

# HUMAN TRAFFICKING AND MODERN SLAVERY

## A GUIDE FOR SECONDARY SCHOOL TEACHERS

### Teacher's Note

Firstly, it is important to recognise that studying the issue of human trafficking and more broadly, modern slavery, naturally exposes all involved to information that some individuals, including teachers, may find upsetting. Teachers need to be aware and sensitive about how they introduce and teach this subject.

This resource is a reference guide to help you explore the issues of human trafficking and modern slavery with your students. Specific lesson plans and activities have not been included as a comprehensive unit of work is already available on the ACRATH website. This guide provides some additional resources, reflection questions and actions along with specific information about the work of Caritas Australia and the broader Caritas Internationalis network, to enhance the learning experience of your students.

### A Catholic Perspective – The Process

A suggested process you can use to explore the issue of Human Trafficking is the See, Judge, Act model.

**See** – Describe the problem or issue

**Judge** – Reflect on the situation in light of Catholic Social Teaching

**Act** – Plan a realistic and effective strategy

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# HUMAN TRAFFICKING AND MODERN SLAVERY ACROSS THE CURRICULUM

Like any global social justice issue, teaching and learning about human trafficking and modern slavery can occur across the breadth of the Australian Curriculum. We encourage you to connect with other teachers across subject areas to have an integrated approach to exploring this issue with students.

The following are some very brief examples to help get you started.

## English

Students use a variety of texts to apply their processing skills and comprehension strategies to receive, make and monitor meaning as they learn about human trafficking and modern slavery.

## Economics and Business

Students explore the economics and supply chains of different forms of modern slavery and how they can participate in creating a just world through their consumer choices.

## Civics and Citizenship

Students investigate the Modern Slavery Act and learn about the impact of their own decisions on others. Explore which human rights are violated with modern slavery.

## Geography

Students question why the world is the way it is and reflect on their relationships with and responsibilities for our world. Explore human wellbeing and the causes or push and pull actors for human trafficking and modern slavery.

## History

Students appreciate Australia's distinctive path of social, economic and political development, its position in the Asia and Pacific regions, and its global interrelationships. Students understand that Australia has been involved in human trafficking in the past and still is.

## Mathematics

Students source, collate and graph data on human trafficking to test ideas and solutions and predict futures on human populations, and timelines and time frames of slavery and human trafficking.

## Arts

Create artworks using a range of art practices to communicate understandings and opinions about global issues such as modern slavery and/or to help raise awareness and prevent human trafficking.

## Health and Physical Education

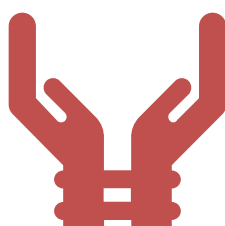
Students investigate human trafficking as a global health issue within countries and across regions. They learn to build on personal and community strengths and assets to enhance safety and wellbeing

## Religious Education

Critique the issue of human trafficking and modern slavery through the lens of Catholic Social Teaching principles. As Christians, how are we called to prevent human trafficking? Research the Patron Saint of human trafficking victims and survivors.

## Technology

Explore what types of technology are used to recruit victims of human trafficking or to find and protect victims and prosecute traffickers.



# EDUCATION RESOURCES

## ACRATH EDUCATION RESOURCE

ACRATH is the Australian Catholic Religious Against Trafficking in Humans. ACRATH have produced a comprehensive education resource to assist secondary school teachers in educating and raising consciousness about the issue of human trafficking.

Developed as a 4-step process for teaching about human trafficking: Introduction – Information – Recognition – Action, each step in the process is crucial and requires completion as students move through the learning cycle to a deepened understanding of the issue of modern-day slavery and a commitment to action.

To access the education resource, click on the links below:

- [Teacher Background](#)
- [Step 1](#): What is human trafficking?
- [Step 2](#): Information about human trafficking including sections on forced marriage and slavery in supply chains.
- [Step 3](#): Gathering Opinions – Why is human trafficking wrong?
- [Step 4](#): How have I been transformed by my investigation into Human Trafficking? What to do about it.

You can [download a pdf version](#) of the full resource.

## OTHER GREAT RESOURCES

[Global Estimates of Modern Slavery](#)

[Global Slavery Index](#)

### The ACRATH education resource has five aims:

- To educate and raise consciousness about human trafficking and its many forms
- To provide a process for teaching about human trafficking
- To invite reflection on the issue of human trafficking
- To encourage action to address the issue of human trafficking
- To invite transformation in attitude on the issue of human trafficking

# DEFINING HUMAN TRAFFICKING

## ‘SEE’

### GUIDED REFLECTION QUESTIONS

Questions to keep in mind when learning about the issue of human trafficking and modern slavery are:  
What is the lived experience?

- What is happening to people?
- Are we listening to the people most directly affected?
- What are the causes?
- What are the consequences?
- How are causes and consequences linked?
- Who are the decision-makers?

## DEFINING HUMAN TRAFFICKING

Despite the different legal definitions of human trafficking, forced labour and modern slavery that exist in the relevant international instruments, people's experiences of each of these three violations are not always unrelated.

### MODERN SLAVERY

According to Article 2 of the Slavery Convention, 1926, modern slavery is the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised. It refers to the situation of exploitation that a person cannot refuse or leave because of threats, violence, coercion, deception, and/or abuse of power.

### HUMAN TRAFFICKING

According to the Palermo protocol, the legal definition of human trafficking is a crime that includes three elements:

1. The act of recruiting, transporting, transferring, harbouring or receiving a person;
2. By means of e.g. coercion, deception or abuse of vulnerability;
3. For the purpose of exploitation, such as sexual exploitation, slavery and forced labour, among others.

### FORCED LABOUR

According to Article 2 of the Forced Labour Convention, forced labour is “all work or service which is exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily”.

Source: <https://www.coatnet.org/what-is-trafficking/>

# FACTS

At any given time in 2016, an estimated 40.3 million people are in modern slavery, including 24.9 million in forced labour and 15.4 million in forced marriage.

## MYTH: SLAVERY IS A THING OF THE PAST.

**FACT: NO, IT IS NOT.** Slavery has ancient roots in history and still exists today in many different forms. There are more people in slavery today than at any other time in history.

For more Myths vs Facts, visit [50forfreedom.org](http://50forfreedom.org)

## WHO ARE TODAY'S VICTIMS?

Women and men, boys and girls are bought and sold worldwide. They may be living in poverty, unaccompanied children, migrants or people displaced by conflict. They are abused in many ways:

- Forced labour & begging
- Domestic servitude
- Child soldiers
- Organ removal
- Sexual exploitation & forced marriage

## FORCED LABOUR

No-one knows the true scale of modern slavery. The International Labour Organisation estimates there are 24.9 million people in forced labour.

- 16 million people are exploited in the private sector such as domestic work, construction or agriculture
- 4.8 million persons in forced sexual exploitation
- 4 million persons in forced labour imposed by state authorities



Photo credit: Lisa Kristine  
Source: [Global Estimates Report](https://www.ilo.org/global/topics/forced-labour/lang-en/index.htm)



**1 IN 4 VICTIMS OF MODERN  
SLAVERY ARE CHILDREN.**

**24,900,000**  
**PEOPLE AROUND THE WORLD ARE  
TRAPPED IN FORCED LABOUR**

# SUSTAINABLE DEVELOPMENT GOALS

The sustainable development goals are the blueprint to achieve a better and more sustainable future for all. They address the global challenges we face, including those related to poverty, inequality, climate, environmental degradation, prosperity, and peace and justice. The 17 global goals interconnect and in order to leave no one behind, it is important that we achieve each goal and target by 2030.



## SUSTAINABLE DEVELOPMENT GOALS (SDGS) AND HUMAN TRAFFICKING

Out of the 17 SDGs, trafficking in persons is specifically mentioned in three targets under three goals: 5 (Gender Equality), 8 (Decent Work and Economic Growth) and 16 (Peace Justice and Strong Institutions).

However, many other SDG targets and goals are relevant to addressing trafficking in persons, an issue deeply rooted in development issues at-large including poverty, education, child labour, abuse and exploitation, gender inequality and discrimination, migration and the effects of climate change.

To learn more about how human trafficking is covered in the SDGs, click [here](#).

### GUIDED REFLECTION/STUDY QUESTIONS

1. How are the SDGs working to eliminate modern slavery and human trafficking? Which goals and which targets?
2. How are the SDGs tracking in terms of progress?



# MODERN SLAVERY IN AUSTRALIA

It happens in Australia too!

The [Global Slavery Index 2018](#) estimates that on any given day in 2016, there were 15,000 people living in conditions of modern slavery in Australia, a prevalence of 0.6 victims of modern slavery for every thousand people in the country.

The Australian Federal Police received 169 new referrals of alleged human trafficking and slavery-related offences during the 2015/16 financial year:

- 69 of these offences related to forced marriage
- 39 related to sexual exploitation
- 36 concerned labour exploitation
- the remainder of referrals related to other forms of human trafficking and slavery

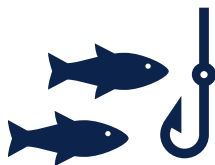
## IMPORTED PRODUCTS AT RISK OF MODERN SLAVERY

While modern slavery clearly occurs within Australia, the realities of global trade and business make it inevitable that Australia, like many other countries globally, will also be exposed to the risk of modern slavery through the products it imports. Policy-makers, businesses, and consumers must become aware of this risk and take responsibility for it.



Australia sources 73 percent (amounting to about US\$ 7.0 billion) of its laptops, computers and mobile phones imports from China and Malaysia. Both countries have a large electronics manufacturing industry that has been accused of exploiting workers.

Over 70 percent of Australia's imported clothes are sourced from countries where the apparel industry is considered at risk of using modern slavery.



Nearly US\$ 370 million worth of fish are imported by Australia from a range of countries, with the main share of fish imports originating from Thailand (US\$ 223 million). Thailand in particular has faced allegations of trafficking and forced labour in its fishing industry in recent years

Rice from India and cocoa from Côte d'Ivoire and Ghana are two other at-risk products which Australia imports at a considerable value. Côte d'Ivoire and Ghana are the largest cocoa producing countries globally and both have been under scrutiny for using forced labour in the growing and harvesting of cocoa.



### Additional resource:

[Human trafficking and slavery still happen in Australia. This comic explains how](#)



# MODERN SLAVERY ACT

In December 2018, Australia introduced the Modern Slavery Act 2018.

This Act requires some entities to report on the risks of modern slavery in their operations and supply chains and actions to address those risks, and for related purposes.

The full text of the Modern Slavery Act 2018 can be found here:

<https://www.legislation.gov.au/Details/C2018A00153>

## COMMENTARY ON THE MODERN SLAVERY ACT 2018

<https://lens.monash.edu/2018/12/06/1366783/australias-modern-slavery-act-an-explainer>

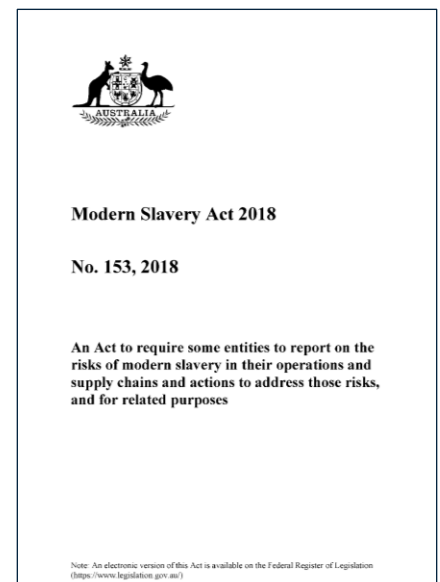
<http://theconversation.com/at-last-australia-has-a-modern-slavery-act-heres-what-youll-need-to-know-107885>

<https://www.sbs.com.au/news/praise-after-australia-s-first-federal-modern-slavery-act-becomes-law>

<https://theconversation.com/australias-world-first-repository-of-modern-slavery-statements-a-step-in-the-right-direction-151029>

## DISCUSSION QUESTIONS:

- Why did Australia introduce the Modern Slavery Act 2018?
- Who does the Modern Slavery Act affect?
- What are the strengths and weaknesses of the Act?



## UNITED NATION UNIVERSAL DECLARATION OF HUMAN RIGHTS

Australia has adopted the Universal Declaration of Human Rights. Which articles of the declaration refer to slavery? Are there other articles/rights that human trafficking and modern slavery would deny?

[Universal Declaration of Human Rights](#)



# CARITAS AUSTRALIA'S RESPONSE TO HUMAN TRAFFICKING

## PREVENTION – SUPPORT – ADVOCACY – AWARENESS RAISING – NETWORKING

Caritas Australia is a member organisation of Caritas Internationalis, a network of over 200 member organisations working in partnership around the world.

[Caritas Internationalis Statement on the Abolition of Human Trafficking](#)

Caritas Australia works with communities to make them less vulnerable to human trafficking and supports survivors of human trafficking.

One of the major factors that make people vulnerable to human trafficking is poverty. Caritas Australia works in partnership with communities to end poverty, promote justice and uphold dignity. Income generation and raising awareness about human trafficking can help prevent human trafficking.

## COATNET

Caritas Australia is also a member of [COATNET](#), the Christian Organisation Against Trafficking.

Around the world, Caritas—and especially its anti-trafficking network, COATNET—tries to stop the process at the recruitment level, before vulnerable people become victims.

COATNET partners, which include members from various Christian churches, hold information sessions that target the most vulnerable people, whether that means women in small Nepalese villages or teenagers in Romania.

For example, at a school in Bucharest, Caritas runs an awareness-raising project led by students. The students learn about trafficking, make materials like posters, and even create videos to warn their peers.

While COATNET and Caritas have a focus on prevention, they also support people who have been trafficked and escaped. They have shelters, do counselling, and work with survivors to build job skills



# EXAMPLES OF HUMAN TRAFFICKING AND MODERN SLAVERY

Please read carefully to choose the most appropriate examples for your students.



## FISHING INDUSTRY

So Aung and Nan Lu worked for no pay on a large fishing boat off the coast of Indonesia for three years and four months in terrible conditions. Read their story [here](#).

Photo credit: Patrick Nicholson/Caritas

## FORCED MARRIAGE

Ja Itoi was trafficked to China and forced into a marriage. She was earlier driven out of her home by conflict in Kachin State. Read her story [here](#).

Photo credit: Patrick Nicholson/Caritas



## MORE STORIES

COATNET have additional stories of human trafficking at <https://www.coatnet.org/> (Scroll down to case studies):

- forced labour
- domestic servitude
- begging
- sexual exploitation

# A CATHOLIC PERSPECTIVE

## ‘JUDGE’

"Peace in the whole world, still divided by greed looking for easy gain, wounded by the selfishness which threatens human life and the family, selfishness that continues in human trafficking, the most extensive form of slavery in this twenty-first century."

Pope Francis, [Urbi et Orbi Message, Easter, 2013](#)

"The seventh commandment forbids acts or enterprises that for any reason—selfish or ideological, commercial, or totalitarian—lead to the enslavement of human beings, to their being bought, sold and exchanged like merchandise, in disregard for their personal dignity. It is a sin against the dignity of persons and their fundamental rights to reduce them by violence to their productive value or to a source of profit."

Catechism of the Catholic Church, # 2414

"Human trafficking is a crime against humanity. We must unite our efforts to free the victims and stop this increasingly aggressive crime which threatens not only individuals but the basic values of society and of international security and justice, to say nothing of the economy, and the fabric of the family and our coexistence."

Pope Francis, [Address 2013](#)

- Read the [Caritas Internationalis Statement on the International Day for the Abolition of Slavery](#)

### GUIDED DISCUSSION QUESTIONS FOR ‘JUDGE’

- Are Gospel values being upheld or denied?
- How do the Scriptures speak to this issue?
- What does the Church have to say about it?

### DEBATE

- ‘Modern-day slavery—where men, women, and children are bought and sold like merchandise—inherently rejects the principles of Catholic Social Teaching.’

# CATHOLIC SOCIAL TEACHING

Catholic Social Teaching (CST) principles cover all spheres of life – the economic, political, personal and spiritual. The principles are inspired by scripture and the writings of the Pope and other Catholic leaders about social issues. **Caritas Australia's work is shaped by the tradition of Catholic Social Teaching.**

**Task: Explore how the principles below are upheld or denied in the experience of human trafficking and modern slavery.**

## HUMAN DIGNITY

We believe every human being is created in the image and likeness of God and therefore has inherent dignity that should always be safeguarded.

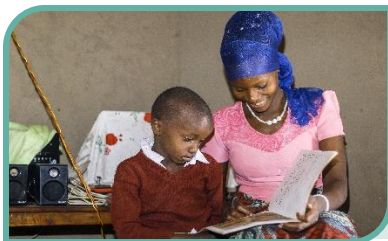


## SOLIDARITY

We believe we are part of one human family and have a responsibility to help each person achieve their full potential.

## PREFERENTIAL OPTION FOR THE POOR

We believe in prioritising the women, men and children most vulnerable to extreme poverty and injustice.



## SUBSIDIARITY AND PARTICIPATION

We believe all people have the right to participate in decisions that affect their lives. Subsidiarity requires that decisions are made by the people closest and most affected by the issues and concerns of the community.

## THE COMMON GOOD

We believe the good of each human person is intimately related to the good of the whole community. We are all responsible for each other.



## CARE FOR OUR COMMON HOME

We believe that care for our common home is vital for the common good of all people. We believe a true ecological approach is social approach. We are to be protectors of creation and of one another.

# TAKE ACTION

## ‘ACT’

Once we learn about an issue such as human trafficking and modern slavery we are then compelled to take action. It is important to allow enough time for students to take effective action in order for them to be empowered and not left feeling hopeless.

“The work of raising awareness must begin at home, with ourselves, because only in this way will we be able to then make our communities aware, motivating them to commit themselves so that no Human being may ever again be a victim of trafficking.”

Pope Francis, [Address 12 Feb 2018](#)

## Take Action Resources

- [Step 4](#) of the ACRATH Education resource is focused on action.

## Action Plan Checklist

Does your plan include:

- Faith formation
- Service to the most in need
- Raising awareness
- Advocating for change
- Collaboration and coordination (Don't reinvent the wheel. Support existing organisations/networks.)
- Adequate resourcing

"But it is not enough for groups such as churches to lecture or exhort the rest of the community in such matters. **We must demonstrate our own willingness to act where we can.**

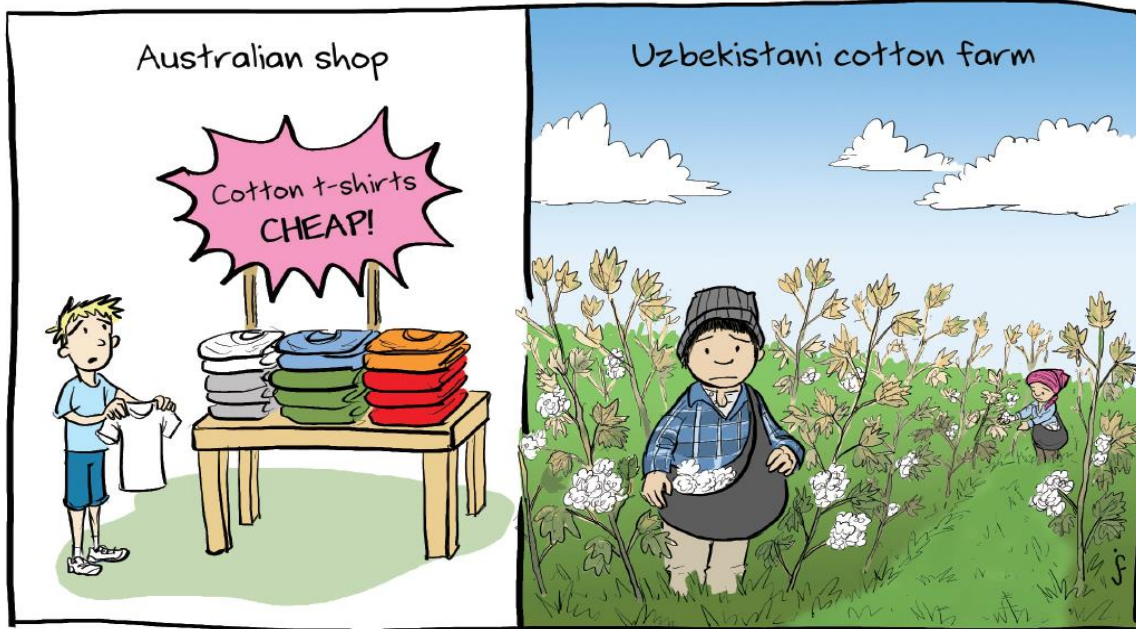
The Vatican has already committed itself to slavery-proofing all its procurement practices and supply lines. It is no small task to ensure that everything we use has been obtained ethically, that everything we obtain has itself been produced and supplied ethically and sustainably, and that those upon whom we rely or with whom we are affiliated are like-minded. It is no small task but we must try. As Pope Francis has pointed out, **buying goods is not just a commercial matter; it has moral dimensions.**"

Archbishop Most Rev. Anthony Fisher OP

Source: [Address of the Archbishop of Sydney, Most Rev. Anthony Fisher OP](#), to the Select Committee of the Legislative Council of New South Wales on Human Trafficking – Parliament House, 28 March 2017.



# TAKE ACTION



Your actions make a difference.



Illustration: James Foley

**Discuss:** What do you see? What do you think about it? What questions do you have?

# TAKE ACTION THROUGH CONSUMERISM

Many products we buy or services we use create demand for slave labour. Make conscious decisions about the brand of coffee, chocolate, clothes etc you buy. Encourage others including your school or parish community to source slavery-free products and services.

## ETHICAL CONSUMERISM RESOURCES

Catholic Education Melbourne, in collaboration with ACRATH (Australian Catholic Religious Against Trafficking in Humans) and the Catholic Archdiocese of Melbourne, has developed this Resource Kit to help your school begin the transition to a slavery-free environment. <https://resourcecem.com/slavery-free-resources/>



## ETHICAL FASHION GUIDE

A project of Baptist World Aid Australia, the Ethical Fashion Guide seeks to empower consumers to purchase ethically, and by doing so, encourage companies to ensure workers are protected and not harmed, that they are rewarded, not exploited and that they work free from the tyranny of modern slavery.

Find out more at: <https://baptistworldaid.org.au/resources/ethical-fashion-guide/>



## Suggested activities:

- Students conduct an audit of their wardrobe. Where are the majority of their clothes made?
- Students name their favourite brands of clothes and then, using the Ethical Fashion Guide, rank their favourite brands according to their score. Students discuss their findings and then take action by writing letters to their favourite brands either congratulating them or asking them to improve their score.
- Provide the students with a particular item of clothing they need to find, for example a navy T-shirt. Using both the guide above and other factors you determine, such as shopping local/cost etc, students try to locate the most ethical version.
- Raise awareness about social and environmental impact of 'fast fashion'. You could hold a clothes swap at school or an ethical wear formal, dance or fashion parade with the aim to only wear ethically sourced or second-hand clothes. You could charge an entrance fee that could be donated to an organisation that works to prevent modern slavery.

Please share your activities and photos with us: [education@caritas.org.au](mailto:education@caritas.org.au)



# TAKE ACTION THROUGH ADVOCACY

Support organisations who advocate on modern slavery and human trafficking, e.g. [ACRATH](#).

- Find out what advocacy campaigns they are running and how you can support them.
- Follow organisations' social media channels and share their posts.

Write to your local, state and federal politicians to tell them you care about ending modern slavery.

Using Baptist World Aid's [Ethical Fashion Guide](#), identify which companies need more encouragement and then write to them as a customer requesting they strengthen their ethical sourcing and sustainability practices. Encourage the best performers by writing letters of thanks.

Raise awareness through your own networks at school, church, sporting associations and workplaces, encouraging ethical purchases and use of ethical suppliers.



**Photo:** Hortensia, 17 years old, former domestic worker, is a beneficiary of the occupational training program supported by the ILO in Antsirabe (Madagascar). She received training in basic animal husbandry and farming techniques, and she now rents a plot of land where she grows vegetables.

Credit: © ILO/ Crozet M

Note: Madagascar has ratified the Protocol on Forced Labour.

# TAKE ACTION THROUGH PRAYER

Pope Francis designated 8th February, the feast of St Josephine Bakhita, as the World Day of Prayer, Reflection and Action Against Human Trafficking. Josephine Bakhita was born in Southern Sudan in 1869, and during her life experienced kidnapping and slavery in both Sudan and Italy. After gaining her freedom, Josephine Bakhita dedicated her life to sharing her story and supporting vulnerable people. She eventually became a Canossian Sister and was canonised in 2000.

## PRAYER

Saint Josephine Bakhita,

You remained strong and brave through years of slavery. You used your knowledge and experience in helping to prepare Sisters who were going to work in Africa. Your gentle manner brought peace and strength to all. Help us to have courage when times are hard; help us to be strong and supportive to anyone in need; help us always to remain close, as you were, to Jesus, and show his love to all.

Amen.

## PRAYERS OF INTERCESSION

**Leader:** As we honour the memory of St Josephine Bakhita, the patron saint of trafficked people, let us pray that God's freedom and justice will come for all.

1. We pray for the men and women trapped in bonded labour in fields, market gardens, mines and factories, that they will be respected as human beings rather than reduced to commodities and tools of production. God of life, hear us.

**Response: God of life, hear our prayer.**

2. We pray for an end to all discrimination, but especially discrimination against women and girls who are estimated to make up 80% of trafficked victims, so that all may live with dignity and respect. God of life, hear us.

**Response: God of life, hear our prayer.**

3. We pray that wealthy countries such as our own may be generous in supporting impoverished nations so that all people have a decent standard of living and escape the desperate circumstances that make them vulnerable to human trafficking. God of life, hear us.

**Response: God of life, hear our prayer.**

4. We pray that our demand for cheap goods and services will be reduced so that workers' conditions and payment will reflect the dignity of their persons and their work. God of life, hear us.

**Response: God of life, hear our prayer.**

# FURTHER INFORMATION

## Secondary Students

[Caritas Australia's Code of Conduct](#) demonstrates our commitment to treating others with respect and dignity; keeping everyone safe; protecting the rights of everyone, especially children and vulnerable adults; using Caritas Australia's money, resources and information responsibly; and acting with integrity.

Learning about global social and ecological justice issues can be overwhelming. If there is anything in our work or resources that concerns you, please speak with your teacher or trusted adult. Concerns can also be lodged via our website: <https://www.caritas.org.au/complaints/>

Caritas Australia appreciates the unique and valuable perspectives young people have to offer. We would love to receive your ideas and feedback. If you have a suggestion on how we can improve our school resources, please email: [education@caritas.org.au](mailto:education@caritas.org.au)

## Teachers

For more school resources, please visit: [caritas.org.au/resources/school-resources/](https://www.caritas.org.au/resources/school-resources/)

Stay up to date with events and resources! Subscribe to [Caritas Australia's Education e-newsletter](#)