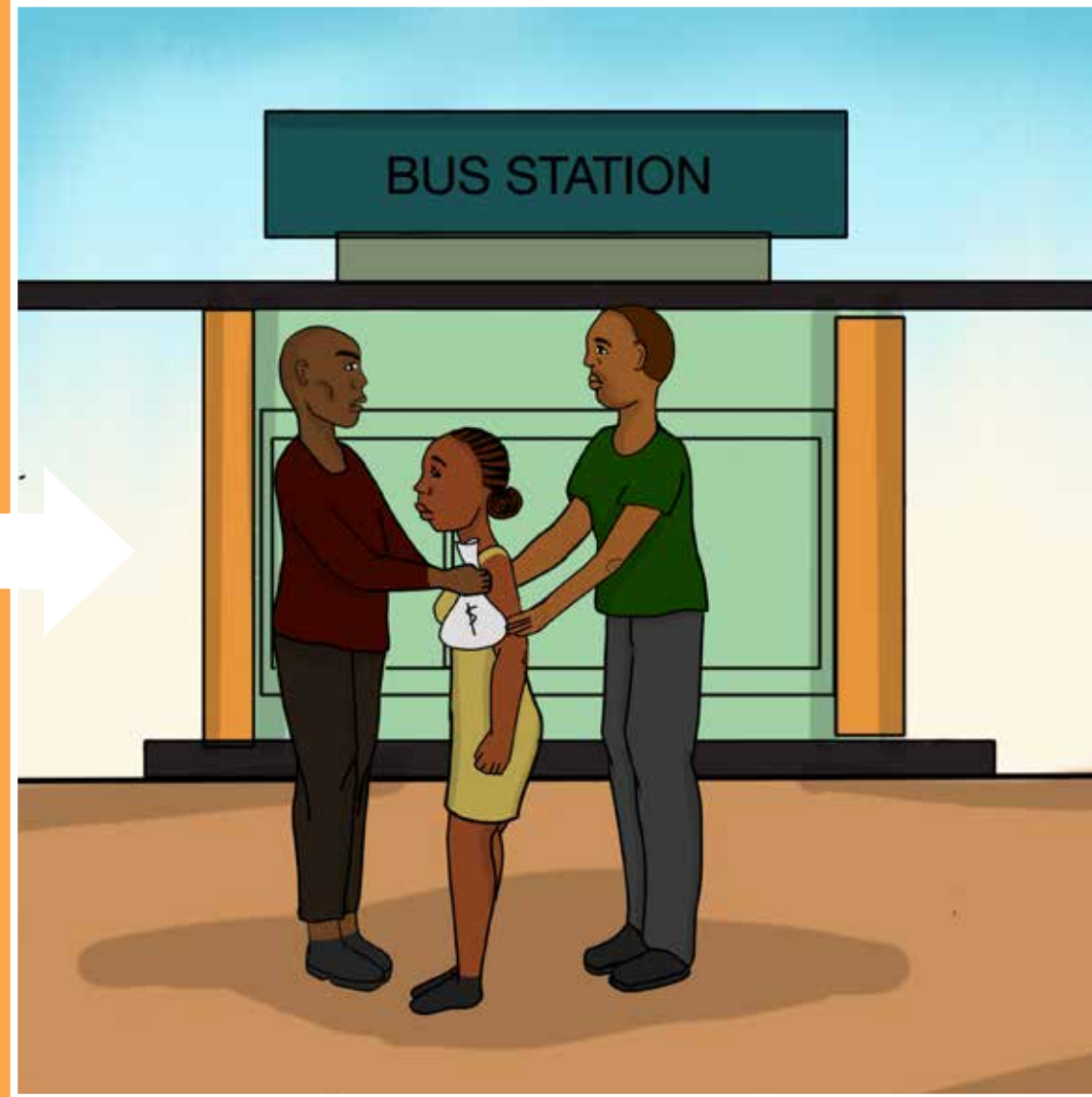
**Now, let's look at these three pictures. Here, a woman is being transported by a man, perhaps against her will. When she arrives at her destination, she is sold to another man. Instead of being free to go, she is sexually exploited. This is trafficking.**

**This concludes the first module of our training today. Now we will do a short activity.**

### **ACTIVITY:**

Distribute to participants up to 15 papers/cards provided as Annex C in the Curriculum. The participants will read the statement and decide if the case child labor, child work, forced labor or human trafficking.

If participants are not able to read, you may read out loud each of the scenarios and ask them to come to an agreement as a group whether or not the case is child labor, forced labor, or human trafficking.





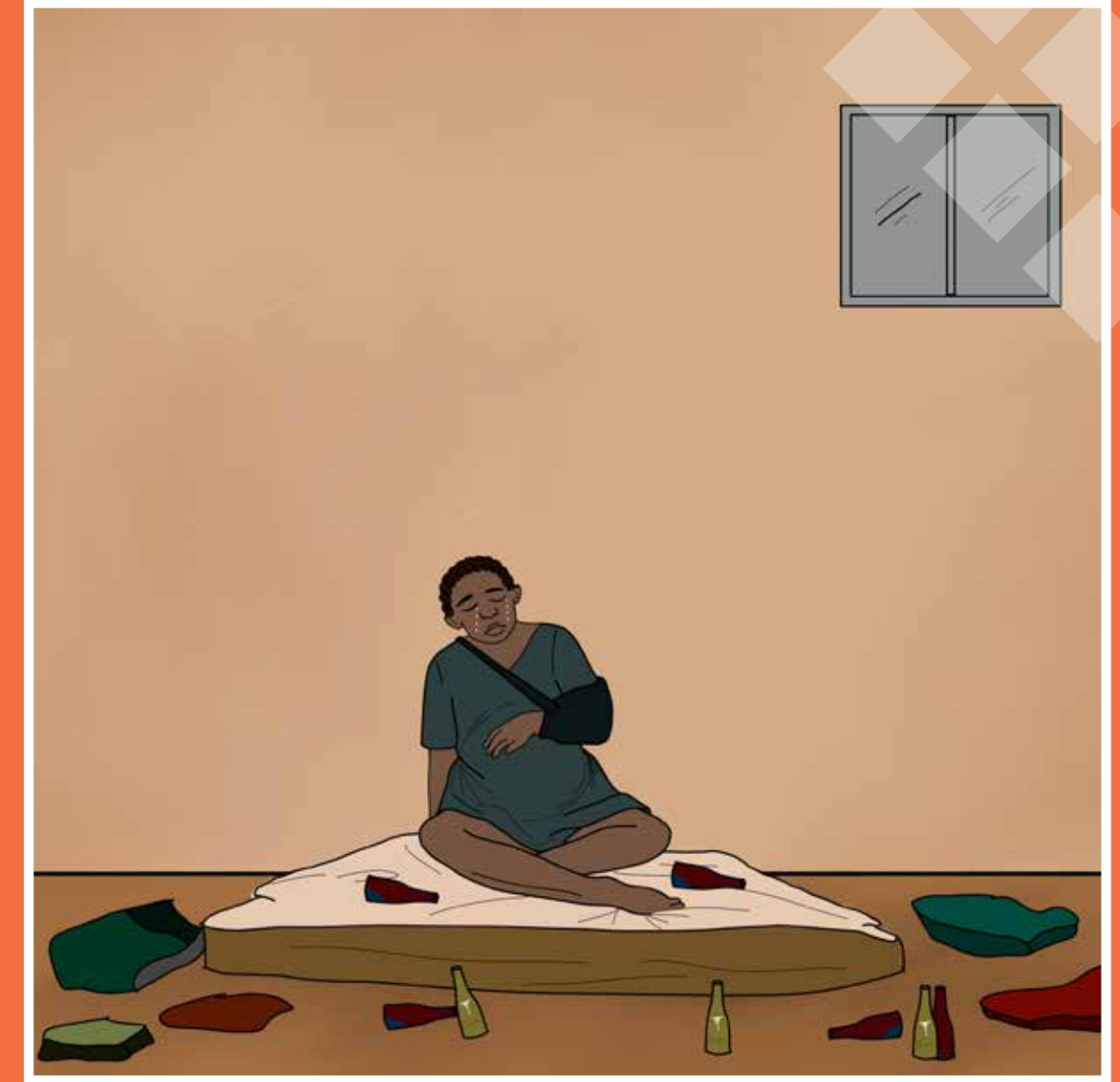


## NOTES: INTRODUCTION TO MODULE 2 ON EFFECTS OF CHILD LABOR, FORCED LABOR, AND HUMAN TRAFFICKING

Now that we understand what child labor, forced labor, and human trafficking are, we are going to talk about the effects they have. Child labor, forced labor, and human trafficking have effects not only on the individual victim, but also on their families, communities, and the nation.

**Tell participants that the objectives of this session are that they will be able to:**

1. Understand the effects of child labor, forced labor, and human trafficking on individuals.
2. Identify the effects of child labor, forced labor, and human trafficking on the family and community.
3. Explain how child labor, forced labor, and human trafficking affect Liberia (the nation).



## Effects of Child Labor, Forced Labor, and Human Trafficking



## NOTES: DISCUSSION OF FOUR IMAGES

### DISCUSSION

Ask the participants the following questions:

What do you see in the pictures?

What effects do you think they have on the individual?

What effects do you think they have on the family and community?

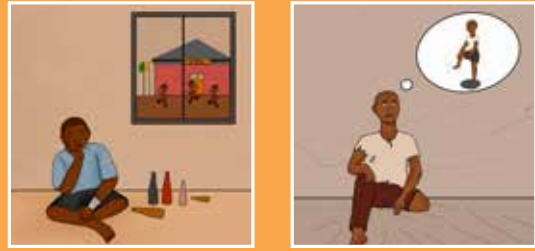
What effects do you think they have on the nation?

Allow the participants sufficient time to talk about each of the pictures.

(You may also distribute the images to participants to discuss. They are included in Annex D of the Curriculum.)





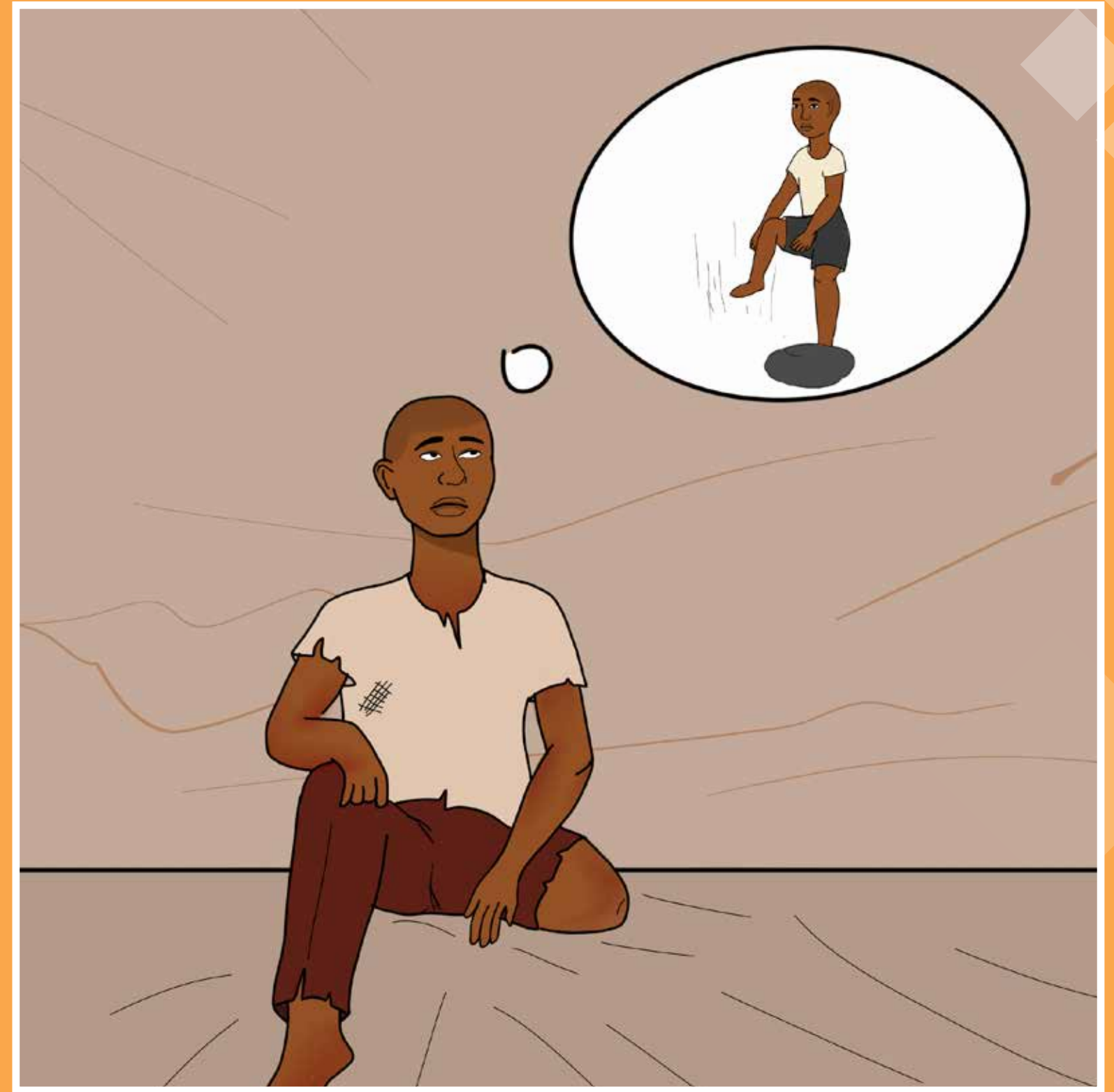


## NOTES: EFFECTS OF CHILD LABOR ON CHILDREN

**Child labor harms children. It affects their health, development, and growth. Children often work for long hours that they cannot cope with, can be hurt, and can be exposed to harmful substances, sexual violence, physical violence, and sicknesses. They may become disabled, and sometimes death can occur. Due to child labor, some children are separated from their families.**

They can also suffer physical, mental, and emotional harm and have poor health and physical development. As the result of child labor, some children end up becoming drug addicts, engaging in stealing, or having unwanted pregnancies at an early age, which might make them single parents.

Child labor also affects their education as there is limited time to study and play. They do not perform well in school. Some have many absences or drop out of school as they strive to earn a living. With no skills, the children stand the risk of not finding future employment, and if they find one, their income could be very low, thereby forcing them to continue to live in poverty.







## NOTES: EFFECTS OF CHILD LABOR ON FAMILY/COMMUNITY/NATION

### Child labor also has effects on the family, the community, and the nation.

Child labor can separate families, with children working far away or outside the home for significant periods of time, and can cause an increase in violence within the family.

In the community, child labor can cause more unemployment as employers prefer giving jobs to children instead of adults because their labor is cheaper, and it can lead to more violence and crime.

As children are kept out of school, the country loses out on trained manpower due to illiteracy and lack of education. This increases the number of poor people in the community and nation and limits the overall growth potential of the national economy. In addition, it causes the government to spend more money fighting crime and health issues that result from child labor.

Finally, child labor can perpetuate a cycle of poverty. Children who work as child laborers miss out on school and an education. Thus, they miss out on better paid job opportunities and may continue to work in dangerous or poorly paid jobs as adults. This condemns their own families to poverty, and to make ends meet they may send their own children into child labor. These children also miss out on school and an education and so the cycle repeats itself.





# NOTES: EFFECTS OF FORCED LABOR AND HUMAN TRAFFICKING

## Forced labor and human trafficking also have serious effects on the individual. For example:

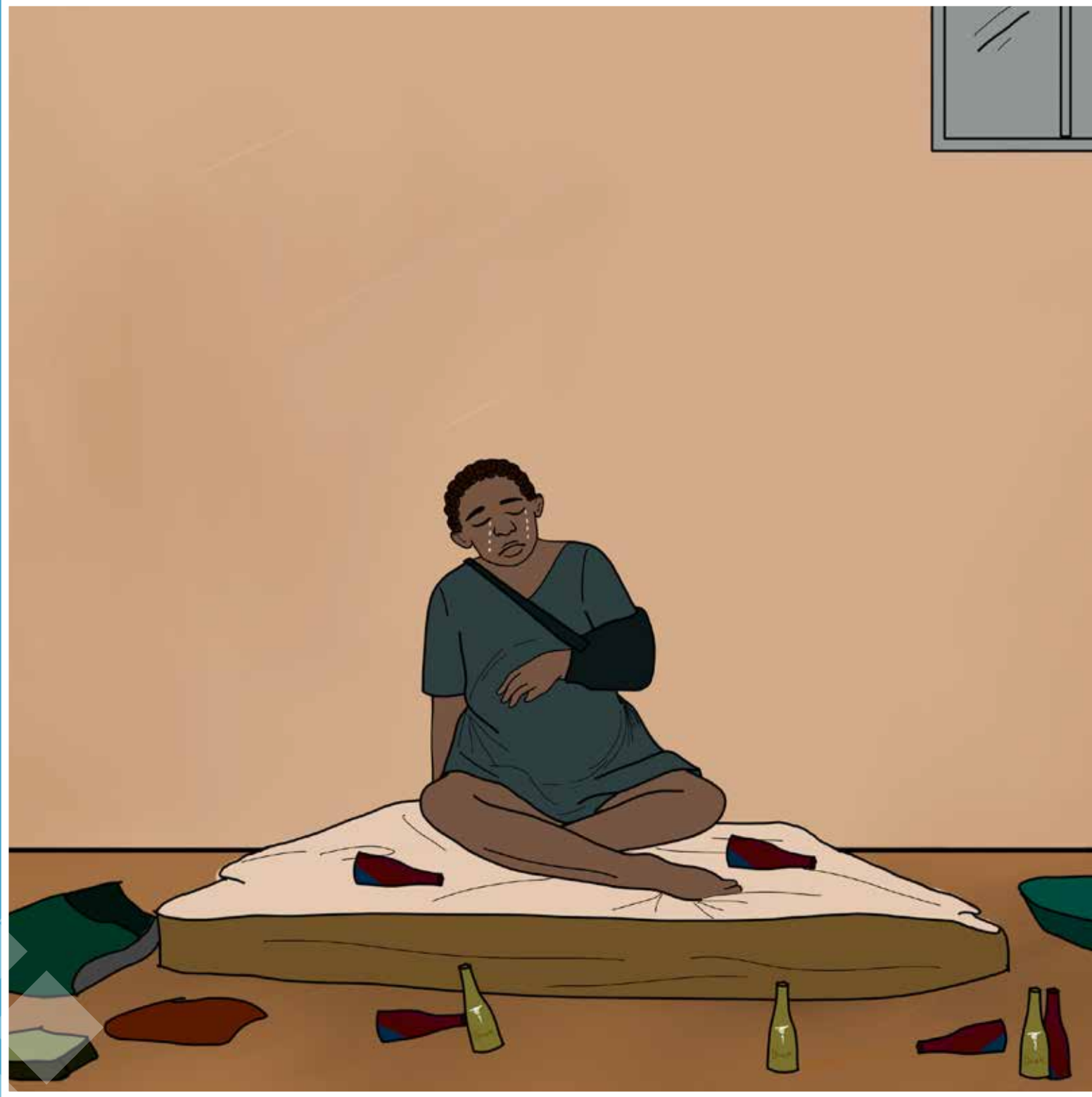
- Victims may work for long hours and may not be taken care of, so many times they suffer bodily injuries, disabilities, and sicknesses. Sometimes they suffer harsh punishment, torture or long working hours.
- They may be made to feel inferior and lose self-respect and self-esteem.
- They may suffer mental problems, trauma, and harm.
- They are often separated from their families, which cause 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 STDs, unwanted pregnancy, and/or abortion and sometimes die in the process.
- Being powerless, 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.

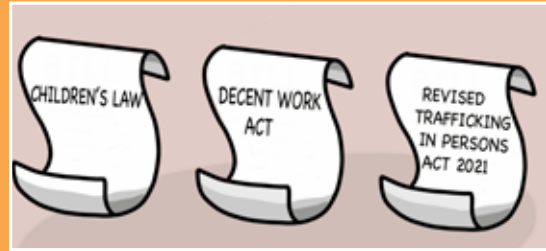
## Forced labor and human trafficking also have effects on the family, community, and nation. For example:

- Forced labor and human trafficking may cause families to be separated. This may lead to breakdown in the togetherness of the family or community and can lead to social disorders.
- It can cause the family or community to become poorer due to lack of income.
- The family or community may become stigmatized due to prejudice, or they may feel let down with no one to help them.
- Since individuals are not able to develop education, skills, or careers, this leads to underdevelopment and increased poverty in the community and makes it hard for the country to compete economically in the global market.
- Finally, forced labor and human trafficking increase criminality and violence, making the government spend more money on health and crime-related issues.

**ACTIVITY:** Divide participants into three groups. One group will discuss and develop their own role play on the effects of child labor, forced labor and human trafficking on the individuals. The second group will discuss and develop their own role play on the effects on families/communities. The third group will discuss and develop their own role play on the effects on nation. Each person in the group should have a role. If possible, one facilitator should work with each group.







## NOTES: DISCUSSION OF LAWS

**Now, let's talk about the laws that govern child labor, forced labor, and human trafficking in Liberia.**

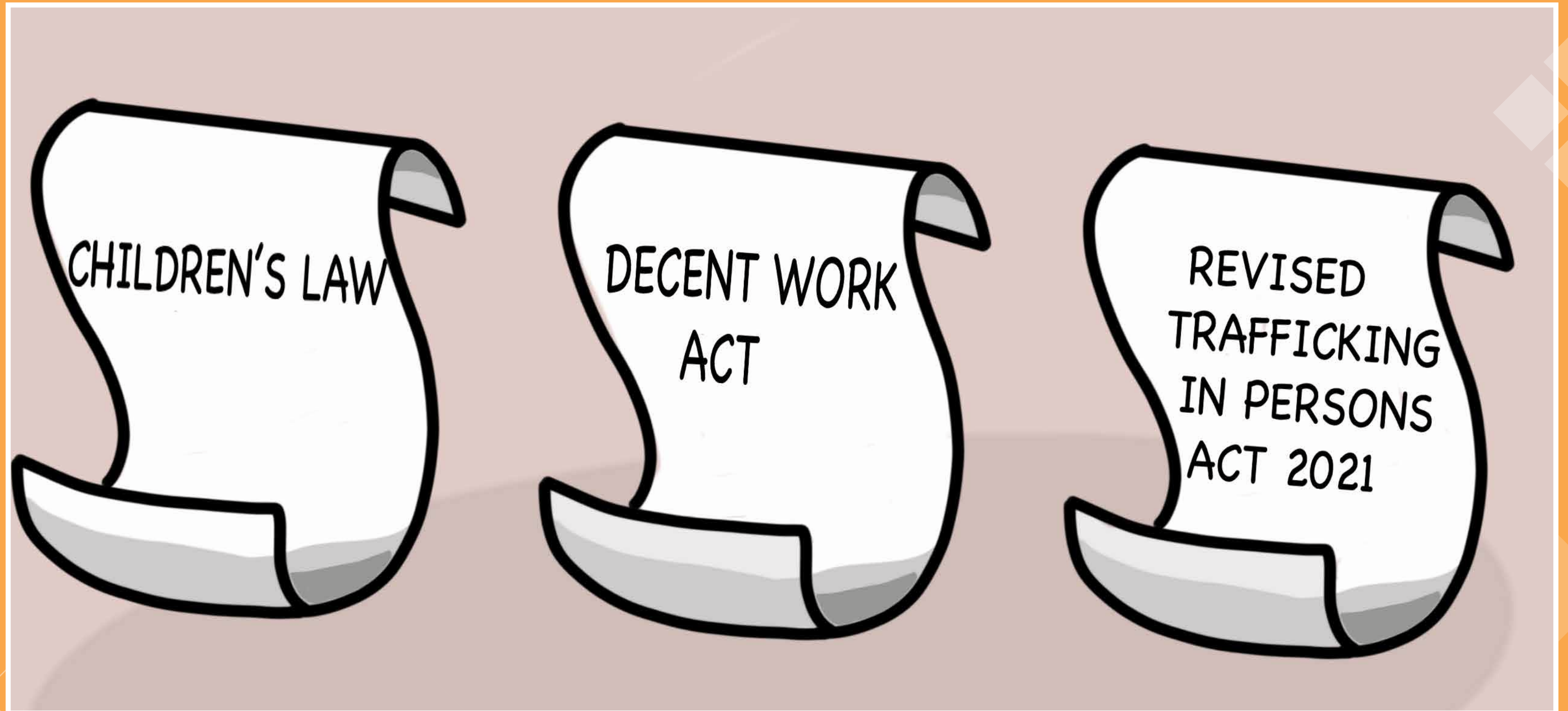
### **DISCUSSION:**

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

**Once participants have completed discussion, tell them that the objectives of this session are that they will:**

1. Understand key provisions of Liberian laws against child labor, forced labor, and human trafficking.
2. Appreciate the roles of government agencies in coordinating efforts and enforcing laws against child labor, forced labor and human trafficking.

Begin by pointing at the images of the laws on the page. Tell participants that Liberia has two primary laws that govern child labor – the Decent Work Act (passed in 2015) and the Children's Law (passed in 2011). The Children's Law provides for overall protection for children in Liberia and defines the rights and interests of children in Liberia. The Decent Work Act specifically outlaws child labor and addresses formal and informal work by children, among other things. Meanwhile, the 2021 Revised Act to Ban Trafficking in Persons Within the Republic of Liberia bans trafficking in persons, including forced labor.



## Laws on Child Labor, Forced Labor, and Human Trafficking



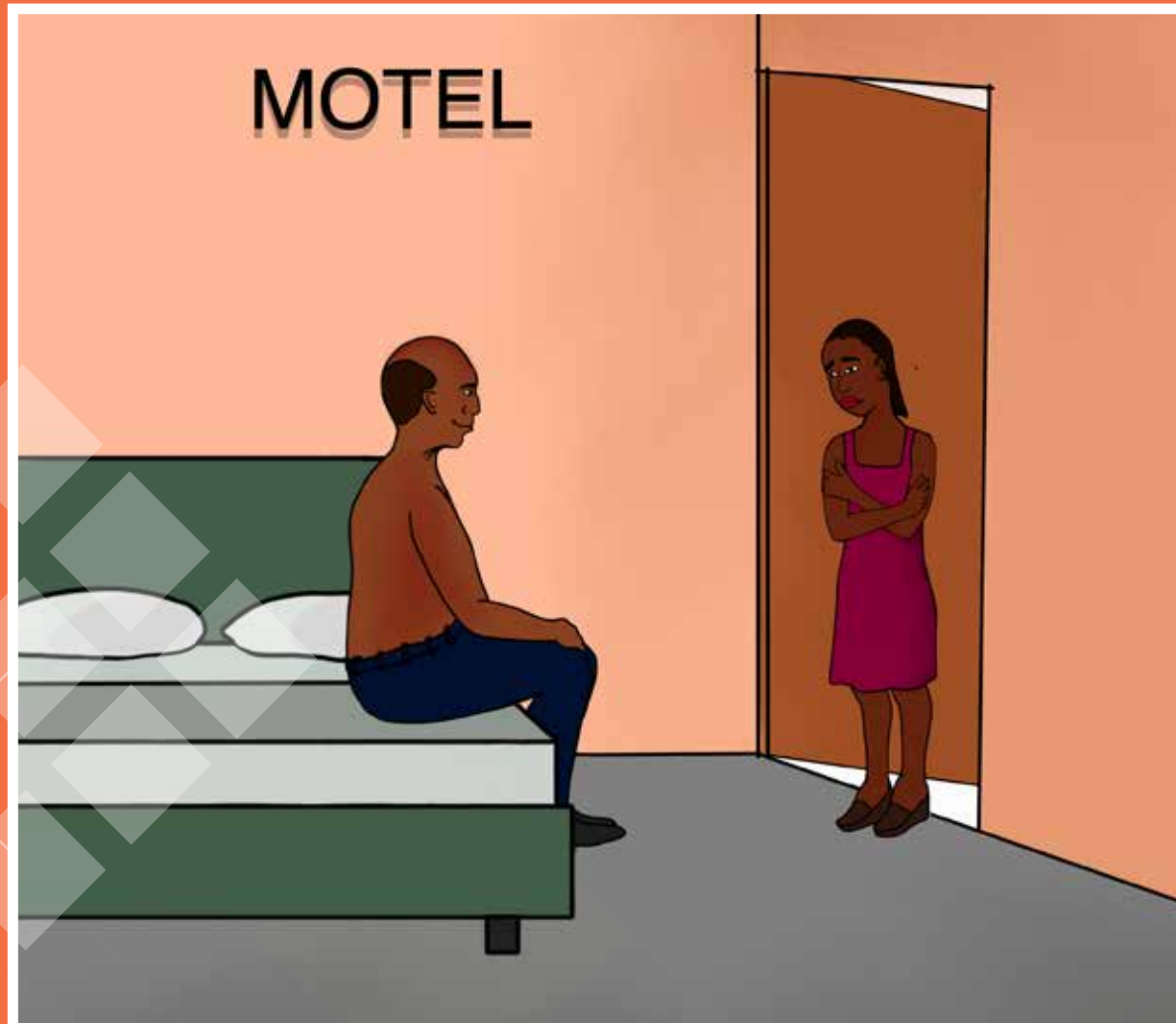


## NOTES: WORST FORMS OF CHILD LABOR

### Let's remember what we learned earlier about child labor.

**The Decent Work Act** outlaws the worst forms of child labor. These are activities that are illegal for **ANYONE** under the age of 18 in Liberia.

- **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;
- **Children 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; and
- **Hazardous work** – 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.



## NOTES: HAZARDOUS WORK

**The Decent Work Act also outlaws hazardous work, that is, 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. This work is illegal for any child under the age of 18 in Liberia, and includes the following:**

1. work which exposes children to physical, psychological or sexual abuse;
2. work underground, under water, at dangerous heights or in confined spaces;
3. work with dangerous machinery, equipment and tools, or which involves the manual handling or transport of heavy loads;
4. 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
5. 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.

**Remember that hazardous work is illegal for any child under the age of 18.**





**Abuse**



**Underground**



**Underwater**



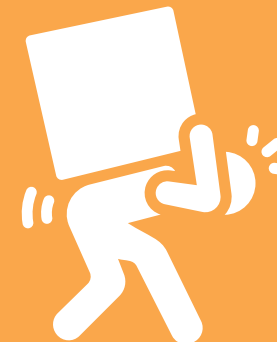
**Heights**



**Confined Spaces**



**Dangerous Tools**



**Heavy Loads**



**Dangerous Substances**



**Loud Noise**



**Long Hours**



**At Night**



**Confined**



## NOTES: OTHER FORMS OF CHILD LABOR

**Remember. In addition to the worst forms of child labor, the Decent Work Act classifies the following as child labor as well:**

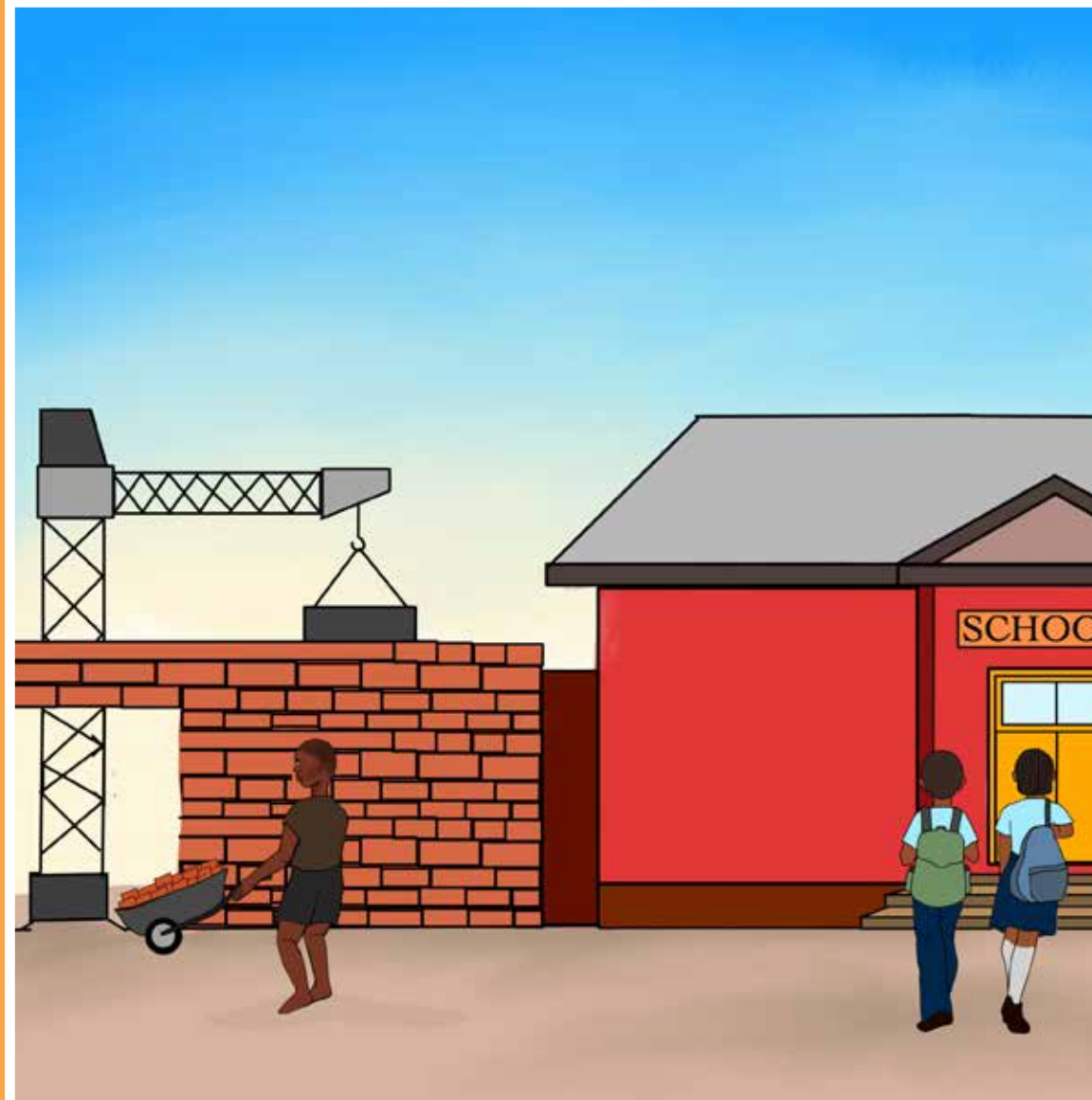
- Full time employment of a child below the age of 15 (the minimum age for full time work)
- A child aged 13 to 14 engaged in work other than light work
- Any child under the age of 13 engaged in work, including light work. (However, chores are permitted)
- Any child working more hours than permitted for their age.
- Hazardous unpaid household services.

### **ACTIVITY:**

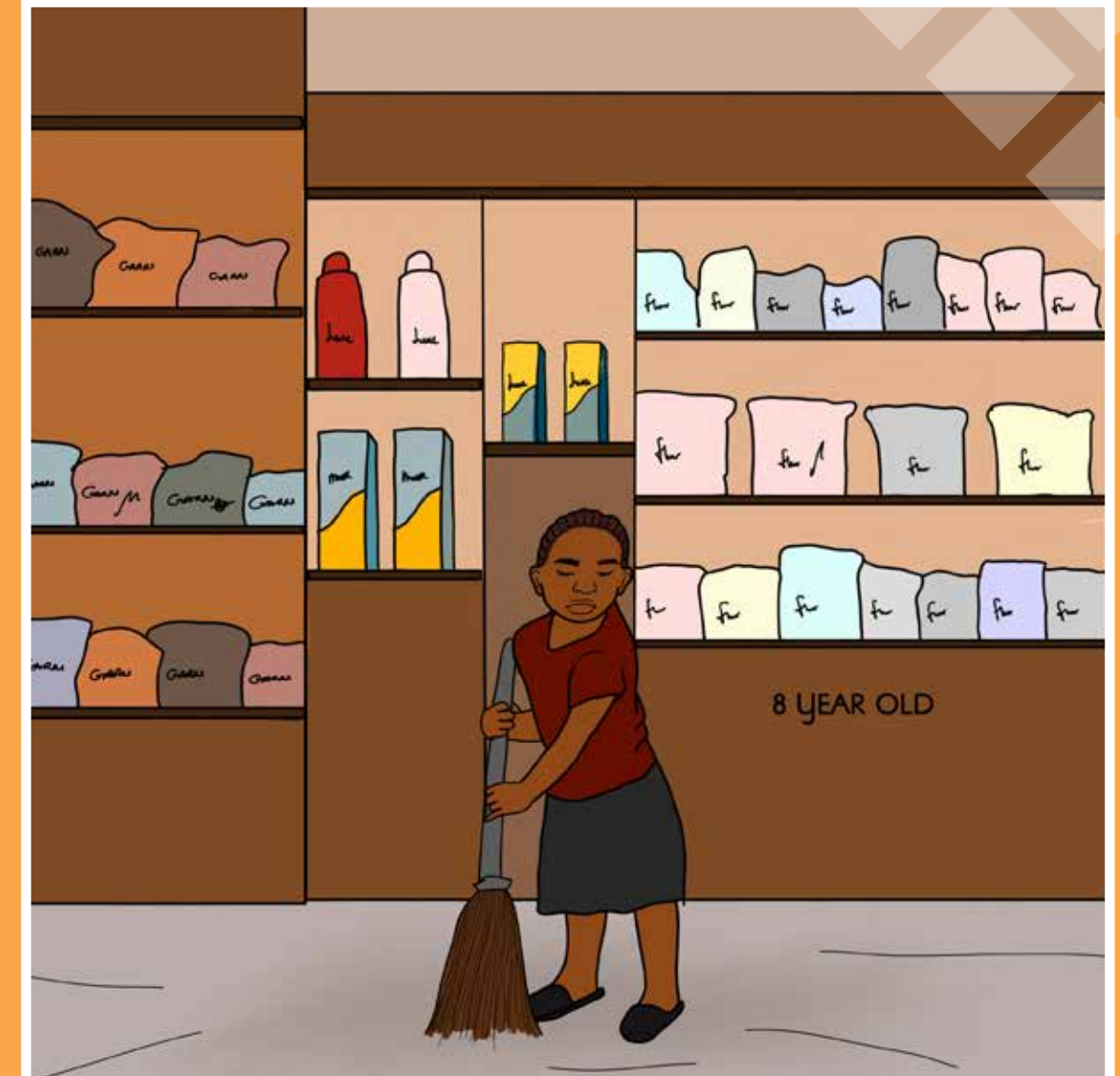
Read to participants the scenarios under Activity 3.6.4 of the TOT Curriculum. Ask them to identify whether or not each case is legal under Liberian law.



**UNDER 15YO, FULL TIME**



**13-14YO, NOT LIGHT WORK**



**UNDER 13YO, IN LIGHT WORK**



# NOTES: REVISED ACT TO BAN TRAFFICKING IN PERSONS

## Now let's look again at the Revised Act to Ban Trafficking in Persons.

The Revised Act to Ban Trafficking in Persons requires three components for trafficking in persons: an **act** (what someone does), a **means** (how they gain control over another person) and a **purpose** (why they do it). (Point to each column as you describe it.)

The **act** (what someone does) may include recruitment, transportation, transfer, harboring, or receipt of person.

The **means** (how they gain control over another person) may include threat or use of force or other forms of coercion; abduction; fraud; deception; abuse of power or position of vulnerability; or giving or receiving money or some benefits to someone who has control over another person who has no power. In essence, this means that the victim has not given free consent to exploitation.

The **purpose** of trafficking in persons (why they do it) is always some form of exploitation, including slavery or practices similar to slavery, forced labor or services, servitude, exploitation of prostitution, commercial sexual exploitation, and illicit removal of organs.

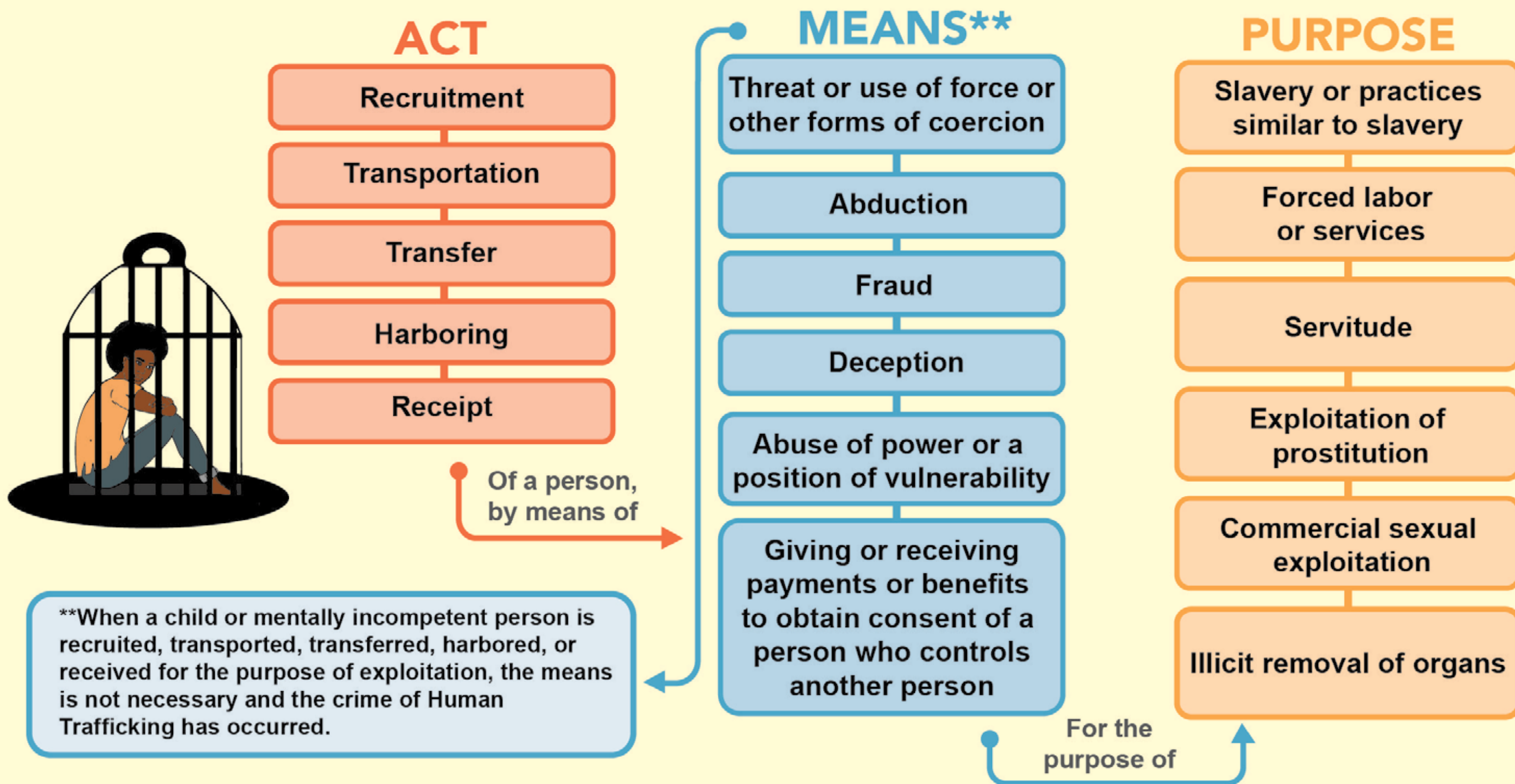
If the victim is a child or mentally incompetent person the means is not necessary.

### ACTIVITY:

Keep the page with the definition of trafficking visible to participants and read to participants the scenarios from Section 3.6.6 of the TOT Curriculum. Ask them to identify whether or not each case is considered trafficking in persons under Liberian law. What are the act, means, and purpose for each one?

# What Is Human Trafficking?

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



## NOTES: AGENCIES THAT WORK ON CHILD LABOR AND HUMAN TRAFFICKING

There are also various agencies in Liberia that work on child labor and human trafficking that you should know about. (Point to each agency's logo as you describe their work.)

- The **Ministry of Labor** conducts worksite inspections and addresses child labor, forced labor and human trafficking violations. It includes:
  - The **National Commission on Child Labor (NACOMAL)**, which is charged with monitoring child labor issues and directing policies; and
  - The **National Anti-Human Trafficking Task Force of Liberia**, which assists the Liberian National Police with human trafficking investigations and monitors court cases
- The **Ministry of Gender, Children, and Social Protection** acts as the lead agency on policy formulation, coordination, and monitoring for child protection.
- The **Ministry of Justice** promotes and executes the rule of law for public safety, including the prosecution of child labor, forced labor and human trafficking perpetrators. It includes:
  - The **Liberia National Police**, which investigates child endangerment and human trafficking cases through its Women and Children Protection Section; and
  - The **Liberia Immigration Service**, which is charged with the primary responsibility to implement and enforce the Alien and Nationality Law of Liberia.





**National  
Anti-Human  
Trafficking  
Taskforce**

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



## NOTES: INDICATORS OF CHILD LABOR, FORCED LABOR, AND HUMAN TRAFFICKING

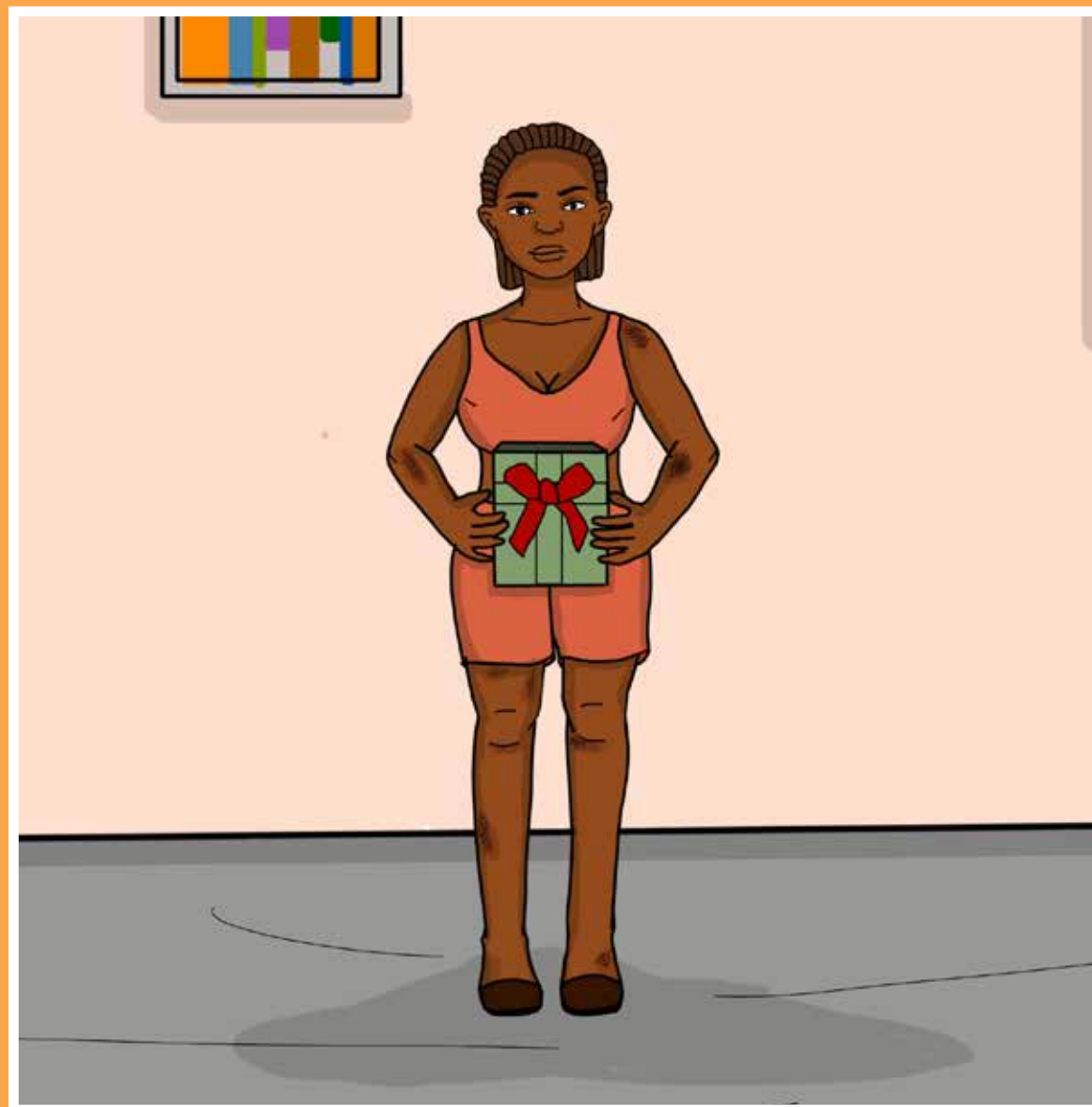
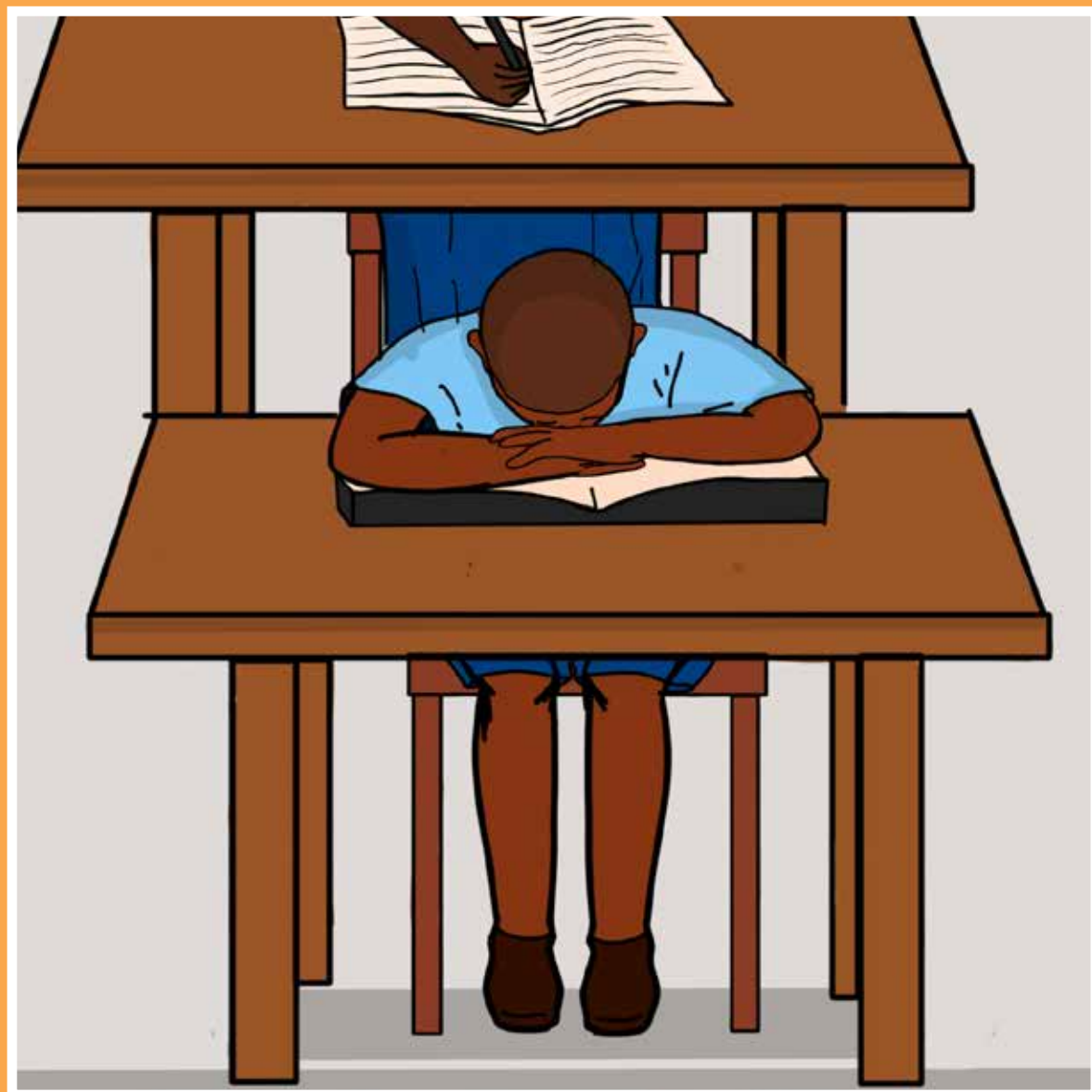
Now, we are going to talk about some indicators of child labor, forced labor, and human trafficking. That is, how might you be able to tell that someone is a victim of child labor, forced labor, or human trafficking.

**Tell participants that the objectives of this session are they will be able to:**

1. Identify and explain some signs of child labor, forced labor, and human trafficking.
2. Report cases of child labor, forced labor, and human trafficking to the appropriate authorities.

### **DISCUSSION:**

Ask participants if there are cases of child labor, forced labor, or human trafficking in their communities. If so, how would you know that they were victims?



## Detecting and Reporting Child Labor, Forced Labor, and Human Trafficking





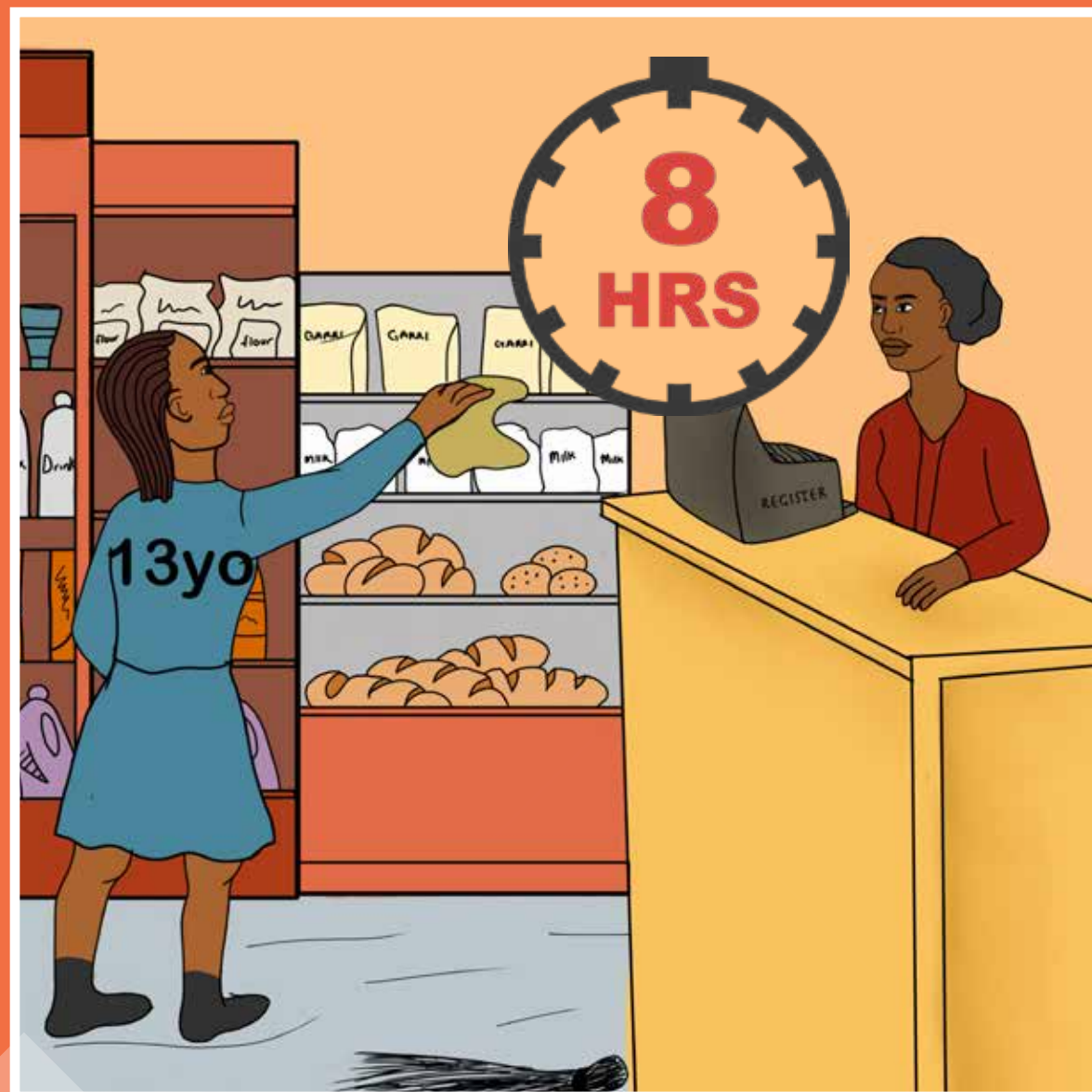
## NOTES: INDICATORS OF CHILD LABOR – UNDER 15

### First, let's talk about child labor.

There are many potential signs that a child may be engaged in child labor and/or the worst forms of child labor. Some of these may be obvious, but others may be more subtle. In any case, 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 labor. However, the observation of one or more of these indicators might suggest that further attention is warranted.

First, there are certain age-based indicators that should be considered, for example:

- A child under the age of 15 working in a full-time position.
- A child below 15 at work instead of at school.
- A child under 15 doing something that is not considered light work.



**Under 15 years**

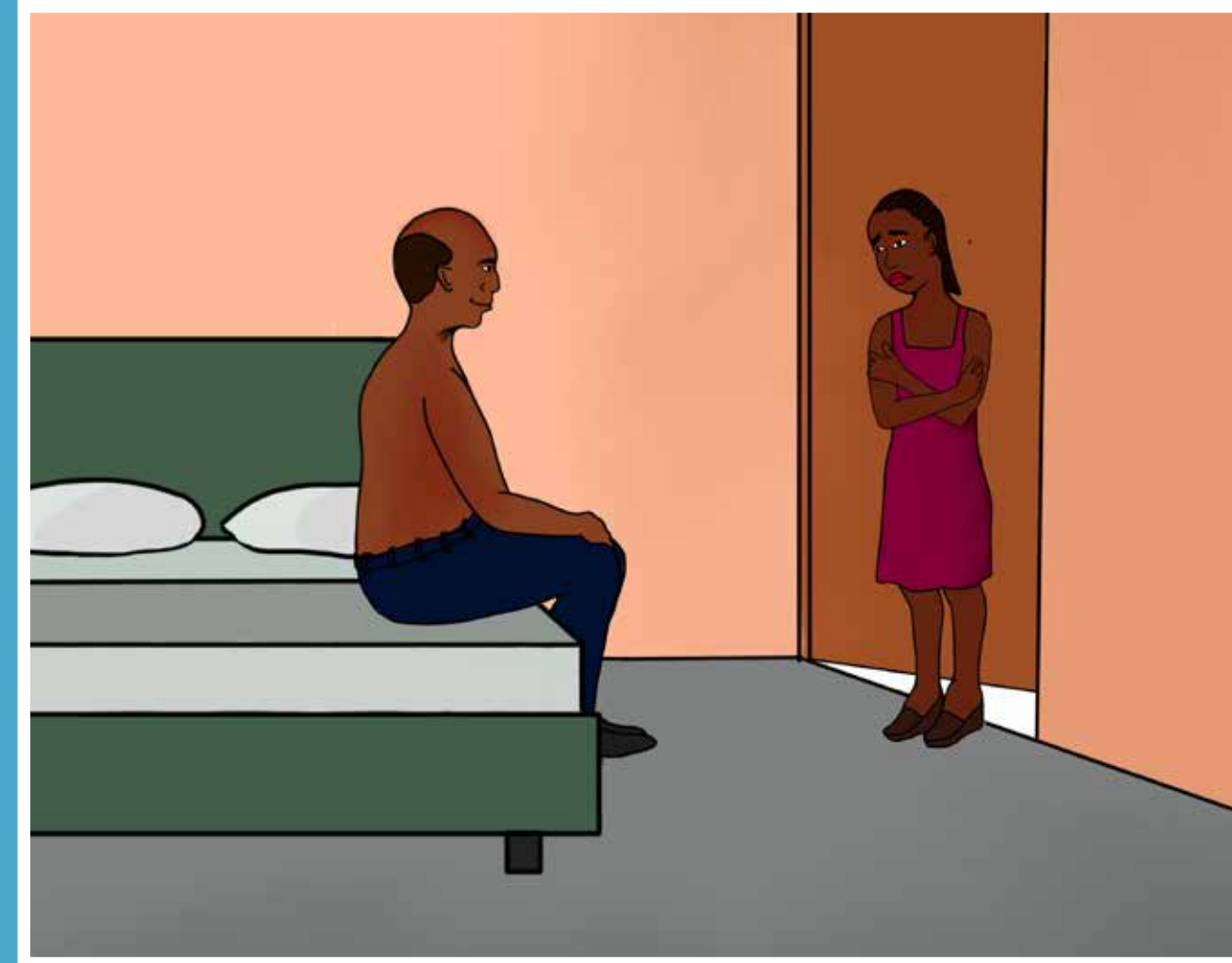


## NOTES: INDICATORS OF CHILD LABOR – UNDER 18

Meanwhile, for all children under the age of 18 the following should be considered signs of child labor:

- Any child working more than eight hours per day.
- Any child working in any of the worst forms of labor.
- Any child working at night.
- Any child doing tasks that are hazardous.







## NOTES: INDICATORS OF CHILD LABOR

**There are other signs that a child may be engaged in child labor as well.**

**At school and in the community a child involved in child labor 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.
- Regularly return home late at night or spend whole nights away from home.
- Go missing for periods of time or may one day disappear altogether.
- Regularly travel distances to work in another location, district, or city.

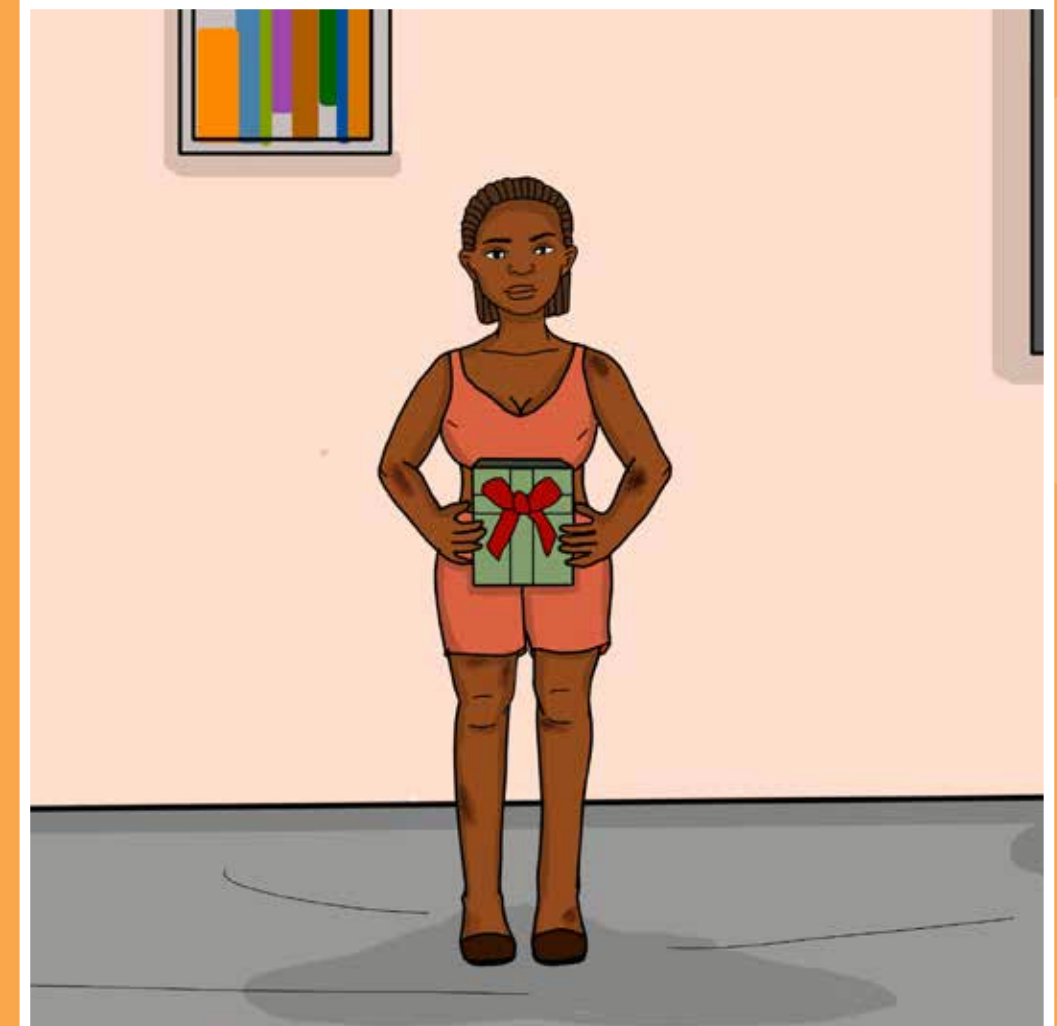
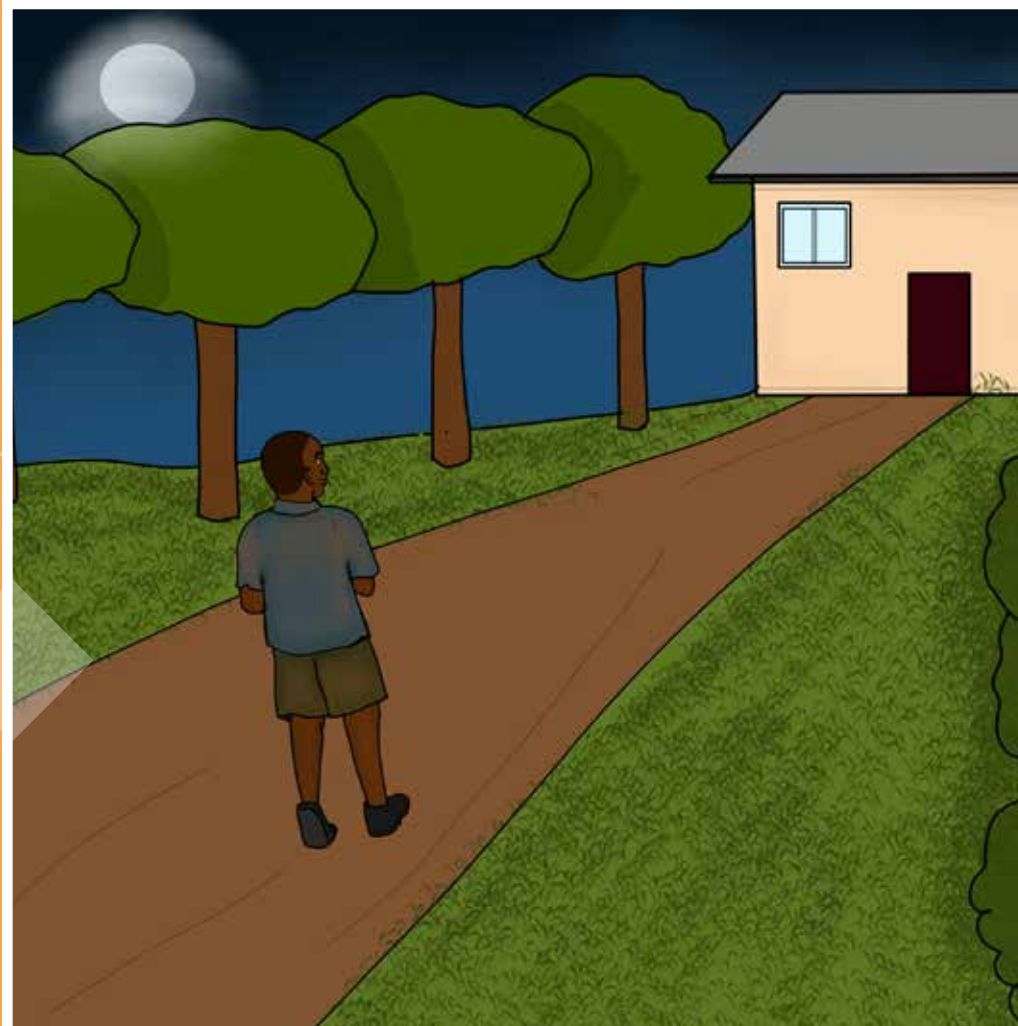
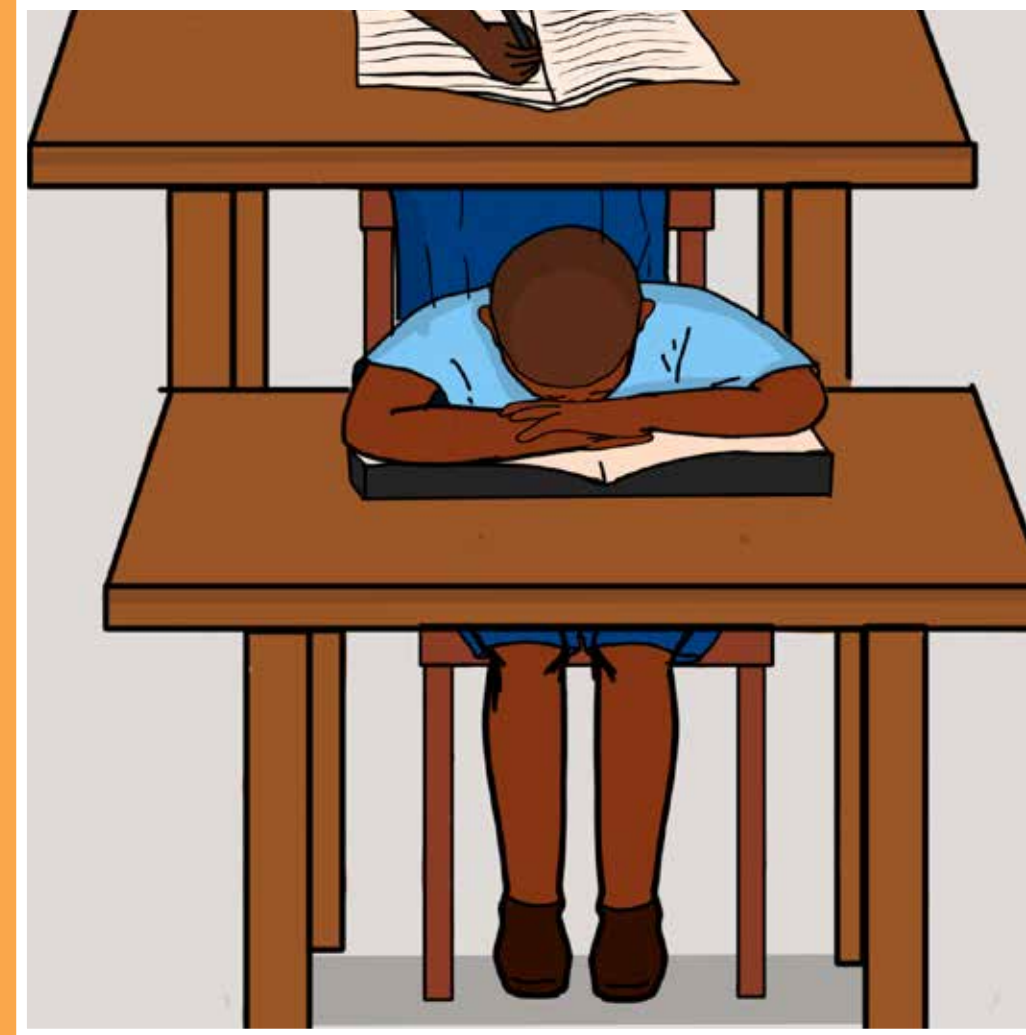
**A child involved in child labor may also experience physical and mental health issues, such as:**

- Tiredness, aches, pains, and injuries from the work they do.
- Visible injuries or other unexplained harm commonly seen from adult work.
- General health problems such as drowsiness, nutritional problems, feeling unwell, rashes or skin infections, animal or insect bites, or hearing, vision, skin, or dental problems.
- Health problems indicating sexual abuse, such as sexually transmitted diseases, pregnancy, miscarriage, or injuries to sexual and reproductive organs.
- Psychosocial reactions such as stress, depression, mood swings, drug, alcohol, or cigarette use, inability to concentrate, self-destructive behavior, or running away from home.
- A child involved in sexual exploitation may also exhibit other changes in behavior, such as inappropriate sexualized behavior or language, dressing inappropriately, over-familiarity with strangers, or unexplained gifts, possessions, or money.

### **DISCUSSION:**

Ask participants to think of a child that they know that has been in child labor. Did they see any of these indicators in that child? Ask a few participants to please share with the group.









## NOTES: INDICATORS OF FORCED LABOR AND HUMAN TRAFFICKING

There are also indicators that might indicate that someone is the victim of forced labor or human trafficking. These include:

- **Restriction of movement** – People may not be able 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.
- **Isolation** – People may be isolated in remote locations and denied contact with the outside world or may be kept behind closed doors and not allowed to speak with others. In some cases, they may not even know where they are.
- **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.
- **Physical or sexual violence** – Victims 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.
- **Retention of identity documents** – Employers may confiscate identity papers or travel documents, and workers are unable to access personal documents.
- **Intimidation, threats, and penalties** – Workers may be threatened or penalized if they try to quit or complain about conditions. Threats 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.
- **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 a long period of time, forcing a worker to stay until he or she is paid.
- **Debt bondage** – A worker owes a debt to the employer which takes a long time to pay off, or which cannot be paid off.
- **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.







## NOTES: ADDITIONAL INDICATORS OF FORCED LABOR AND HUMAN TRAFFICKING

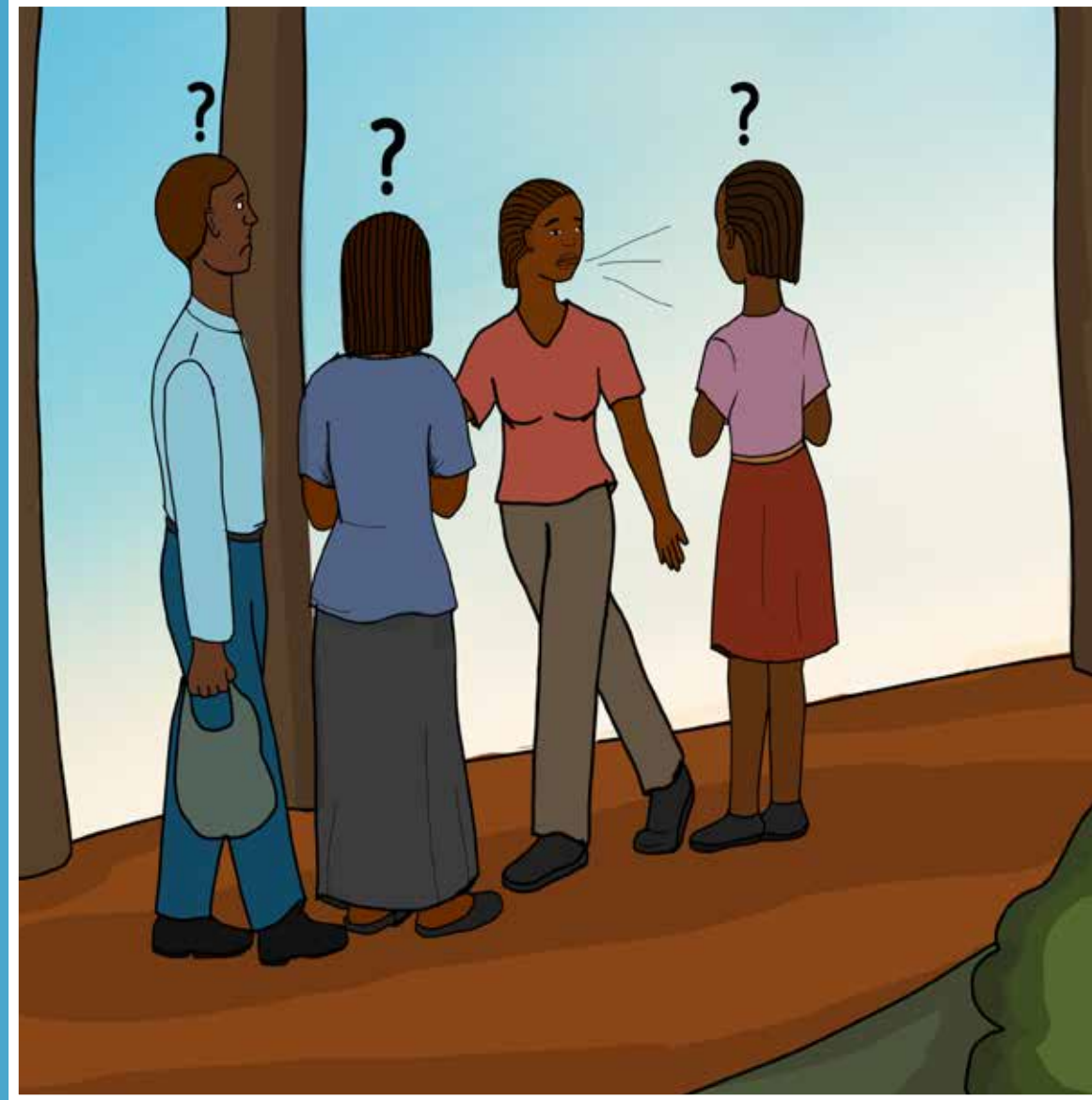
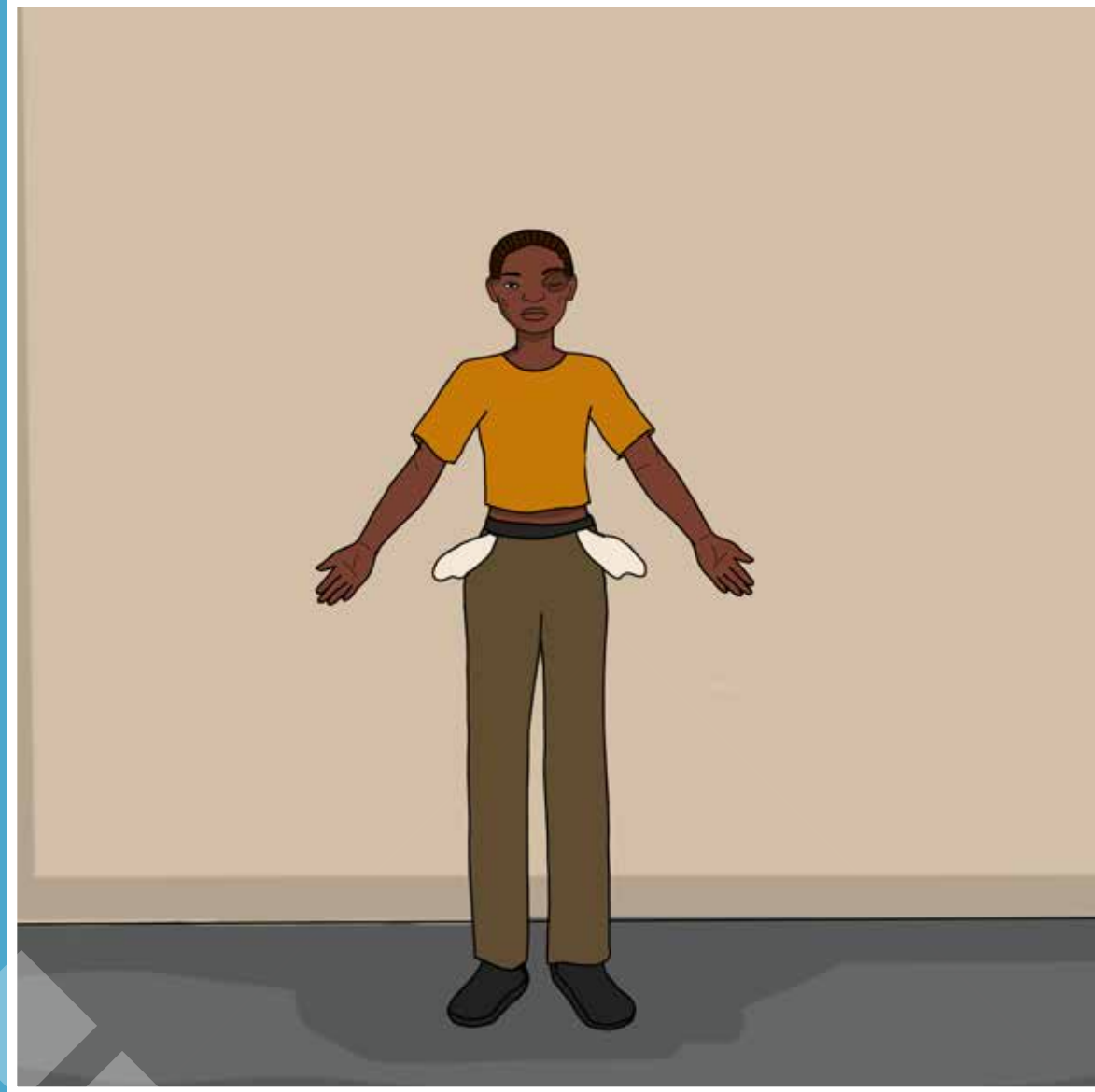
**There are also some abnormal behaviors that could indicate someone is a trafficking victim, such as:**

- 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 his/her own money.
- Not being in control of his/her own ID or passport.
- Not allowed or able to speak for themselves.
- Claiming he or she is just visiting but is unable to clarify where he or she is staying.
- Lack of knowledge of whereabouts and/or does not know what city he/she is in.
- Loss of sense of time.
- Numerous inconsistencies in his/her story.

### **ACTIVITY:**

Divide the group into pairs. One person will serve as a community member or labor inspector while the other will serve as a victim of child labor, forced labor or human trafficking. The interviewer will be innovative by asking the victim questions about his/her 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 abnormal behavior of the interviewee to identify if there are any signs of child labor, forced and human trafficking. There will be a short discussion.





# NOTES: REPORTING HUMAN TRAFFICKING AND FORCED LABOR CASES

Tell the participants the Ministry of Labor runs a human trafficking hotline where they may report cases of human trafficking and forced labor. If they suspect a case of human trafficking or forced labor, they should call **2883**. This number may be dialed from any mobile phone in Liberia.

**Alternatively, participants can contact the nearest office of the one of the following government agencies to report a case in person:**

- Ministry of Labor or their nearest labor inspector/labor 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

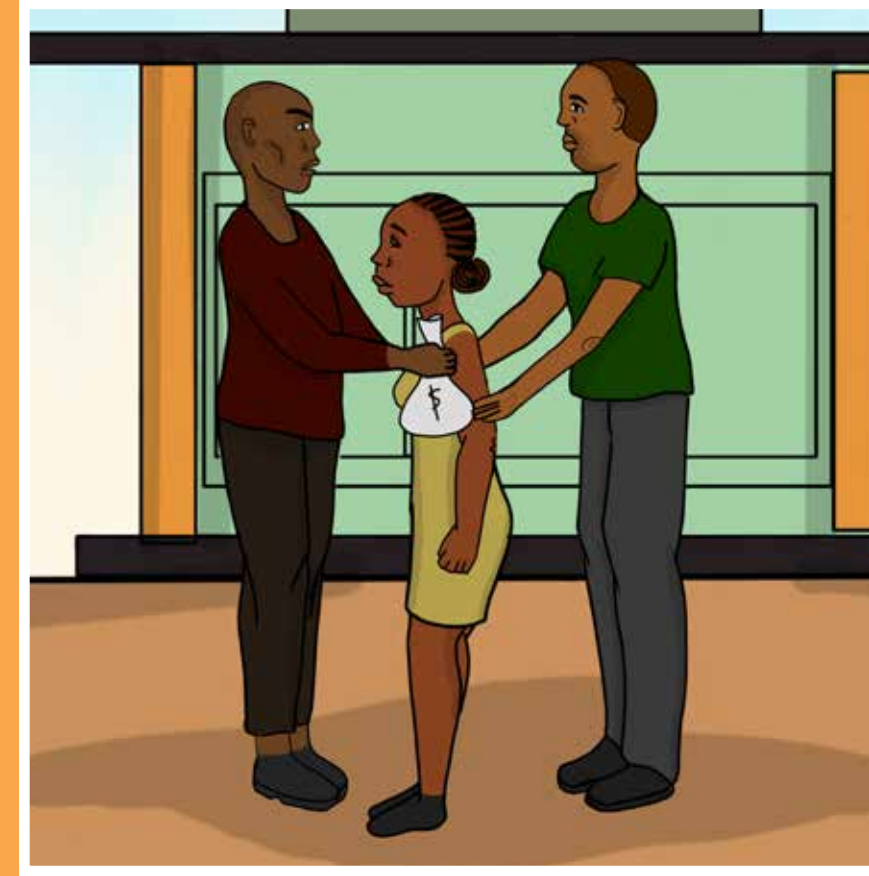
They may also go to the Ministry of Agriculture or agricultural officer, if the victim is working in agriculture; to the Ministry of Interior Affairs at the superintendent office, district commissioner office, or town chief office; or to the Ministry of Justice or county attorney office.

If the victim is a child, they may also go to their local Child Welfare Committee or Child Labor Monitoring Committee.

## **DISCUSSION:**

Ask participants to repeat to you the hotline number. This helps them to remember it.

Also, ask participants which of these agencies exists in their community. Ask them to tell you where they would go to report suspected cases of forced labor or human trafficking. Make sure they have an answer and know where to go before continuing with the presentation.



or





## NOTES: REPORTING CHILD LABOR CASES

Tell the participants that they can report cases of child labor to their local child welfare committee or child labor monitoring committee if one exists in their community.

**Alternatively, participants can contact the nearest office of the one of the following government agencies to report a case in person:**

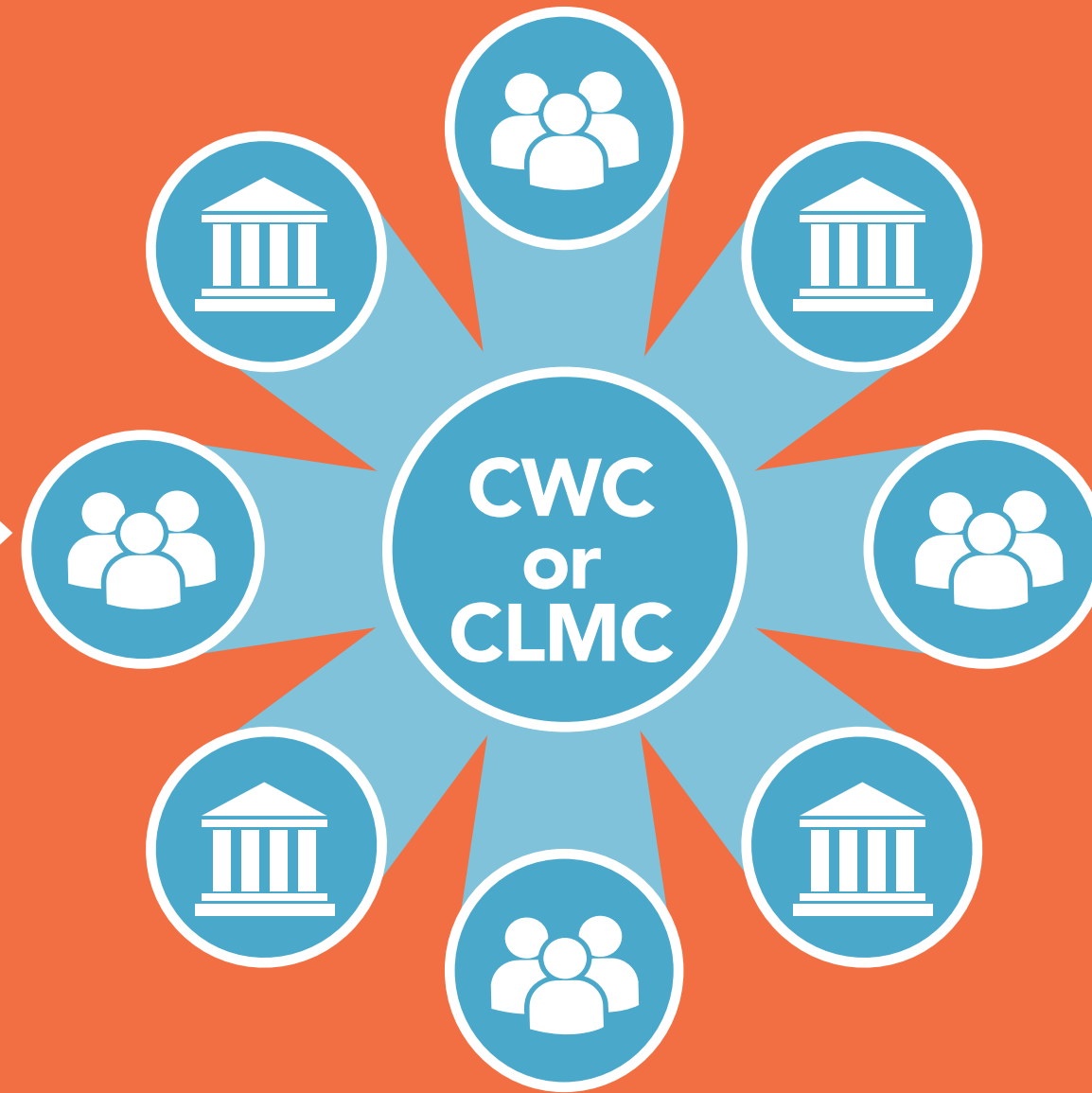
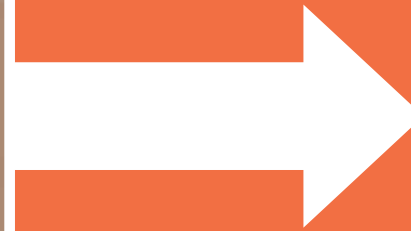
- Ministry of Labor or their nearest labor inspector/labor official
- Liberia National Police at the nearest police station
- Ministry of Education, if the victim is a child, at the nearest county education office, district education office, principal's office, or PTA office
- Ministry of Health at the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

They may also go to the Ministry of Agriculture or agricultural officer, if the victim is working in agriculture; or to the Ministry of Justice or county attorney office if an office exists in their community.

### **DISCUSSION:**

Ask participants if there is a Child Welfare Committee or Child Labor Monitoring Committee in their community. If so, ask if they know who the leader is or if they know anyone on the committee.

If there is no committee, ask participants which of the mentioned agencies exist in their community. Ask them to tell you where they would go to report suspected cases of child labor. Make sure they have an answer and know where to go before continuing with the presentation.



or



# CONCLUSION

**Tell participants that this concludes today's training. Thank them for their time and attention and let them know how you will be able to support them after the session ends.**

## **ACTIVITY:**

**If you have a post-test prepared to measure learning, you may administer it now. A post-test is included in Annex A of the Curriculum.**

## **ACTIVITY:**

**If you have prepared certificates of participation, you may distribute them now.**