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Bonded labourer loading a truck at a charcoal making camp, Brazil.
1. Introduction

In 2007 many schools marked the 200th anniversary of the abolition of the British Transatlantic slave trade through assemblies, projects, displays and events. Slavery was treated as an episode in history that must be remembered, and its abolition presented as an inspiring story from which students could learn values of freedom, equality and respect for human dignity. But slavery is not confined to history. It has not disappeared. Rather it has disappeared from view. Article 4 of the 1948 Universal Declaration of Human Rights affirms that “no one shall be held in slavery or servitude” and slavery is now outlawed in every country. But as many as 27 million people, spread over nearly every continent, endure forms of treatment today that merit the term “slavery” just as surely as the slavery practised in 1807. Many victims of contemporary slavery are young people – the same age as those taught in schools in England and Wales. The growth of modern forms of slavery has been so worrying that in 2014 the UK government introduced a new Modern Slavery Bill to Parliament. It is expected to gain Royal Assent in 2015.

What is in the pack?
This education pack, which has been produced through a collaboration between the International Slavery Museum in Liverpool and the Wilberforce Institute for the Study of Slavery and Emancipation, University of Hull, provides:
- background information on contemporary forms of slavery
- a set of lesson plans with supporting materials
- a list of resources that can help with researching further information.

It is supported by an online resource at: www.liverpoolmuseums.org.uk/ism/learning/slavery-today

Why has the pack been created?
The pack was originally produced in 2012 with particular reference to the teaching of Citizenship within the National Curriculum of England and Wales, and with the hope and expectation that it would be more widely used among students aged 10-14.

At that time the Citizenship curriculum for England and Wales focused on enabling young people to learn about the institutions that take decisions affecting society, showing them that they can play an active role in this process now and in the future. It stressed the need to inform them about issues of social justice, highlighting the importance of human rights and responsibilities, and providing tools to engage young people in taking informed action in response to current events.

The revised 2014 curriculum has narrowed the remit of Citizenship Education and focused it principally on the UK. Nevertheless, it continues to stress the need to “provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society” and “foster pupils’ keen awareness and understanding of democracy, government and how laws are made and upheld.”

It states that, “Citizenship Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments.”

This pack has the potential to meet many of these aspirations through the study of a topical issue in which the real experiences of children and young people are central.
The pack has been created for teachers of upper Key Stage 2, and of Key Stage 3 and beyond, so that they can teach about this important aspect of 21st century life with knowledge and confidence. We hope that when students encounter this material, they will learn about how basic human rights, including those of people their own age, continue to be violated, and that they will develop empathy with those enduring slavery today and become motivated to contribute to their fight for freedom.

### Sensitive material and controversial issues
Dealing with sensitive and controversial issues imposes responsibilities on teachers. We hope teachers will use the material in a way that empowers all students to feel that they can make a difference.

Contemporary slavery does not impact on all communities and national or ethnic groups in the same way. Different forms of slavery are more prevalent in some societies than in others. Teachers need to be sensitive to the context in which they are teaching and to take care when they focus on this subject not to reinforce negative stereotypes surrounding particular places or peoples. Slavery is not the province of any single group. Its most defiant opponents have come from across a range of communities. And students, whatever their background, can play an equal part in challenging contemporary slavery.

Teaching about contemporary slavery may mean exposing students to stories of severe exploitation and abuse, including sexual abuse. Teachers need to be sensitive about the impact of such information on children and young people, and present it in a way that is appropriate to their age and level of comprehension.

### Your feedback
We hope the materials contained in this pack fulfil their purpose and add to teachers’ knowledge as well as that of their pupils. We have included an evaluation form on which teachers can give feedback about the pack and look forward to receiving your responses.
2. Key concepts

**Abolition**  
Ending slavery as a legal category.

**Asylum seeker**  
A person who has fled from danger or persecution, crossed an international border, and is seeking refugee status.

**Bonded labour (debt bondage)**  
A situation where a person promises their labour, or the labour of members of their family, in exchange for cash advances – often to pay for transport to new locations – which then prove impossible to repay.

**Boycott**  
To refuse to buy or use certain goods.

**Campaign**  
A planned set of activities by citizens to bring about changes in a law or practice.

**Caste**  
A form of social hierarchy where people are treated in very different ways because of the social standing of their parents. “Lower” castes generally experience various forms of discrimination and deprivation.

**Chattel slavery**  
Where a person is the property of another and is compelled to labour for them under threat of violence and other punishments.

**Child labour**  
Work that deprives children of their childhood, their potential and their dignity, and that is harmful to physical and mental development.

**Child soldier**  
A person under 18 years of age who has been recruited to any kind of regular or irregular armed force.

**Citizenship**  
Having full rights, freedoms, privileges, obligations and protection of the state in which you live.

**Coercion**  
The use of force, intimidation or threats to make people obey or comply with what they are being ordered to do.
SECTION A

**Contract slavery**  Where a worker is guaranteed employment, perhaps in a workshop or factory, but when they arrive at their place of work they find themselves trapped and enslaved. The contract is used as an enticement to trick them into slavery, as well as a way of making slavery look legitimate.

**Dehumanisation**  To treat a person or group of people as a commodity, and less than human.

**Discrimination**  To treat a person or group of people in a less favourable way on the basis of a particular characteristic or an aspect of their identity.

**Domestic slavery**  Workers performing duties in private households, where they are subjected to severe physical, sexual and/or psychological abuse.

**Exploitation**  A situation where one person labours for another under harsh and unhealthy conditions for very poor rates of pay.

**Fair-trade**  A system of trade which guarantees a fair price for producers and requires producers to guarantee fair working conditions and no use of child labour.

**Forced labour**  A severe form of labour exploitation from which the victim has no prospect of escaping. It may be imposed by an individual, a criminal gang, or by a state or military authority.

**Forced marriage**  Where a person, who has no right to refuse, is given in marriage for payment to their parents or others.

**Forced prostitution**  A situation where a person (usually a woman or girl) is forced to offer sexual services for the commercial gain of someone else, usually involving high levels of coercion and physical abuse.

**Gangmaster**  A person who employs or directs the labour of temporary workers, often migrants, usually for seasonal agricultural work.

**Human rights**  The conditions and freedoms that all human beings are entitled to from birth to satisfy their needs and ensure they have a fulfilling life.
**Indentured labour**  A form of labour where individuals enter into legally binding contracts to work for a set period in exchange for transport, food, lodging and basic wages.

**Migrant worker**  Someone who works outside their country, who may send part of their wages back to their family.

**Refugee**  A person who has been given “leave to remain” or citizenship in a country to which they have fled because of danger or persecution.

**Rehabilitation**  Helping victims of severe human rights abuses to rebuild their lives and recover from their traumatic experiences.

**Restitution**  When a person receives compensation for losses or damage caused by a third party.

**Slavery**  Forced labour for another person under threat of violence and/or other punishments and lack of freedom to escape.

**Slave trade**  The buying and selling of people as slaves.

**Serfdom**  A person who is compelled to live and labour on land belonging to another person.

**Supply chain**  The steps through which a product passes, from its point of origin to the point of sale.

**Trade union**  An organisation of workers who combine to make demands to improve working conditions and pay and to protect workers from unfair treatment.

**Trafficking of persons**  The recruitment, transportation, transfer, harbouring or receipt of people for the purpose of exploitation.

**Wartime enslavement**  Where people in conflict zones - especially women and children - are abducted and forced into domestic or sexual servitude or compelled to become child soldiers.
Bonded labour, India.
What is slavery?
Slavery is a situation in which a person is:

- owned or controlled by an employer
- forced to work
- dehumanised
- physically constrained

Slavery has been described by Kevin Bales of Free the Slaves as “exploitation, violence and injustice all rolled into one”. Slaves are not treated as human beings with needs, feelings and rights, but as commodities. Their freedom of movement is restricted, which means they cannot escape from their situation. Control by their owner is backed up by verbal and mental abuse and threats, actual physical violence, social isolation, and sometimes sexual abuse. Slaves are usually paid nothing or very little. In some cases, their masters change the legal and social identity of their slaves by forcing them to change their name and religion. They can also exercise control over any children born to their slaves.

Slavery past and present
Slavery has been a feature of many societies back to antiquity, such as ancient Egypt, Rome, Greece, India and China. In more recent times, though, slavery has been particularly identified with the Transatlantic Slave Trade from the 16th to the 19th century. During that period, millions of Africans were forcibly transferred on slave ships to North and South America and the Caribbean to work on plantations and estates, in fields and down mines.

Slaves were captured violently, separated from their families and endured the humiliation of being publicly sold. At their destination their life was one of cruel and degrading treatment, extremely hard labour for no payment, followed by death far from the place where they had grown up. Their children were born into slavery and knew no other life.

The main shippers of slaves from Africa were the Brazilians, Portuguese, British, French, Spanish and Dutch. The largest number of slaves transported from one location to a single destination were those taken from Angola to Brazil.

The actual numbers will never be known but it is estimated that at least 12.5 million slaves were transported from western and eastern Africa. They were shackled and forced to endure completely inhumane conditions for the passage to the Americas. In one particularly infamous case in 1781 the British captain of the slave ship Zong, Luke Collingwood, ordered 122 slaves to be thrown overboard while they were still alive, in order to make an insurance claim. As many as 1.5 million people are believed to have died during the Atlantic crossing. The actual numbers of people enslaved over this whole period were higher than the numbers transported, because in their new locations, children of slaves were born into servitude. In 1820 the slave population of the United States was approximately 1.5 million; in 1860 it was nearly 4 million. This population growth was exceptional. In most other territories deaths outpaced births, so they continued to transport more slaves from Africa.
Profits from Transatlantic slavery
The products made by slave labour in the Americas – luxury goods at the time, such as cotton, sugar, coffee and rum – were shipped to Europe. Then Europeans sold these goods to African rulers in exchange for more enslaved people, in what was called the “triangular trade”.

The countries that dominated the slave trade were made richer by slavery. The huge profits they made contributed to the Industrial Revolution in countries such as Britain, and boosted the economic development of many British cities. Throughout the period of Transatlantic slavery, it was completely legal to use and profit from slave labour.

Many early industrialists who are honoured through statues and street names in Britain’s port cities made their fortunes through slavery. For example, in Liverpool, streets such as Earle Street, Tarleton Street and Cunliffe Street were named after slave traders. Foster Cunliffe, three times mayor of Liverpool in the 18th century, and his sons Robert and Ellis, were all prominent slave traders. Gildart Street on the east of the city centre is named after Richard Gildart, Liverpool’s MP from 1734-54 and owner of three ships involved in the slave trade. And Penny Lane, made famous in the Beatles’ song, was named after James Penny, a slave ship owner and staunch opponent of abolition, who argued that if the slave trade were abolished it would “greatly affect” the town of Liverpool, “whose fall, in that case, would be as rapid as its rise has been astonishing”.

Transatlantic slavers made substantial profits from the slave trade, and the planters who bought slaves made huge profits from their labour. In the United States, slaves were regarded as long-term investments, whose work would generate large amounts of money for their owners over decades. In other places such as Brazil and the Caribbean, they were – like most of today’s slaves – disposable.

When was slavery abolished?
Opposition to the slave trade system started to make itself felt towards the end of the 18th century, through a combination of slave resistance and sustained campaigns by anti-slavery activists. During the 19th century, Transatlantic slavery was eventually outlawed. The Transatlantic slave trade ended in the 1860s, and the last acts ending slavery itself came in Cuba in 1886 and Brazil in 1888. The law abolishing slavery in Brazil was called “The Golden Law”.

Street in Liverpool, made famous in a Beatles’ song, named after a prominent slave-trader.
Slavery continued elsewhere though. In the 16th century, at the same time as the Transatlantic slave trade was developing, some 1.5 million people were enslaved by the Muscovy (early Russian) empire. Within many parts of Africa and the Arab world, slavery reached its peak during the 19th century, after the organised anti-slavery movement had emerged; in some regions enslaved people accounted for as much as half of the overall population.

In French West Africa in the 1900s as many as three million people may have been enslaved. In India of the 1840s, dominated by the British East India Company, it is estimated that there were between eight and nine million enslaved people, and in many British colonies slavery was not abolished until the 20th century. In Saudi Arabia slavery was not outlawed until 1962, and in Oman it lasted until 1970.

**Indentured labour and forced labour**

Even after the slave trade and slavery – the legal ownership of another person – were outlawed, other forms of highly exploitative or inhumane treatment of workers, which restricted their liberties and rights, continued to be practised through indentured labour and forced labour for the state. Millions of labourers, from Asia, Africa and the Pacific were transported all over the world for extended periods to work under highly restrictive contracts and for very low rates of pay. These contracts ensured that many workers were constricted in a similar way to enslaved people. This system was known as indentured servitude and is similar to contemporary contract slavery (see page 17).

Many states, especially the colonial territories in Africa, Asia and the Middle East, used forced labour on state projects until the middle of the 20th century. On many of these projects, workers endured horrific treatment for little or no payment, and there were high mortality rates. The most notorious and extreme examples took place in the Congo Free State, under the authority of King Leopold II of Belgium. There, around 10 million people were worked to death to maximise profits from the country’s rubber industry, and communities were terrorised by state forces if they failed to meet quotas. Forced labour continued in some Portuguese colonial territories until the early 1970s.

In the totalitarian regimes in the Soviet Union, Eastern Europe, China and North Korea, tens of millions of people were sent to forced labour camps over several decades and large numbers of them died. During the Second World War, 12 million people in countries occupied by the Nazis were subjected to forced labour. Their Japanese allies also regularly practised forced labour in many parts of East Asia. The Japanese government also compelled large numbers of Korean, Chinese and Filipino women and girls to work as prostitutes.

**Who benefits from contemporary slavery?**

Slavery no longer plays a key role in the national economy of most countries. However, it can enrich small gangs of criminal business people in many countries.

Today, slavery is illegal all over the world. Contemporary slaves are not legally owned. Rather than buying or selling human beings, contemporary slavery is about controlling people through violence and other means, in order to use them to make money. It is not usually permanent, but victims rarely know when their bondage will come to an end, so even fairly short periods of enslavement can have very traumatic consequences.
Slavery and racism
Transatlantic slavery in the period from the 16th - 19th centuries was not originally motivated by racism but it became closely and powerfully connected with it. Ideas of “race” and “racial superiority” grew out of Transatlantic slavery as slave traders tried to justify their actions to their societies. And when Europeans continued to enslave Black Africans and to trade in African slaves, they strengthened racism.

Long after Transatlantic slavery ended, the legacy of racism remains. For centuries Black people were treated as less than equal. This created negative stereotypes, and encouraged discriminatory attitudes and practices to continue after slavery was abolished. In Britain’s 21st century multicultural society, Black people still strive against racist attitudes for real equality.

Contemporary slavery is based on defining individuals and groups of people as inferior, less than human, and less deserving of human rights, but it does not depend on racism. People of the same ethnicity have enslaved each other and continue to do so in many different countries. Which group, “race”, tribe, gender, religion or caste a person belongs to might make them more vulnerable to being enslaved, but the main factor is economic, not racial. Contemporary slaves are drawn overwhelmingly from extremely impoverished communities.

Today’s slavery
Although every country in the world now has laws against slavery, those laws are not always enforced. A number of practices continue today that 21st century campaigners recognise as being on a par with historical slave systems. The most common forms of contemporary slavery are:

• Bonded labour
• Classical (Chattel) slavery and descent-based discrimination
• Contract slavery
• Domestic slavery
• Forced labour
• Forced marriage
• Forced prostitution
• Wartime enslavement
Each form is examined on pages 16-20. Some forms overlap with each other. Children are disproportionately victimised by contemporary slavery, as are women and girls. The demand for child labour is very high. Those who use child labour try to justify it by claiming that children have nimble fingers that are better for certain kinds of work. Even if these claims were true, they would not justify the exploitation of children. In reality, the demand for child labourers stems from the fact that they are seen as being easier to control and discipline than adults. (See Case Studies 1 and 2).

**Slavery, trafficking and control**

Many of these forms of contemporary slavery involve human trafficking. People are transported, sometimes forcibly but usually voluntarily, within their own country, or across borders and continents, for degrading work under very harsh conditions. When people have been trafficked across borders, they are often isolated, cannot speak the local language and are excluded from sources of social and legal support. The traffickers usually confiscate their victims’ identity documents. Without access to their documents, and far from their place of origin, escape is difficult and hazardous.

Some trafficked children have been physically abducted. More commonly, though, families have allowed their children to be trafficked in a desperate attempt to lift them and the rest of the family out of poverty. Traffickers often deceive families into believing that their children will have opportunities to better themselves. Deception thrives wherever there is poverty and desperation.

**How many people are enslaved today?**

When slavery was still legal and openly acknowledged, it was easier to know how many people were enslaved. Now that slavery has been outlawed and often operates clandestinely, it is harder to quantify. Researchers of slavery use different definitions, so they arrive at different figures. In 2002 Kevin Bales, president of Free the Slaves, calculated slave numbers in more than 100 countries. He estimates that there are about 27 million slaves in the world today. In 2005, the International Labour Organization (ILO) published a similar global survey which suggested that at least 12.3 million people remained in bondage. The exact number of slaves may never be known, but there is little doubt that slavery continues to affect millions of people across the globe.

**Slavery and exploitation**

A far greater number than 27 million people worldwide are severely exploited. Many people work for excessive hours in very difficult conditions and feel they do not get a just reward for their efforts. Children and young people, especially in poorer countries, can feel that the tasks demanded of them on a daily basis by their families extend well
beyond reasonable requests to play their part in assisting with family duties. The word “slavery” is often used casually as a commonplace term to describe such circumstances. But a crucial distinction between slaves and people who are not enslaved but are ill-treated and exploited badly, is revealed when they attempt to walk away from their situation to pursue other opportunities. It is usually possible for a worker to leave their employer to look for other work without facing a threat of violence. Contemporary slaves face severe punishment for even attempting to leave. And if they manage to escape they are often hunted down and returned to servitude.

**Key features of contemporary slavery**

Many people around the world suffer abuses of their human rights and injustices in aspects of their daily working lives. What unites the range of practices that we identify in this pack as constituting “contemporary slavery” are the following:

- the person suffering these circumstances cannot escape the situation
- the person has no recourse to help or support to bring an end to the situation they endure
- the situation is continuous rather than a one-off event or series of separate events
- there is a constant and real threat of violence to ensure they comply with the demands of those that exercise power over them.

**Types of slavery**

**Bonded labour/debt bondage**

In this situation a worker becomes the property of another person, to labour for them as collateral against a loan. In some cases children inherit their parents’ obligations and the status of bonded labourer passes to the next generation. These debts are usually enforced by the threat or use of physical violence. The lender may use false accounting methods and charge excessive interest, and often the length and nature of the service pledged is not defined, so the bonded labourer does not know when the debt will be considered to have been paid off. Many bonded labourers work every day of the year for very long hours. Bonded labour is now universally prohibited, but laws are not always enforced (see Case Studies 9 and 10).

Bonded labour is especially common in India, Pakistan and Nepal, where bonded labourers have been widely used in agriculture for centuries. In recent decades, bonded labour in these countries has also increased in mining, brick-making and carpet-weaving industries. Bonded labourers regularly work for very long hours, six or seven days a week. In extreme cases, such as in rural Pakistan, they are kept chained and under armed guard. Most bonded labourers in the Indian subcontinent are of ‘low caste’ status, which means that they suffer discrimination and deprivation due to their ‘inferior’ social standing. Caste status cannot be changed, and people usually marry only within their
own caste, so future generations tend to suffer the same problems as their parents. Discrimination based on caste is also illegal, but barriers between different castes continue to be enforced by social custom. Migrant workers in places such as Brazil and Argentina are regularly trapped in debt-bondage. Many women who are trafficked into domestic servitude and forced prostitution in places such as Spain and Italy are also victims of debt bondage.

Classical (Chattel) slavery and descent-based discrimination
In this form of slavery a person is born or sold into a life of permanent servitude. Both classical slavery and discrimination on the basis of slave descent continue today in a number of parts of Saharan Africa, where power is based on inherited status in a similar way to caste. In Mauritania the Abid or Haratan community are particularly affected by slavery and discriminatory treatment, and families are still owned by slave masters. Because of pressure from campaigners, Mauritania and Niger have both passed laws in recent years re-abolishing slavery. But in both these countries slavery continues and former slaves continue to be discriminated against because of their slave heritage. Slave descendants find it difficult to marry a free-born partner or hold positions of political or religious authority.

Contract slavery
Contract slavery is the most rapidly growing form of slavery, and probably the second largest form today after debt bondage. Contracts guarantee employment, perhaps in a workshop or factory. The worker pays a fee, often to a recruitment agency, to find work for them. If it is in another country, they pay a fee to cover transport costs. They are led to believe that they will earn enough money to pay these fees back over a relatively short time. But when the worker arrives, they find they are enslaved. Their documents are taken from them, and they pay exorbitant amounts for poor accommodation and food. A constant threat of violence, or actual violence, prevents them from leaving or looking for support.

In Britain in recent years, contract slavery has occurred in different industries and areas of work such as agriculture, construction, domestic work, food processing and packaging, care and nursing, hospitality and the restaurant trade (see Case Studies 4 and 5).

Domestic slavery
Many domestic workers live and work in their employer’s home. Behind the closed doors of private houses, some of them are treated very harshly and have no access to legal protection. This can lead to slave-like conditions, where they may face physical violence and sexual harassment and abuse, be on call 24 hours a day and work for very little money or none at all. Depending on the setting, their tasks could range from cooking, cleaning and looking after children and animals, to collecting firewood.
This form of slavery exists around the world – it is especially common in Singapore and Malaysia, the Middle East, Latin America, the Indian subcontinent, Europe and North America. Singapore, for example, has a very large number of domestic workers from other countries. One in every six houses in Singapore has a domestic worker and, in the worst cases, vulnerable migrants are working 13-19 hours a day, seven days a week. They are unable to leave their place of work and they earn less than half the pay of Singaporean people doing equivalent kinds of work.

This form of contemporary slavery disproportionately affects children (particularly girls) and women. A large number of domestic slaves are aged between 12-17, though some are younger, and they are routinely denied education, which limits their opportunities to free themselves from domestic work. Many domestic workers report being abused, punished and humiliated. Because they work in private households they lack access to protection and support that may be available in factories or other workplaces (see Case Study 6).

Governments have responsibilities to challenge the exploitation and abuse of domestic workers and these are set out in the International Labour Organisation’s (ILO) Conventions on “Minimum Age” and on the “Worst Forms of Child Labour”. The ILO has drafted a new charter on “Decent Work for Domestic Workers” which is being discussed and finalised at sessions in 2010 and 2011.

Forced labour for the state
This is the use of labour by people, often incarcerated in prisons and labour camps, who are forced to work by governments or military authorities. In China, over recent decades, several million people have been held for terms of up to four years in “laogai”. These are camps which the government claims are used to reform people convicted of crimes. The government also holds political opponents in them. The inmates of these camps often work up to 16 hours a day with no pay, producing consumer goods both for the internal market and for export. The prisoners are often kept in solitary confinement, and suffer sleep deprivation and malnutrition (see Case Studies 7 and 8).

In North Korea, between 150,000 and 200,000 prisoners are interned in forced labour camps, without having been formally arrested or having access to any judicial procedures. Through the use of collective punishments, whole extended families have been imprisoned. They often face a lifetime of imprisonment involving long hours of labour, cruel punishments, poor food and living conditions, and early death. Forced labour for the state is also widely practised in Myanmar (Burma) and Eritrea.

Forced marriage
In a number of communities and cultures, the choosing of marriage partners involves people other than the couple themselves. This can involve parents, other older family members, matchmaking agents and religious leaders. Although participants in such “arranged marriages” may feel under pressure from their communities, these cases are not the same as “forced marriages”. The concept of forced marriage only applies to a small percentage of people who marry.
In forced marriages girls or women are married without having any choice and are kept in servitude, usually by threats and the use of physical violence. In such arrangements, young women are usually exchanged for money or payment in goods. If their husband dies, they can be inherited by another person or sold to someone else. There are cases where young girls and women are forced to marry wealthy older men to become sexual and domestic slaves. On some occasions men or boys can also be forced into marriage.

Anti-Slavery International reports that the tradition of forced marriage still exists in Ethiopia. In some south Asian, African and other countries, young girls are frequently bought by paying a dowry or “bride price” and married off without the girl giving her consent.

**Forced prostitution**
This is the recruitment and enslavement of workers (girls and women mainly) in the sex industry, who are forced to have sex for money. Most of the money goes to those who control them.

Many victims of contemporary slavery in richer countries have come from poorer countries and conflict situations in Eastern Europe, Asia and Africa, and have been forced by deception into the sex industry. Some trafficked women have responded to adverts offering specific kinds of better-paid employment or offers of marriage, which they believe will help improve their quality of life. But they are then trapped in the sex industry by physical threats and by debt bondage as they try to repay the costs of being transported to the country. Many are held against their will in brothels, given little food, and charged rent. The sex industry is highly profitable for those who control it.

In 2002 the ILO produced a report which estimated that 8.4 million children were trapped in the worst forms of child labour. Of these, 1.8 million were reported to be involved in prostitution and pornography.

**Wartime enslavement**
In a number of recent conflicts civilians have been abducted and enslaved. This practice has occurred largely in countries blighted by civil wars, such as the former Yugoslavia, Sierra Leone, Sudan and northern Uganda. This form of enslavement has particularly affected women and children.

In the Sudanese conflict, when villages have been raided, women have been taken for domestic and sexual enslavement and children have often been recruited as child soldiers. Over a 20-year period the armed rebels of the Lord’s Resistance Army in northern Uganda abducted an estimated 30,000 children, training many to be guerrillas, and forcing them to commit human rights abuses. Others, mainly girls, were often used as sexual and domestic slaves or traded with arms dealers in Sudan (see Case Studies 11 and 12).
Child soldiers are typically treated as expendable, regularly beaten, provided with insufficient food, have little or no access to healthcare and are often forced to undertake hazardous tasks such as laying or detecting landmines. They are beaten or even killed if they attempt to escape. Across the world there may be as many as 300,000 child soldiers, some as young as 7 or 8 years old. While not all child soldiers are enslaved, all child soldiers are very vulnerable to exploitation and abuse.

**Contemporary slavery and the supply chain**

All the goods that we use, consume or wear everyday have been through a production, packaging and distribution process that begins with a grower or producer and ends with us as consumers. That process is the supply chain.

As firms try to push prices down to compete for markets, they are under pressure to use cheaper labour. Increasingly they subcontract work to those who can promise to make products at very cheap prices. That is how slavery enters the supply chain (see Products of Slavery map on page 74). Users of forced and exploited labour claim in turn that they are forced by ruthless pressures from a small number of powerful supermarkets or clothes retailers to drive the price of suppliers down.

As a result, many everyday products have a small percentage of slave labour in them, but, because supply chains are very complicated and involve many stages, it can be difficult to trace where slavery is taking place and challenge it. Companies claim that their factories are regularly inspected, but inspectors rarely check work subcontracted to out-workers in their homes.

Cases of slave labour have been documented in the production of cocoa, cotton, sugar, timber, beef, tomatoes, lettuce, apples and other fruits, shrimps and other fish products, coffee, steel, gold, tin, diamonds and other gemstones, jewellery, shoes, sporting goods, clothing, fireworks, rope, rugs, carpets, rice bricks, and tantalum – a mineral used to make mobile phones and laptop computers.

Consumer campaigns have pressured companies to be transparent about their supply chains. As a result there are now certification schemes to guarantee that certain products are free from slave labour and other forms of exploitation. The Fair Trade label is only given to companies which guarantee that they meet clear human rights standards.
in producing their goods. It certifies that no illegal child labour has been used, that producers are not working in hazardous conditions, and that workers are paid a fair wage. GoodWeave (formerly called Rugmark) is a similar certification scheme used for carpets and rugs – in an industry notorious for its use of child labour.

The cocoa industry, producing chocolate principally for the market in richer countries, has been charged with widespread use of child labour in hazardous work. It is an industry with long and complicated supply chains, which originate on many small farms. Major companies in this industry have been pressured by campaigners into supporting the International Cocoa Initiative, which aims to ensure that illegal child labour and forced labour are removed from the cocoa industry.

Is slavery different in different countries?
In richer countries fewer people are enslaved but those who are enslaved are more likely to be in forced prostitution. In poorer countries more people are enslaved but a smaller proportion are likely to be in forced prostitution compared with other forms of forced labour.

Vulnerability to contemporary slavery is closely connected with citizenship status. Many of those exploited as slaves are migrant workers whose immigration status is not secure and are therefore afraid to appeal to government officials for assistance when they encounter exploitation and abuse. Often they have migrated voluntarily, but on the basis of fraudulent information. When they reach their destination, the people or organisations that helped transport them break their promises. Workers find themselves enslaved as they are compelled to labour to pay back the loan that allowed them to travel.

Slavery in the UK today
In 2007, a study of slavery in Britain, commissioned by the Joseph Rowntree Foundation, commented, as the 200th anniversary of the legal abolition of the Transatlantic slave trade by Parliament was being marked, that “Thousands of people are working as slaves within the UK... they are working in highly exploitative conditions, have no rights, and are threatened with the fear or the reality of violence.” These people have generally been trafficked from countries experiencing poverty and hardship, war and
upheaval. They have been persuaded to come to Britain usually on the promise of lucrative work, and pay a large fee for administration and transport to come. Once here, their employers remove their documents, subject them to violence and trap them through debt bondage in very poorly paid and often hazardous forced labour.

Many contemporary slaves in Britain work in the construction industry, fruit and vegetable picking, food packing and processing, as domestic workers, in care and nursing homes, hospitality and the restaurant trade. Increasing numbers are also found in the sex industry. In the last decade thousands of women and children have been trafficked to Britain for work as prostitutes.

In 2003, some 5,500 Filipino agency nurses were sent to the UK under false pretences. Each of them paid £5,000 as contract fees. They were forced to work 60-hour weeks to try to pay off these exorbitant fees.

The following year, 23 Chinese cockle-pickers drowned in Morecambe Bay while working. They had been brought into the country illegally, and their gangmaster took their documents away from them after they arrived. They were housed in very poor conditions, and transported in closely supervised vehicles to their place of work. They worked in appalling conditions for pitifully small wages, and had no opportunity to protest against their circumstances.
**Why is slavery continuing?**
Countries have passed laws and signed international agreements to stop slavery, but often these laws are not enforced. The authorities know it is happening but do not act vigorously to stop it. Pakistan, for example, passed laws against debt bondage slavery in 1995, but there have been no convictions, and debt bondage continues. Similar laws in India have resulted in no prison sentences and just a few paltry fines.

Many countries have tightened their laws on human trafficking but women and girls trafficked for forced prostitution continue to arrive at their destinations in Britain, other western European countries, Canada and the United States.

The US Department of State estimates that 17,500 people are brought into America each year for forced labour of different kinds, especially agricultural work, prostitution, domestic service or sweatshop labour. The richest and most powerful country on the planet has proved unable or unwilling to effectively challenge this process.

**Public awareness and social action**
Anti-slavery campaigners argue that increased public awareness and education are needed, as well as government action to enforce anti-slavery laws. They also state that those escaping slavery need economic, practical and psychological support to stop them from falling back into slavery. Just as in the 19th century, former slaves who have been successfully rehabilitated can be powerful campaigners against contemporary slavery.

Today’s slavery is often hidden from view. Many ordinary people may not realise that it is continuing at all, let alone where it continues or how. But when people are armed with this information they can attempt to make a difference through campaigning. When school students become aware of what is happening to others their own age they may be motivated to contribute their own campaigning ideas to help today’s slaves win their freedom.
4. Outlawing slavery: international conventions and human rights legislation

Although the Transatlantic slave trade was made illegal in the 19th century, it was acknowledged that many forms of slavery persisted, so new laws against 20th century slavery were needed. Below is a timeline of the main pieces of international and regional legislation against slavery that have been adopted in the last 100 years. The actual wording of many of the conventions listed below can be found on the website of Human Rights Education Associates:

www.hrea.org/index.php?doc_id=430#instruments

Timeline of legislation against contemporary slavery

1926  **League of Nations Slavery Convention**
Obligated governments “to prevent and suppress the slave trade”, and also recognized a need “to prevent forced labour from developing into conditions analogous to slavery”.

1930  **ILO Forced Labour Convention**
Defined forced labour as “all work or service which is exacted from any person under the menace of any penalty” which has not been offered voluntarily.

1948  **Universal Declaration of Human Rights (Article 4)**
States: “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.”

1949  **UN Convention for the Suppression of the Traffic in Persons and of the Exploitation of the Prostitution of Others**
Seeks to prevent commercial sexual exploitation through prostitution.

States: “No one shall be held in slavery or servitude,“ and ”No one shall be required to perform forced or compulsory labour.” It excludes “work required to be done in the ordinary course of detention”.

1953  **UN Protocol Amending the Slavery Convention signed at Geneva on 25 September 1926**

1956  **UN Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery**
Defines and legislates against a number of practices and institutions that are considered similar to slavery, most notably bonded labour, serfdom, forced marriage, and the transfer of children for the purposes of exploitation.
1957  **ILO Convention (No. 105) Concerning the Abolition of Forced Labour**
Obliges governments to suppress “any form of forced or compulsory labour”.

States: “No one shall be subject to slavery or to involuntary servitude, which are prohibited in all their forms, as are the slave trade and traffic in women,” and “No one shall be required to perform forced or compulsory labour.” Like the 1950 European Convention, it also excludes work in situations of detention.

States: “All forms of exploitation and degradation of man, particularly slavery, slave trade, torture, cruel, inhuman or degrading punishment and treatment shall be prohibited.”

1989  **UN Convention on the Rights of the Child (Articles 34 and 35)**
Protects children from all forms of sexual exploitation, including exploitation in prostitution and pornography, and prohibits the abduction, sale and trafficking of children.

1998  **Rome Statute of the International Criminal Court**
Established the International Criminal Court in the Hague, which has jurisdiction with respect to genocide, crimes against humanity, war crimes, and the crime of enslavement.

1999  **ILO Convention (182) Concerning the Prohibition and Immediate Action for the Elimination of the Worst Forms of Child Labour**
Addresses the difficulty in distinguishing between excessive and exploitative forms of child labour and identifies the “worst forms”, such as slavery, debt bondage, forced labour, recruitment for armed forces, prostitution and drug trafficking.

2000  **UN Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children (part of the 2000 UN Convention Against Transnational Organized Crime)**
Commits states to prevent and combat trafficking in persons, to protect and assist victims of trafficking and to promote co-operation among states in order to meet those objectives.

2005  **Council of Europe Convention on Action against Trafficking in Human Beings**
Aims at preventing and combating trafficking in human beings, while guaranteeing gender equality. Also aims at protecting and assisting victims and witnesses, to ensure effective investigation and prosecution, while promoting international cooperation against human trafficking.

2011  **ILO Domestic Workers’ Convention**
Works to protect adult and child domestic workers from exploitation in private homes.

2014  **UK Modern Slavery Bill**
UK government introduces Modern Slavery Bill to Parliament.
5. Combating contemporary slavery

Until the mid-1990s, it was widely thought that slavery was a thing of the past. This complacent belief has now been challenged by human rights campaigners, who have helped people understand that forms of contemporary slavery still exist. More than 100 governments have recently drafted new anti-slavery laws - especially concerning human trafficking. Non-Governmental Organisations (NGOs), especially in the global south, where more victims of contemporary slavery live, have been particularly active in raising these issues. And more longstanding NGOs, such as Amnesty International and Human Rights Watch, have highlighted instances of contemporary slavery within their broader work on human rights issues around the world.

From yesterday’s abolitionists...
Historical opposition to slavery came from two main sources: enslaved Africans and abolitionists (people who were not enslaved but were committed to ending slavery). Despite the dangers involved for the slaves, there were many slave revolts on plantations and estates. Some slaves escaped and established independent communities outside European control. Others took up arms and secured their freedom on the battlefield. Wherever slavery came to an end, both slaves and former slaves were central to the story.

Transatlantic slavery was a system for acquiring and sustaining colonies, strengthening empire, and building industrial strength in the home country. This meant that abolitionists were taking on powerful economic interests. Slave owners claimed that slavery was both morally and religiously justified. But the pressure from the abolitionist campaign eventually succeeded, and lawmakers acted to outlaw slavery.

The movement exposing and opposing slavery used many strategies and tactics.
• Ex-slaves gave powerful testimony in speeches and writings, making the case against slavery
• Abolitionists wrote articles and pamphlets, and gave sermons and lectures against slavery
• People signed petitions calling for an end to slavery
• People boycotted goods made by slave labour, such as the 300,000 people who joined a boycott of sugar grown on plantations using slave labour. Pamphlets encouraged the public to buy sugar made by free labour instead
Objects featuring the image of a kneeling, chained, enslaved African were bought by women and used in bracelets and hairpins to publicise their support for the cause.

In America, “underground railroad” activists helped spirit escaped slaves to safety and assisted them in rebuilding their lives. Some opponents of slavery allowed their homes to be used as “stations” - places of refuge for escaped slaves where they could get food, shelter and money. Some others operated as “conductors”, using covered wagons or carts with false bottoms to carry slaves undetected between stations.

**...to today’s campaigners**

Activists campaigning against modern slavery have developed up-to-date versions of these tactics such as newspaper and web articles, reports, books with modern testimony of enslaved people, films, petitions and protests.

Anti-Slavery International recently launched a campaign on “Cotton Crimes” - attempting to end the use of child slave labour in the Uzbekistan cotton industry. Uzbekistan is the third biggest exporter of cotton in the world but uses forced child labour during the three month cotton harvest. Most Uzbek cotton is sold to the European market. Its campaigning tactics include a Europe-wide petition, organising letter writing to Members of the European Parliament, and letters for shoppers to write to retailers to ascertain whether or not they are selling products using cotton produced by slave labour.

Another campaign led by Anti-Slavery International is called “Home Alone”, which aims to inform the wider public about the situation of domestic workers, many of whom endure contemporary slavery, in order to challenge these practices. The campaign educates people about the issues through fact sheets and posters, and through film clips in which domestic workers share their stories.

The Fairtrade Foundation and GoodWeave are examples of campaigns where consumers are encouraged to use their power to deny profits to those using slave labour. Plantations seeking a fair trade label for their products must guarantee that no forced or child labour is used in making them. Activists in Britain and other countries campaign to win “Fairtrade Town” status for their local area, and use an annual campaigning period called “Fairtrade Fortnight” as a major focus for their work to educate and influence consumers.

GoodWeave provides certification for products of South Asia’s handmade rug industry. Millions of such rugs are sold to the European and American markets. The GoodWeave label guarantees that no illegal child labour has been used in the product.

There are also direct action movements and legal campaigners such as the Bonded Labour Liberation Front and Bachpan Bachao Andolan who attempt to liberate contemporary slaves from places where they are held, and support them to rebuild their lives. They combine secret operations – “raids” – to free children from illegal labour, with public campaigning through lobbying and demonstrations.

Just as in previous centuries, the powerful voices of those who are or have themselves been enslaved are inspiring campaigns for justice. Many individuals who have achieved freedom from contemporary slavery have set up or joined support groups and campaigning organisations to help win freedom and dignity for those who continue to be enslaved.
Children carrying bricks, Bangladesh, 2009.

Left top: Trafficking survivor in Nepal distributing cartoons in a village to help vulnerable, often illiterate, girls avoid traffickers.

Left bottom: Activist, James Kofi Annan, sold as a child into slavery in Ghana, along side Desmond Tutu at the Freedom Awards in Los Angeles, 2008.
In this section there are five structured lesson plans: two for upper Key Stage 2 (ages 10-11), and three for Key Stage 3 (ages 12-14). These plans have been developed to support the general goals of the Citizenship Curriculum, which are to provide students with “knowledge, skills and understanding to prepare them to play a full and active part in society”, to have an understanding of “how laws are made and upheld”, and to enable them to “explore political and social issues critically”.

Schools are also expected to promote students’ “spiritual, moral, cultural … development”. These lesson plans address several moral issues about human rights and children’s rights, obligations to others, and fair and unfair treatment.

The aims of the lessons set out below are to give students access to knowledge about contemporary slavery, to encourage them to debate the issues so they can form their own attitudes and express their own opinions, bring their values to bear on such discussions, and develop their skills in planning social action.

The lesson plans are aimed at mixed ability classes and are designed to be interactive. Some of them use worksheets and some use individual case studies, both of which you will find in the section entitled “Teaching resources: worksheets and case studies”. The lessons encourage all pupils to participate, working in pairs and groups, and also provide opportunities for them to make and justify individual statements. Use your judgement as a teacher to adapt and differentiate the plans as necessary to suit the needs and strengths of your class. Within the plans for both Key Stages, active citizenship is emphasised. Pupils are encouraged to plan meaningful action for social change.

The lessons have been designed on the assumption that a session will be roughly one hour but you may need to adapt the lessons to meet your time constraints. If so, please prioritise and ensure that you allot sufficient time to the most important aspects.

Teachers may wish to build on these lesson plans to undertake additional sessions on this topic in other curriculum areas such as English, Geography, Religious Education and Art.
7. Lesson plans

Key Stage 2 Lesson 1

Objectives/desired outcomes for students:
• to think about their hopes and plans for their working lives.
• to develop an understanding of fair treatment at work.
• to know that some workers today endure forms of slavery and some contemporary slaves are children.

Resources needed:
• Photocopied Worksheets: 2.1.1; 2.1.2.
• Case study 1 – Rambho (India).
• Photos of child labourers.

Key vocabulary: exploitation, labour, slavery.

Introduction:
Explain that during the next two lessons students will be finding out about fairness and unfairness in jobs that people do.

Model the following questions with one or two students:
• What kind of job would you like when you are older? Why?
• What would be the best things about this job?
• What would be the biggest challenge?
• What would you worry about on your first day in your job?

Hand out Worksheet 2.1.1 so that students can interview each other about their work plans for when they are adults.

Ask for sample answers. Then ask:
“What would you do if, at the end of your first week, you really didn’t like your job?” Record the answers.

Activities
1. Pyramid ranking
Introduce Worksheet 2.1.2.
Explain the idea of pyramid ranking if the class has not encountered it before (ordering preferences in a pyramid shape with strongest preferences at the top).

Organise the students into pairs or groups and give each pair/group a sheet. (Groups of three work well as they have a built-in majority for decision-making.)
Explain that on the sheet there are six boxes/bricks. Each one describes something that should make them feel happy and satisfied in their job. Ask them to think about how they would order them by preference in a pyramid.

When the groups have completed the task, ask each group to compare their pyramids with those of another group. Then ask the groups to report back on the top three bricks of their pyramids – to see if there is a class consensus on which aspects of working life are most important. (Record these preferences – it does not matter if there is no consensus but a pattern may emerge.)

2. Case study
Introduce and read the Case Study 1 – Rambho (India). Explain that it is a true story that happened a few years ago. Ask the class to identify which of their pyramid bricks apply to Rambho’s situation.

Ask which words they would use to describe Rambho’s working situation and record them.

If the word “slave” or “slavery” is not said, introduce “slavery” and ask them to discuss with a talk-partner what it means and whether they think slavery still exists.

3. Responding to statements
These statements are designed to encourage debate about exploitative relationships between adults and children; between employers and workers; and to highlight issues of children’s rights.

Ask the students to imagine an invisible line in the classroom* which runs through five points: strongly agree; agree; not sure; disagree; strongly disagree. Read the following statements and ask the students to stand on that line. After each statement ask two students standing at different points to explain to the class why they are standing at that particular position. (The following statements use the term “employer” for boss. If the pupils are more familiar with the term “boss”, use that.)

* An alternative in restricted classroom space is for students to remain seated and show their opinions through actions:
  - Strongly agree = both thumbs up
  - Agree = one thumb up
  - Not sure = arms folded
  - Disagree = one thumb down
  - Strongly disagree = two thumbs down
**Statements:**
- Parents have the right to ask children to do housework.
- Children aged 14 should be allowed to leave school and go to work.
- You should refuse to do dangerous work even if your employer offers you more money to do it.
- If you have worked for eight hours but still have a task to finish, your employer has the right to make you work overtime.
- If your employer mistreats a fellow worker, you should speak out even though your employer might be angry with you.

**Plenary**
Ask the pupils to comment on the activities and learning they have done in this lesson.

Provide additional brief examples of contemporary child slavery (from the background information or case studies). Return to the question asked near the beginning of the lesson: “What would you do if, at the end of your first week, you really didn’t like the job?” - and explain that a key feature of contemporary slavery is that people cannot leave their job.

Ask the students for their reactions and to suggest what could or should be done about child slavery.

**Homework/further research**
Write prose, a poem, or make an annotated drawing or poster about what could or should be done about child slavery?
Objectives/desired outcomes for students:
- to know what a supply chain is (see page 20).
- to know that slavery is part of the supply chain for some familiar everyday goods and to understand how this occurs.
- to consider the barriers to doing something to challenge it.
- to plan a campaign to remove slavery from the supply chain.

Resources needed
Worksheet 2.2.1 about an invented product.
Worksheet 2.2.2 about planning a campaign.

Key vocabulary: campaign, labour, product, supply chain.

Introduction to lesson
Recap what was discussed and learnt from previous session. Ask pupils to suggest what kinds of goods might have been made from slave labour (from examples given in the plenary last time).

Explain what a supply chain is by using the example of how a banana gets to the supermarket/shop from the tree. Outline the different steps: growing, harvesting, packing, shipping, importing, storing at wholesalers for packaging, supplying to supermarkets/shops, and show that there are several “middle-persons” between the producer and the seller.

Discuss how and why slavery might be involved in part of the supply chain for a product. (Supermarkets compete with each other to offer lower prices and try to buy products more cheaply; slave labour may be involved in growing, harvesting or packing. See pages 20-21.)
Activities:
Explain that in recent years it has been found out that slavery is involved in some parts of the chocolate industry.

Hand out sheet 2.2.1 with a (fictional) blog about a (fictional) new chocolate bar that a journalist has discovered used slave labour. (Let the students discover this in their independent reading of the blog.)

Ask the students to read the sheet about this fictional product and discuss it with their “talk partners”. After they have talked to each other, find out what questions they would like to ask or what comments they wish to make.

Explain that you want the class to do something about the child slavery involved in making this chocolate bar. You would like them to plan a campaign.

Discuss what a campaign is. Ask them about campaigns they know of in their local area, or something they have campaigned for through the School Council.

Split the class into groups and give each group a copy of sheet 2.2.2 which gives them a campaign toolkit with prompts to help them plan their campaign.

Give the students a set time to spend in groups planning their campaign and explain that they will be reporting back to the class with their plan for their campaign. Encourage each group to appoint a scribe and a timekeeper and one or two students to report back. (Once they have completed their toolkit, they may wish to illustrate key elements of their campaign on a larger piece of paper.)

Plenary
Groups share their ideas for campaigns, and other students comment on what they like about other groups’ campaigns.

Tell the class about some real campaigns – such as fair-trade labels (refer to fair-trade bananas which ensure that no illegal child labour has been involved), GoodWeave (see p28), and the International Cocoa Initiative (see p21).

Homework/further research
Write a letter to a fictional newspaper or make a campaign poster for the campaign against slave labour in “Supermunch Chocolate”.

Contemporary Slavery Teachers’ Resource  35
Key Stage 3 Lesson 1

Objectives/desired outcomes for students:
- To consider their aspirations for their working life.
- To develop an understanding of fair treatment at work.
- To know that some workers today endure forms of slavery and that some contemporary slaves are children.
- To consider which kinds of child labour might be slavery.

Resources needed
Worksheets 3.1.1; 3.1.2.
Case Study 6 – Seba (France).

Key vocabulary: child labour, exploitation, rights, remuneration.

Introduction to lesson
Explain that during a series of three lessons students will be finding out about fairness and unfairness in jobs people do, and exploring issues of rights and exploitation at work, here in Britain and around the world.

Ask the students to think about:
- What kind of job would you like when you are older? Why?
- What would be the best things about this job?
- What would be the biggest challenge?
- What would you worry about on your first day in your job?

Hand out cards (Worksheet 3.1.1) so that students can interview each other in pairs about their work plans for when they are adults.

Ask for some sample answers, then ask:
“What would you do if at the end of your first week you really didn’t like the job?” and record the answers. (Retain this information to refer back to in Lesson 2.)
Activities
1. Pyramid ranking
Introduce Worksheet 3.1.2.
Organise the students into pairs or groups and give each pair/group a sheet.
(Groups of three work well as they have a built-in majority for decision-making.)

Explain that on the sheet there are 10 boxes/bricks. Each one describes something that should make them feel happy and satisfied in their job. Ask them to think about how they would order them by preference in a pyramid (1-2-2-3-3-4-4-4-4-4).

When the groups have completed the task, ask each group to compare their pyramids with those of another group. Then ask the groups to report back on the top three bricks of their pyramids – to see if there is a class consensus on which aspects of working life are most important. (Record these preferences – it does not matter if there is no consensus but a pattern may emerge.)

2. Case study
Introduce Case Study 6 – Seba (France) and explain that it is a true story that happened a few years ago. Ask the class to identify which of their pyramid bricks apply to this worker (or go through each brick and compare Seba’s situation).

Ask which words they would use to describe Seba’s working situation and record them.

If the word “slave” or “slavery” is not said, introduce “slavery” and ask them to discuss in a group what it means and whether they think slavery still exists. Ask groups to discuss whether slavery describes Seba’s situation and to provide evidence to back up their conclusion.

Explain that slavery often refers to the experience of people taken from Africa between the 16th - 19th centuries who worked for no remuneration on plantations and estates in the Americas and the Caribbean and that this slavery was outlawed in the 19th century. But there are work situations today that people describe as slavery, and some of them affect children.

Ask for any comments on that statement.
3. Responding to statements

These statements are designed to encourage debate about exploitative relationships between adults and children; between employers and workers; and to highlight issues of children’s rights. (The following statements use the term “employer” for boss. If the pupils are more familiar with the term “boss”, use that.)

Ask the students to imagine an invisible line in the classroom which runs through five points: strongly agree; agree; not sure; disagree; strongly disagree. Read the following statements and ask the students to stand on that line. After each statement ask two students standing at different points to explain to the class why they are standing at that particular position.

- Parents have a right to ask their children to do some housework.
- Parents are entitled to ask children to do an hour’s housework every day.
- People should always be able to talk to each other while they are working.
- If you have worked for eight hours but still have a task to finish, your employer has the right to make you work overtime.
- People who work for someone else will always be exploited.
- If you see a fellow worker being mistreated by your employer, you should speak out, even though your employer might be angry with you.
- Children aged 14 should be allowed to leave school and go to work.
- You should refuse to do dangerous work, even if your employer offers you more money to do it.
- Exploitation and slavery are the same thing.

* For an alternative in restricted class space, see p32.

Plenary

Ask the students to comment on the activities and learning they have done in this lesson. Ask if they can think of some kinds of child labour that would not be slavery, and where the line should be drawn between them.

Homework/further research

Explain that there are pieces of human rights legislation that relate to these issues. Ask the pupils to do some research about the UN Convention on the Rights of the Child.
Key Stage 3 Lesson 2

Objectives/desired outcomes for students:

• to know about different kinds of contemporary slavery and identify common features.
• to know that there have been national laws and international conventions to challenge contemporary slavery.
• to consider why slavery continues when there are laws against it.

Resources needed
Case studies with questions/discussion points.
Worksheet 3.2.1: Contemporary slavery is...
Worksheet 3.2.2: A summary of human rights/children’s rights conventions regarding child labour/slavery.

Key vocabulary: case study, slavery, violated.

Introduction
Recap from the previous session. Ask what they learned and whether there are any issues they would like clarified.

Ask students to work in groups and come up with a sentence about what they think it means to be a slave. Share the sentences that groups come up with and record their answers.

Activities
1. Case studies - reading and discussion
Remind the students that the previous class included a case study on what has been described as contemporary slavery. Explain that in this lesson they will be given other true case studies to help them identify the features of contemporary slavery.

Split the class into four groups. Give each group a case study (choose four from the case studies with the relevant questions and discussion points on pages 52-63). Each group will need to appoint a scribe, a timekeeper and someone as the main narrator to report back. Give each group a set time to read the case study, answer the questions, discuss, and prepare a short presentation for the other groups about their case study.
2. Presentation and audience questions
Each group should make a presentation in their own words about their case, for up to five minutes (the presentation can include drama, art and so on). After each presentation invite and encourage students in the audience to ask questions or make comments.

3. Group discussion
Ask the students to identify some common features of contemporary slavery, having heard the case studies, and record them on Worksheet 3.2.1.

After groups have written a few statements, ask them to compare theirs with another group to identify common statements - and attempt to reach a definition of contemporary slavery agreed by the class.

Refer back to responses in Lesson 1 to the question about what they would do at the end of their first week in a job if they didn’t like it. Emphasise that a slave cannot simply leave and seek another job.

Plenary
Explain that all countries in the world have passed laws against slavery but some types of slavery continue. Explain that countries have tried to develop a common approach to contemporary slavery through the United Nations.

Distribute Worksheet 3.2.2 which summarises points from human rights legislation and ask groups to consider how these rights were violated in the case they studied.

Explain that human rights laws and conventions came about because people campaigned for them, and that the focus of the next lesson will be on campaigning against contemporary slavery. Introduce the homework/research task.

Homework/further research
Find out how abolitionists campaigned against Transatlantic slavery and think about which of their ways of campaigning could apply today.
Key Stage 3 Lesson 3

Objectives/desired outcomes for students:
• To know about the tactics abolitionists used to campaign against historical slavery.
• To consider who an effective campaign about contemporary slavery would need to influence and how.
• To develop a plan for a campaign against an aspect of contemporary slavery.

Resources needed
Worksheet 3.3.1: The campaign toolkit.
Case studies used in Key Stage 3 lesson 2.

Key vocabulary: campaign, protest, abolitionist, slogan, toolkit.

Introduction
Recap last session. Ask some pupils to state what they learned. Explain that the people who campaigned to end slavery in the 1800s and 1900s were called “abolitionists” and that today the students will become 21st century anti-slavery activists or campaigners.

Ask the students to discuss in groups:
• What is a campaign?
• What does it mean to campaign?
• What is the difference between a protest and a campaign?

Share the answers and emphasise that a protest is usually a one-off action but a campaign is a planned series of steps to try to achieve specific change.

Ask the students to share information about campaigns they have been aware of, for example, in the local area, or a campaign by the school council. Explain that today they will create a campaign.

Remind the students of the homework/research task and ask them to share what they have learned about abolitionists’ campaigns against Transatlantic slavery. (If they have been unable to get this information give them some examples from the list on pages 27-28.)
Activities
Ask the students to discuss in groups:
How would the abolitionists have campaigned if they had access to today’s technology? What activities would they have done as part of their campaign? Share ideas from groups with the whole class.

Explain to the class that they are going to plan a campaign against contemporary slavery and that their campaign will focus on one of the case studies presented in the last lesson (they may decide to focus on the one they studied or on one presented by a different group).

Introduce the Worksheet 3.3.1 (Campaign Toolkit) and its key questions.

Each group uses the toolkit to plan its campaign.

Each group presents its campaign plan, slogan and activities. (They may wish to illustrate their campaign on a larger piece of paper for their presentation.)

Plenary
After all the groups have made their presentations ask them to reflect on what they liked about another group’s campaign, what its strengths were and what they might take from it into their own campaigns.

Provide information on existing campaigns against slavery that they may wish to support.
8. Teaching resources: worksheets and case studies

Photocopy these sheets before the lessons as necessary.
Worksheet 2.1.1/3.1.1

Interview cards: Ask your partner

• What kind of job would you like when you are older? Why?

• What would be the best things about this job?

• What would be the biggest challenge?

• What would you worry about on your first day in your job?
**Worksheet 2.1.2**

**Pyramid ranking: your job**

Cut out the bricks below and arrange them in the shape of a pyramid according to which bricks you think are the most important (1-2-2-3-3-3).

<table>
<thead>
<tr>
<th>You are paid well for your work</th>
<th>You can complain if the work is too difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>You are free to leave and look for another job</td>
<td>You are praised for doing well</td>
</tr>
<tr>
<td>You are not using dangerous materials</td>
<td>Your working day is not more than 8 hours long</td>
</tr>
</tbody>
</table>
David’s blog

Not so Sweet!
Everyone seems to be talking about the new Supermunch chocolate bar that you can find in every shop and supermarket. It is delicious! Really smooth and tasty! Yummy! And what is even better it is bigger and cheaper than the other chocolate bars I used to eat.

But Supermunch might not be so super after all. When I visited a friend on my big trip to West Africa last month our car broke down near a farm. I saw lots of workers on the farm but they were very young. I mean really young, like 9 or 10 years old, and some of them seemed to be carrying really heavy loads that looked heavier than them!

I wanted to ask them some questions and luckily my friend translated. I asked them why they weren’t at school. They said their parents couldn’t afford to send them, so they were sent to work on the farm instead, 7 days a week for 11 or 12 hours a day, and even though they only earned a little bit of money that was better than nothing. I noticed some children were carrying some big dangerous knives – machetes – which they were using to harvest the crops. I found out they were also using other dangerous things like pesticides to keep the insects away from the crops. The children using the pesticides didn’t even have any protective clothing.

We took a closer look to see what they were growing. It was cocoa, which is used to make chocolate. And you know I like chocolate! I asked the children if they ever get fed up with the work and want to get away. They said yes but they were frightened of running away because some other children who had tried to were captured and beaten up and are back working on the farm again.

As we left, they said to me “Don’t worry – we’ll be OK”. We went, but I know they won’t be OK. My friend and I did some investigating to find where the cocoa went from this farm. It got sold on several times but we found out that this cocoa eventually turned into… those ever so smooth and tasty Supermunch bars!

Now every time I see one of those bars I keep seeing those children – like slaves – on the farm. I want to do something about it.
Worksheet 2.2.2

To help your campaign against child slavery in Supermunch chocolate bars...

What is your BIG idea? What do you want to say?

Can you sum it up in a short phrase or a catchy slogan?

Write down three things you want to tell people about Supermunch bars:

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•
•

Who do you want to tell?

How are you going to tell them?

What are you planning to do about it? What will be the first thing you do?
What will be the second thing?

How will people show they support you? Will they wear a badge, a wristband, or make a poster or do something else?
### Worksheet 3.1.2

**Pyramid ranking: your job**
Cut out the bricks below and arrange them in the shape of a pyramid according to which bricks you think are the most important (1-2-2-3-3-3-4-4-4-4).

<table>
<thead>
<tr>
<th>You are paid well for your work</th>
<th>You can complain if the work is too difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have friendly workmates</td>
<td>Your working day is not more than 8 hours long</td>
</tr>
<tr>
<td>You are not using dangerous materials</td>
<td>You are praised for doing well</td>
</tr>
<tr>
<td>The work is interesting, not boring or repetitive</td>
<td>You are free to leave and look for another job</td>
</tr>
<tr>
<td>You have lunch breaks and tea breaks</td>
<td>You might get promoted</td>
</tr>
</tbody>
</table>
Worksheet 3.2.1 Defining slavery

Contemporary Slavery is...

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Contemporary Slavery is...

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These documents have been agreed by nearly every country in the world.

Which of these rights does the person in your case study have?

Which ones are they prevented from having? (Which of their rights are violated?)

The Universal Declaration of Human Rights (1948) says that:

- Everyone has the right to life, liberty and security of person.
- No one shall be held in slavery or servitude.
- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

The Convention on the Rights of the Child (1989) says that children have the right:

- to freedom of expression.
- to enjoyment of the highest attainable standard of health.
- to education.
- to rest and leisure and to engage in play.
- to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health.
Worksheet 3.3.1

Campaign toolkit

What is your BIG idea? What do you want to say about your case study?

Can you sum it up in a short phrase or a catchy slogan?

Write down three important things you want to tell people about your case study

•

•

•

Who do you need to tell to make a difference?

How are you going to tell them?

How will you get support from your friends, family and community?

How will people show they support you? Will they wear a badge with a logo, a wristband, or display a poster, or do something else?

What are you planning to do about it? What will be the first thing you do? What will be the second thing?
9. Case studies/testimonies

Child slavery

Some very poor families in India and Pakistan are lured into handing over their children to work in the carpet industry. The employers promise to provide work and education for the children, and say that the children—mostly boys—will be able to send money home to their families. Once they arrive at the workplace, though, the boys are forced to work for no pay, for 10-19 hours a day, six or seven days a week.

Case study 1. Rambho (India 2004)

Rambho is 11 years old. He used to play with his friends who lived near their home, but his family were very poor, and they were persuaded to hand him over to an employer for a small sum of money. Once he was in their hands, he was trapped. He was treated badly by the employers and had to work for 19 hours a day weaving carpets on a loom. He was released by an organisation called Bal Vikas Ashram which helps and cares for liberated children, and teaches them how to protect themselves before they go back to their villages.

This is Rambho’s story:

The owner of the loom came one day to my house and gave 700 rupees (about £10) for me. They told my parents that they were going to educate me and make me do some work. I didn’t want to go but there was no money at home for food, so my mother told me to go.

After two days I reached the loom and they told me to learn how to use it. If I made any mistake, the loom owner used to beat me with a stick. I kept asking the loom owner when I would go to school, and he kept telling me: “There is no school for you. You will spend time weaving carpets.”

I used to work from four in the morning till 11 in the night. I wasn’t allowed to play. All we did during the day was weave carpets, eat food, and go to sleep. I was there for one year.

The owner used to tell us: “If the police ever come, run away before they can catch you.” So I knew that when the police came I’d be taken away from there. When I saw them coming I was very happy. As soon as they came, the owner and his father and his brother and all the other people ran away. About 10 of us were surrounded by the police. Six of us ran away but four of us were brought to the Ashram. When I came here I liked it because you get time to eat, you get time to play, to study. I like studying the most.

I haven’t seen my mother for 13 months and I miss my family a lot. My father has passed away. I want to help my mother find a house. I want to go to my village and be a guard there. And I won’t let anybody go to the looms, even by mistake. I’ll tell them: if the children make any mistakes they beat them up. I won’t let them go there.

Questions and discussion points

- What do you feel about Rambho’s parents?
- Why did the loom owner beat Rambho?
- Why do you think the loom owner took Rambho to work at a place two days away from his home?
- How do you think the Ashram made Rambho feel?
- What would you like to ask or say to Rambho?
Case study 2. Rama (India 2004)
Rama’s family were convinced by promises of education and other facilities to let the carpet factory owners take their son to work on a loom as a carpet maker. Once he was in their hands, though, he was forced to work day and night, and their promises turned out to be lies. Rama managed to run away. The loom owners came after him but he managed to get away and after receiving support from Bal Vikas Ashram, which cares for liberated children, he has been helped to start building a new life for himself.

This is Rama’s story:
Before I was taken I did not go to school. I would take the cattle of my neighbours for grazing. I would have fun. We would go in a large group of boys. We would just let the cattle graze while we had fun. In the village I had five brothers, my mother and my sister. I was in the village when a man came and offered food, clothing, shelter and money. My parents sent me even though I didn’t want to go. I didn’t know what was happening to me - where I would land up. I was very scared. The journey took a long time. I didn’t know how to weave but I was taught by being beaten up repeatedly – they beat me up each time I made a mistake.

One morning something snapped. I took my blanket and ran for my life. I jumped on a tractor and it took me to a place I didn’t know. A woman sheltered me for the night and sent me to her father’s house. The owners of the loom chased me. I was lucky. The loom owner actually came to the house but didn’t see me.

I can read now a little bit. When I do go back home, I intend to enrol in school and learn a whole lot more. The happiness and joy that I have found at the Ashram may never come again. Now there are no thoughts about running away in my mind. The work I do here I want to continue when I go home. I want to work as an electrician. I want to tell the government that these kids exist. It’s time for you to take these children out of the looms. And it’s not so difficult. All you need to do is surround the loom on all sides, come in and take the children. That’s all you have to do.

Questions and discussion points
• Why do you think the loom owner beat Rama when he made mistakes?
• Why is Rama angry at the government?
• How did the Bal Vikas Ashram help Rama?
• What would you like to say to Rama?
Forced labour

Isolated, poor or homeless elderly people can become victims of local “mafia” gangs, especially those that target vulnerable people for enslavement and exploitation.

Case study 3. Frank (Hungary 2010)
A 69-year-old Hungarian man known as “Uncle Frank” was sold by his son-in-law for 40,000 Forints (approximately £125) to a family who held him for three years on a farm.

This is Frank’s story.
I had to feed nine horses and do farm work. My home was the barn. I was given leftovers to eat once or twice a day. Sometimes I was unable to eat anything because the family’s children would mix sand into my food. If I went into the city I was accompanied by two of my captors to stop me from escaping. I was assaulted several times. The farm owners stole my pension and my car.

I was finally able to escape when a police identity check on the car revealed that it belonged to me. The police found me living in the barn and informed the local mayor’s office about their suspicions. Social workers decided to investigate the situation and during their visit, when my owners were not listening, I asked for help. I was given shelter by Hungarian Interchurch Aid who are now helping me to learn how to live in normal society again.

I’m still afraid of the farm owners, and I haven’t decided yet whether to take legal action against them, so they might get away with it.

Questions and discussion points
• What words would you use to describe the way Frank was treated?
• What made it difficult for him to challenge his situation?
• How do you think he felt about his captors?
• Why is he still afraid of the farm owners now that he is free?
Contract slavery

In contract slavery people are usually recruited for jobs in factories and workshops far from where they live, and sometimes in other countries, but when they arrive they find they have been deceived, and are enslaved.

Case study 4. Vi (American Samoa, 2001)

Vi is Vietnamese. She signed a contract with a company that said it would take her to the USA to work, promising her a salary of $408 (about £260) a month. She borrowed $6,000 (nearly £4,000) which she paid to the company to take her to America and arrange for her to get the job.

But they didn’t take her to America. Instead she found herself in American Samoa, a group of islands in the South Pacific. When she landed, her passport was confiscated and she had to work at a factory making clothes from 7 o’clock in the morning until 2 o’clock the next morning, seven days a week, without pay.

Eventually the workers found lawyers who would help them take the factory owner to court for trafficking and enslaving people, and Vi was taken to the USA. But she is still paying off her debt.

This is Vi’s story:

We were taken to American Samoa and not the United States. As soon as we landed, our passports were confiscated. At a Daewoosa shop, I had to work from 7am to 2am and sometimes to 7am the next day, and also on Saturdays and Sundays, without pay. Meals at Daewoosa consisted of a few cabbage leaves, and potatoes cooked with a lot of water. We planted some vegetables to supplement our meals, but Mr Lee, the President of Daewoosa, destroyed our garden. Undernourished, I lost 35 pounds (16kg) within one year and weighed only 78 pounds (35kg).

There was no ventilation. The temperature in the rooms sometimes went up to over 100 degrees. We were not allowed to step out for fresh air. The supervisor even kept count of how many times we went to the toilet. We lived 36 people in one room. Another worker and I shared one tiny bed.

Mr Lee used big American Samoan guards to terrorise us. Once, several workers staged a strike because they were not paid. He threatened that he would send these guards to short-circuit electric cables and cause a fire to kill us all.

Since my arrival in the US, I have sent every dollar earned back to Vietnam to pay my debt. However, this has barely made a dent because the interest rate is so high at 50%. My parents in Vietnam are very worried. If I’m allowed to remain in the US, I would like to go back to school because in Vietnam I had to stop schooling at seventh grade. I also wish to be reunited with my child left behind in Vietnam.

Questions and discussion points

• What were the worst things about Vi’s living conditions?
• Who do you feel more angry with – the president of Daewoosa or the supervisor? Why?
• Who was responsible for Vi’s situation?
• What would you like to ask or say to Vi?
Contract slavery

Between April 2004 and March 2006, around 10,000 migrant workers, mainly from Poland, Latvia, Lithuania and Russia, but also from Middle Eastern and African countries, arrived in Britain in the north-eastern town of Hull. There they worked mainly for gangmasters and employment agencies.

Case study 5. “Karina” (Britain, 2006)

“Karina” left her young children behind with other family members in Latvia when she came to London in her early 20s for work.

This is “Karina’s” story:

I paid a fee of £100 to an employment agency to find me a job. The agency took my passport, saying they needed to send it to the Home Office for registration. Four months later I had not received my passport back. I did not know, at that time, that the agency had never sent it off. Without my passport I felt that I couldn’t leave the agency.

They had moved me nearly 200 miles away to Hull. My accommodation was a room shared with two men I didn’t know. I worked 16-hour shifts in factories, and sometimes had to do overtime, and I wasn’t paid for that. Sometimes I had to work double shifts in factories in different towns and I slept as I was driven from one to the other. My wages were often miscalculated, so I got less than I should have. Sometimes I and other migrant workers worked two shifts but were only paid for one. The agency said they deducted money for “administration” or “transport”. If I complained about the length of the shifts or about the bad pay, they threatened that I would lose my job and accommodation. I didn’t know where to go for advice; my English was not good and I had no friends. I was trapped.

Questions and discussion points

• Why do you think the agency took “Karina’s” passport?
• Why do you think the agency found her work so far away?
• How do you think she was affected by the accommodation they provided for her?
• What would you like to ask or say to “Karina”? 
Domestic slavery

Millions of women and children are trapped in domestic labour around the world, working for long hours for little pay, and they are often treated very cruelly. Many of them are girls aged between 12 and 17 but some are as young as eight.

Case study 6. Seba (France, 1996)

When she was eight, Seba left her home country of Mali, in West Africa, for France. A couple took her with them to Paris, after promising her parents that they would educate and care for her in return for work as a nanny. But Seba was enslaved as a household servant, beaten, tortured, and forced to do domestic chores. After hearing the sounds of abuse and beating, a neighbour called the police and contacted the French Committee against Modern Slavery (CCEM), and she was freed.

This is Seba’s story:

When I came to Paris I had to work every day in the house. I did all the work: I cleaned the house, cooked the meals, cared for the children, and washed and fed the baby. Every day I started work before 7am and finished about 11pm. I never had a day off. My mistress did nothing. She slept late and then watched television or went out.

One day I told her that I wanted to go to school. She replied that she had not brought me to France to go to school but to take care of her children. I was so tired and run down. I had problems with my teeth. Sometimes my cheek would swell and the pain would be terrible. Sometimes I had stomach aches, but I still had to work. Sometimes when I was in pain I would cry, but my mistress would shout at me.

I slept on the floor in one of the children’s bedrooms; my food was their leftovers. If I took food from the refrigerator she would beat me with the broom, with kitchen tools, or whip me with an electric cable. Sometimes I would bleed; I still have marks on my body.

Once I was late going to get the children from school; my mistress and her husband were furious with me and beat me, and then threw me out on the street. I had nowhere to go, I didn’t understand anything, and I wandered on the streets. After some time her husband found me and took me back to their house. Then they beat me again with a wire attached to a broomstick until I lost consciousness.

Some time later one of the children came and untied me. I lay on the floor where they had left me for several days. The pain was terrible but no one treated my wounds. When I was able to stand I had to start work again, but after this I was always locked in the apartment.

Questions and discussion points

• What do you think was the worst aspect of how Seba was treated?
• Why do you think she wanted to go to school so badly?
• Why do you think they just fed her leftovers?
• What would you have done in Seba’s situation?
• What would you like to ask or say to Seba?
Forced labour for the state

The Chinese government has banned a religious movement called Falun Gong since 1999. Many people who practise Falun Gong have been imprisoned in camps called “laogai”, where they are made to do forced labour. There may be over 1,000 of these camps, where the prisoners are forced to work, making items that are then sold in shops in China and other countries.

Case study 7. Sam (China 2003)
Sam was arrested for writing a letter to the Chinese government to protest about how they were treating the Falun Gong. He was sent to jail for almost two months, where he lived in terribly overcrowded conditions and was forced to work for no pay.

This is Sam’s story:
In prison, I was forced to work on export products such as toys and shopping bags without pay. The cell was only about 28 square metres in size, with 20 prisoners and one toilet inside. They slept and worked in the cell.

Sometimes we were forced to work until 2am to keep up with the schedule. They only provided two meals a day (you only have meat once a week). Although you are hungry, you still need to work more than 15 hours per day. The police used a wire whip to beat you if you did not do a good job or you could not keep up with the schedule.

During this desperate time in prison, I was always wondering who gave them the business and who helped them to abuse us.

Questions and discussion points
• Why do you think the police used physical punishment?
• What do you think Sam would like to say to the people buying these products?
• Sam says: “I was always wondering who... helped them to abuse us.” Who do you think helped?
• What would you like to say to Sam?
Forced labour for the state

Case study 8. Jennifer (China 2005)
Jennifer was held in a labour camp where the prisoners were forced to do all kinds of work, some of it very heavy. This included planting grass and trees, clearing garbage, digging cellars for storing vegetables in winter, knitting sweaters, knitting cushions, making toys, producing disposable syringes and wrapping sanitised chopsticks. Most of the products were for export. One day the prison received an order for 100,000 toy rabbits. The process of making each rabbit had 30 steps.

This is Jennifer’s story:
It would take over 10 hours to make a rabbit but the fee for each one was only 20 pence. The processing fees were paid to the labour camp. We didn’t get anything. Usually we began work after getting up at five o’clock in the morning, and worked until two or three o’clock in the morning the next day. Sometimes we had to work overtime, otherwise we could not finish the job. At the busiest time, I did not dare to wash my hands after going to the toilet, in order to save a few minutes. At night, sometimes I was so exhausted that I could not even count clearly from one to nine. Yet I still had to force my eyes open to knit sweaters. Long hours of highly intensive work and severe lack of sleep made me feel, for a very long period of time, that the only thing I needed in my life was sleep.

Questions and discussion points
• Why do you think they deprived the workers of sleep?
• What would be the worst thing about working such long shifts?
• What are the different ways it might affect you?
• What would Jennifer want to say to the people buying the toy rabbits?
• What would you want to ask or say to Jennifer?
In situations of bonded labour a family member’s debt can be passed on to others, and the only way of paying it off is by working for the person it is owed to. But usually it is impossible to pay off the debt because it keeps increasing as employers charge for living expenses, equipment or fines for faulty work. Some workers do not know how the debt is calculated or how much it is. Although this system is illegal, it is common in some countries, where children aged 4-14 have to work along with their parents for up to 14 hours a day.

Case study 9. Shanti (India 2001)
Shanti is a widow who works in a quarry, carrying and breaking stones. It is backbreaking and very dangerous work, but she has inherited a debt from her husband and now she and her children are trapped, trying to pay off the money.

This is Shanti’s story:
My name is Shanti. I do not know my age. I have five children. My husband died in September or October this year, and the contractor gave me no money for his burial. The head contractor came the day before yesterday and said that he would force my 9-year-old daughter to work to repay my loans. He says I owe 8000 rupees (around £115). My husband took the loan, and now that he has died, the contractor is forcing me and my daughter to pay it back.

I have tried my best to find work somewhere else but if he does not let me go, what am I to do? He forces me to work for him. I break stones. The problem is that those big stones need to be brought out of the mountains. Some stronger person needs to do that job; my husband was doing it but now there is no one to bring those stones. So I break whatever small pieces are lying there. I break enough to earn 400 rupees (under £6) and it takes me 10 or 12 days to achieve that.

Questions and discussion points
• What is the worst aspect of Shanti’s situation?
• What would you do if you were Shanti’s daughter?
• What would you like to say to Shanti?
Forced prostitution

Case study 10 Roshini (India 2012)
Roshini is a Dalit (so-called Untouchable). Most Dalits are extremely poor and are expected to do the dirtiest jobs in society. When she was a young child, Roshini’s parents forced her to become a rag picker – these are men, women and children who rummage through city rubbish tips to find anything that can be sold. Most rag pickers are Dalits and many young girls end up as prostitutes or are trafficked into sexual slavery.

This is Roshini’s story:
I used to start work at four in the morning and would pick rubbish for about 10 to 12 hours. There were dogs on the rubbish tips, and maggots, flies, rats and crows. The rag pickers competed with each other to get a few scraps to sell. Even on a good day I earned less than £2.

Then my mother told me I wasn’t earning enough, so I was forced to sleep with men to get more money. I became a prostitute. I thought of running away. I didn’t trust my parents. How could they do such a thing to me? I was so angry. I wanted to kill them. I wanted something terrible to happen to them. When I think about it I begin to cry.

Almost two years ago, I came to the Tarika Centre to ask for help. I had counselling and learned to speak English, and went to sewing and computer classes. After 18 months, 105 of us went on stage for a graduation ceremony. My mother and father were in the audience. They said it was the proudest moment of their lives. My mother felt bad about what she had done to me and now my parents want me to study and have a good future.

I have become a sales assistant in a department store on the same street where I used to pick trash. I earn enough money to support myself and my family but I really want to help other women who have been abused. Many people took care of me and showed love to me. I want to do the same for others. That will make me happy!

Questions and discussion points
• Why are most rag pickers Dalits?
• How would you feel if you had to pick rags on a rubbish tip?
• What do you feel about Roshini’s family?
• What would you like to ask or say to Roshini?
Wartime enslavement

It has been common in wars over the centuries for prisoners to be taken and used as slave labour. This has happened both to soldiers and civilians. In the recent civil war in Sudan many ordinary people have been affected, especially young women.

Case study 11. Achai (Sudan 1999)
Soldiers came to Achai’s home. She heard their guns and, like her neighbours, tried to run away. She ran to the forest but was caught by two soldiers who made her walk for 10 days with a sack of sorghum on her head.

This is Achai’s story:
I was together with a lot of other girls. The soldiers would take them away for sexual intercourse. The leader of the soldiers, Musa, did this to me, and kept me for himself. I had to stay at his home at the army camp. It was a place where soldiers marched and learned how to prepare their guns and to shoot.

I had to do housework for Musa. I could not leave the camp. Each day he would say that he would shoot me or cut my throat if I tried to escape. I was very sad, and couldn’t help crying. He would beat me when he caught me crying. Musa used me as a concubine [a second “wife” but without being married]. I am now about five months pregnant. Musa let me go away with a trader. I think he did this because I was so sad and tearful that he didn’t want me any more.

Questions and discussion points
• What do you think Achai felt about Musa?
• What would you have done in Achai’s situation?
• Did it make a difference that she was held at an army camp?
• What were the worst things about her life with Musa?
• What would you want to say to Achai?
Wartime enslavement

Case study 12. Mary (Sudan 1999)
Mary is a Christian who lived in a town with her husband, and enjoyed going to church. When the war in Sudan made their town too dangerous, they fled and went to live in a village where they had three children, and survived by farming. When Mary was five months pregnant with her fourth child, soldiers arrived at the village. She tried to run away but they threatened to shoot her so she stopped running and five soldiers grabbed her and took her to their army camp. Eventually she was rescued.

This is Mary’s story:
They put me in a big pen with a lot of other people. I spent two days in the pen. Then, everyone had to start walking to the North, together with the cattle. I was not able to walk, so they again put me on one of the horses. It took us many days to get to Matarik. We were all divided up there. I was given to Mahmoud Abdullah. He called me Zeneib, and took me to his home nearby. He is a trader there. In his shop, he sells sugar, grain, soap and things like that.

I had to clean his house, wash clothes, cook and fetch water with the donkey. Mahmoud had four boy slaves to look after his cattle. He has two Arab wives. They were kind to me. They gave me clothes to wear. But Mahmoud was very unkind. Whenever he was unhappy with me, he would beat me. Once he wanted me to go to the Koranic school and cook for the boys there, but I refused to do it because I am a Christian. He did not force me to go there.

One day the trader Ibrahim came and took me and my baby to the forest and then brought us back to the area I came from. I am very happy to be back here. I thank everyone who helped me come back. I am sure I will be even happier when I find my husband and children. I will now return to my village and look for them.

Questions and discussion points
• Why do you think Mahmoud changed Mary’s name?
• How do you think that affected her?
• Why do you think he beat Mary?
• What do you think about Mary's refusal to go to the school?
• What would you like to say to Mary?
Country Information to support the case studies

American Samoa (case study 4)
American Samoa is the eastern part of a group of islands in the South Pacific Ocean between Hawaii and New Zealand, which came under formal American control in 1900. Its total coastline is 116km and its population is just over 67,000. American Samoa’s capital is the harbour city of Pago Pago. Around 80% of its workforce is employed in tuna canneries, the products of which are mainly supplied to America.

Britain (case study 5)
Britain is an island northwest of France bordered by the Atlantic Ocean and the North Sea. It has a population of approximately 62 million, of whom 8.6 million live in the capital city, London. Around 80% of people in Britain live in urban centres. In recent decades manufacturing industries in Britain have been declining, while service industries have grown.

China (case studies 7, 8)
China is a huge country in eastern Asia. It is rich in natural resources, including coal, iron ore, petroleum, natural gas, mercury, tin, tungsten and many more and is highly industrialised. Nearly half of its population of over 1.3 billion live in cities and towns, over 12 million in the capital, Beijing, and more than 16.5 million in Shanghai. In rural areas, many people are very poor, with 57 million people living in great poverty.

France (case study 6)
France is the largest country in Western Europe, bordered by the English Channel and the Bay of Biscay between Belgium and Spain, and bordered by the Mediterranean Sea between Spain and Italy. It has a population of just over 65 million, more than 10 million of whom live in the capital city, Paris. Around 85% of its population are urbanised. Although it has significant car, plane and electronics industries, most of its income is generated through service industries, especially tourism.

Hungary (case study 3)
Hungary is in central Europe, northwest of Romania. Nearly 70% of its citizens live in urban areas. Its capital city is Budapest. Hungary has a population of just under 10 million, and most of its working population are employed in service industries. Around 14% of Hungary’s citizens live below the poverty line.
India (case studies 1, 2, 9, 10)
India is the seventh largest country in the world. It is in southern Asia and borders the Arabian Sea and the Bay of Bengal and its capital city is New Delhi. India’s population is approaching 1.2 billion, the second highest in the world. Around 30% of its population live in urban areas. It has many modern industries although just over half of its workforce is involved in agriculture; 25% of India’s population live below the poverty line. Most of the people in slavery in India today are Dalits (so-called Untouchables).

Latvia (case study 5)
Latvia is a country in Eastern Europe bordered by the Baltic Sea between Estonia and Lithuania. It has a population of around 2.2 million, a third of whom live in the capital city, Riga. Latvia’s economy is mainly geared towards exports - timber, machinery, electronic goods and food products. Nearly 70% of Latvia’s population are urbanised.

Mali (case study 6)
Mali is a landlocked West African country, southwest of Algeria and north of Guinea and Côte d’Ivoire, which became independent in 1960. It has a population of just over 14 million, most of whom work in farming and fishing. Nearly half of Mali’s population are under the age of 15. Its capital city is Bamako and around 1.6 million of its people live there. Although its natural resources include gold and iron ore, Mali is one of the 25 poorest countries in the world.

Sudan (case studies 11, 12)
Sudan is a country in northern Africa, bordered by the Red Sea between Egypt and Eritrea. Its land covers a very large area making it the 10th largest country in the world. Its population is around 45 million, of whom around 40% are urbanised, though it also has many refugees from Ethiopia and Chad. For much of its independent existence (since 1956) Sudan’s people have been embroiled in civil wars. It has oil, textile and pharmaceutical industries but most of its population work in agriculture. In July 2011, Sudan split into two separate countries: North Sudan and South Sudan.

Vietnam (case study 4)
Vietnam is in south-eastern Asia, bordering China, Laos and Cambodia. It has a population of approximately 90 million, of whom more than 2.5 million live in the capital city, Hanoi, although more (6 million) live in Ho Chi Minh City. Around 30% of the population are urbanised. Vietnam has heavy industries such as coal and steel but also has many people employed in the food, clothing and shoe-making industries.
10. Quotations about slavery

“If I hadn’t known I was a slave until I found out I couldn’t do the things I wanted.”
Frederick Douglass

“I am not ashamed of my grandparents for having been slaves. I am only ashamed of myself for having at one time been ashamed.”
Ralph Ellison

“I think we must get rid of slavery or we must get rid of freedom.”
Ralph Waldo Emerson

“The moment the slave resolves that he will no longer be a slave, his fetters fall. Freedom and slavery are mental states.”
Mahatma Gandhi

“If slavery is not wrong, nothing is wrong.”
Abraham Lincoln

“Where Slavery is there Liberty cannot be; and where Liberty is there Slavery cannot be.”
Charles Sumner

“I had crossed the line. I was free; but there was no one to welcome me to the land of freedom. I was a stranger in a strange land.”
Harriet Tubman
10. Campaigning organisations

This is a list of some of the many organisations in different countries that are working to challenge contemporary slavery. They are included as a representative sample to aid research for further information rather than as a specific recommendation or endorsement. Links to a more extensive list of organisations, publications, websites and audio-visual materials are provided on the website supporting this resource: www.liverpoolmuseums.org.uk/ism/learning/slavery-today

**All Party Parliamentary Group on Trafficking and Modern Day Slavery**
www.humantraffickingfoundation.org/about-us/appg-human-trafficking
This is a joint body of MPs and peers which holds hearings and takes evidence. It changed its name in 2013 in recognition of the fact that human trafficking is now seen as only one of many forms of modern day slavery occurring in the UK. Others include forced labour, domestic servitude, cannabis farming, forced begging and organ sales.

**Anti-Slavery International, London, UK**
www.antislavery.org
Works at local, national and international levels to eliminate all forms of slavery around the world.

**Anti Trafficking Monitoring Group**
www.antislavery.org/english/what_we_do/trafficking/anti_trafficking_monitoring_group.aspx
A consortium of NGOs presenting evidence for the improvement of law, policy and practice in the field of trafficking for sexual purposes.
Led by Anti-Slavery International: www.antislavery.org

**Astra Anti Trafficking Action, Belgrade, Serbia**
www.astra.org.rs/eng
A Belgrade-based organisation that deals with all forms of human trafficking and all categories of survivors, focusing on prevention, education, raising public awareness, victim support and reintegration, research and networking.

**Bachpan Bachao Andolan (Save the Childhood Movement), New Delhi, India**
www.bba.org.in
Works to identify, liberate, rehabilitate and educate children in servitude through direct intervention, child and community participation, coalition building, consumer action, promoting ethical trade practices and mass mobilisation.

**Bonded Labour Liberation Front, New Delhi, India**
www.swamiagnivesh.com/aboutbmm.htm
Identifies adult bonded labour and child bonded labour/child labour, in the various sectors of the economy, liberates them from slavery and monitors their rehabilitation by the government under the laws of the country.
Child Rights Information and Documentation Centre, Lilongwe Malawi
www.cridoc.info
A non-profit making research and professional organisation, primarily concerned with creating access to information on child rights or related issues through research, documentation, ICT and other communication channels.

Dalit Freedom Network UK
www.dfn.org.uk
Helps bring freedom, hope and justice to India’s Dalits (Untouchables); specifically to bring an end to the human trafficking and slavery of Dalits, particularly women and children.

End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes, Bangkok, Thailand
www.ecpat.net
Global network of organisations and individuals working for the elimination of child prostitution, child pornography and the trafficking of children for sexual purposes.

Ethical Trading Initiative, London, UK
www.ethicaltrade.org
Alliance of companies, trade unions and voluntary organisations that work in partnership to improve the working lives of people across the globe who make or grow consumer goods.

Fairtrade Foundation, London, UK
www.fairtrade.org.uk
Independent non-profit organisation that licenses use of the Fairtrade Mark on products in the UK in accordance with internationally agreed Fairtrade standards.

Forced Labour Monitoring Group
www.forcedlabour.org
A consortium of more than 40 organisations, including policymakers, politicians, academics, researchers and NGOs working on the issue of forced labour across the UK.

Free the Slaves, Washington DC, USA
www.freetheslaves.net
Works to end slavery worldwide and believes that ending slavery is an ambitious and realisable goal and that everyone – aid organisations, consumers, individuals - has a role to play.
Gangmasters Licensing Authority, Nottingham, UK  
www.gla.gov.uk  
A British government agency set up to protect workers from exploitation in agriculture, horticulture, shellfish gathering and food processing and packaging.

GoodWeave, Manchester, UK  
www.goodweave.org.uk  
Global, not-for-profit organisation which is responsible for operating the GoodWeave certification programme internationally. It works to end illegal child labour in the rug industry and to offer educational opportunities to children in South Asia.

Human Rights Watch, offices worldwide  
www.hrw.org  
Works to protect the human rights of people around the world. It stands with victims and activists to prevent discrimination, uphold political freedom, protect people from inhumane conduct in wartime, and bring offenders to justice.

Human Trafficking Foundation  
www.humantraffickingfoundation.org  
A charitable trust that coordinates the work of many organisations working in the field of human trafficking for sexual exploitation.

International Cocoa Initiative  
www.cocoainitiative.org/en/  
Works with the cocoa industry, civil society and national governments in cocoa-producing countries to ensure a better future for children and contribute to the elimination of child labour.

International Labour Organization, Geneva, Switzerland  
www.ilo.org  
Specialist UN organisation established to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue on work-related issues.

International Organization for Migration, Geneva, Switzerland  
www.iom.int  
Intergovernmental organisation committed to the principle that humane and orderly migration benefits migrants and society.
Joseph Rowntree Foundation  
www.jrf.org.uk  
A charitable foundation that has funded substantial research on modern slavery, including the first report on contemporary slavery in the UK in 2007 (see page 21) and a major programme of research into forced labour. This can be accessed through their website.

Kalayaan Justice for Migrant Domestic Workers, London, UK  
www.kalayaan.org.uk  
The only organisation in the UK providing support services to migrant domestic workers to help them access their rights. It works with all migrant domestic workers, regardless of nationality, gender, physical ability, religion or age.

Labour Behind the Label, Bristol, UK  
www.labourbehindthelabel.org  
Supports garment workers’ efforts worldwide to improve their working conditions, through awareness raising, information provision and encouraging international solidarity between workers and consumers.

Migrants’ Rights Network, London, UK  
www.migrantsrights.org.uk  
Promotes the rights of all migrants by bringing together migrant activists, think tanks, academics, faith groups and public sector representatives.

National Underground Railroad Freedom Center, Cincinnati, Ohio, USA  
www.freedomcenter.org  
Museum that tells the story of the struggle for freedom in the United States through exhibits and programmes which focus on America’s battle to rid itself of the scourge of slavery and treat all its citizens with respect and dignity.

Office of the United Nations High Commissioner for Human Rights, Geneva, Switzerland  
www.ohchr.org  
Leads global human rights efforts, and speaks out in the face of human rights violations worldwide. A useful source of information about the status of slavery under international law.

Poppy Project, London, UK  
www.eaves4women.co.uk/POPPY_Project/POPPY_Project.php  
A project that provides accommodation and support to women who have been trafficked into prostitution or domestic servitude.