



**Don't Close Your Eyes To**  
**SLAVERY**

**Universal Declaration of Human Rights**

***Article 4***

**No-one shall be held in slavery or servitude: slavery and the slave trade shall be prohibited in all their forms.**

# Acknowledgements

© 2011, Anti-Human Trafficking Unit (AHTU), Department of Justice and Equality and Conor Harrison, National Co-ordinator, Cultural and Environmental Education, Professional Development Service for Teachers (PDST).

The AHTU would like to thank the author, Conor Harrison, for developing this resource for use in Civic, Social and Political Education (CSPE).

The AHTU and Conor Harrison would also like to acknowledge the materials, help and support provided by Ruth Gallagher of Amnesty International (Ireland).

The AHTU and the PDST express their sincere thanks to the teachers and students who piloted this teaching and learning resource.

This has been a collaborative project between the Professional Development Service for Teachers (Cultural and Environmental Education) of the Department of Education and Skills and the Anti-Human Trafficking Unit of the Department of Justice and Equality.



**Support for the Cultural & Environmental Education suite of subjects is based in**  
Co. Wexford Education Centre, Milehouse Road, Enniscorthy, Co. Wexford. ☎ 053 - 9239121, 📠 053 - 9239132.



AN ROINN DLÍ AGUS CIRT AGUS COMHIONANNAIS  
DEPARTMENT OF JUSTICE AND EQUALITY

# Introduction

## Modern Day Slavery

Slavery is something that we have mentally assigned to distant lands and to the distant past. Mentioning 'slavery' conjures up images of Africans on slave-ships heading to America or the West Indies four hundred years ago. It touches Ireland only in the sense that we learned that Saint Patrick was a slave and that he was, in today's terminology, trafficked into Ireland all those years ago in 432AD.

## Slaves - How many?

Unfortunately, slavery still goes on today. No one knows exactly how many slaves there are in the world. Because slavery is illegal in all countries and banned by international conventions, it has become a hidden crime. Locked away, slaves are difficult to find and count. In the past when slavery was legally sanctioned in many countries, slaves were counted and measured, their economic value was recorded, and they were listed in legal documents from contracts to wills. For that reason we have a lot of information on the numbers of slaves through human history.



Nowadays the story is much different. Only a small fraction of slaves are reached and freed every year and, until recently, our ignorance of their secret world was vast. However, there is a growing recognition of the problem and scope of modern slavery. A careful review of all the information currently available suggests that there may be as many as 27 million slaves alive today - mainly women and children. The biggest part of the 27 million, perhaps 15 to 20 million, is in South Asia: India, Pakistan and Nepal. Slavery is also concentrated in Southeast Asia, in Northern and Western Africa, South America and parts of Eastern Europe. However, there are some slaves in almost every country in the world, including the United States of America, Canada, Japan, Britain and most other European countries, even Ireland! To put it in perspective, today's slave population is greater than the population of Australia (22.3 million people) and almost seven times the population of Ireland (4.2 million people).

The UK government estimates that at least 40,000 women and 4,000 children have been trafficked into the UK since 1996. Human trafficking is a growing problem in the European Union with more than 100,000 people trafficked across its borders each year. In the United States it is estimated that there are 40,000 people enslaved at any one time with between 14,000 and 17,500 new people trafficked into the country annually.

## Slavery and Ireland

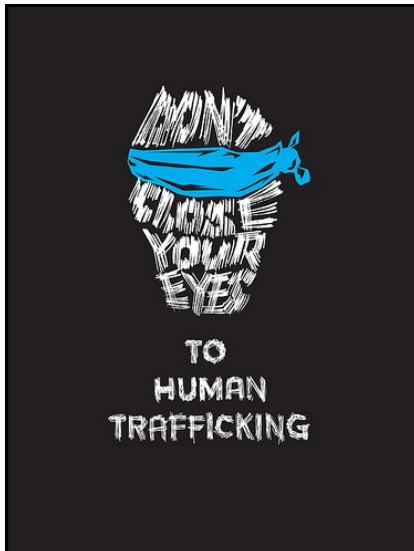
In 2006 Ireland was mentioned for the first time ever in an annual report issued by the US State Department called the **Trafficking in Persons Report**. It states: *'There are reports... which suggest that Ireland is a transit and destination country for a significant number of trafficking victims from Eastern Europe, Africa, Latin America or Asia. Unaccompanied minors from various countries, particularly in Africa, represent a vulnerable group in Ireland that is susceptible to trafficking and exploitation'*. More recent reports can be accessed at <http://www.state.gov/g/tip/rls/tiprpt/>

The absence of a clear definition of human trafficking in Irish law prior to the enactment of the Criminal Law (Human Trafficking) Act, 2008 acted as an impediment to documenting its scale and nature in Ireland. The first ever Data Strategy Report for 2009 was published in 2010 based on information received from An Garda Síochána and a number of non-Governmental Organisations. For 2009 there was a total of 66 (49 adults and 17 minors) allegations of human trafficking made to An Garda Síochána in respect of persons who came from Africa, Asia, EU and European countries outside of the EU. The majority were allegedly trafficked for the purposes of sexual exploitation with a lesser number involving labour exploitation.

## The Anti-Human Trafficking Unit

The Anti-Human Trafficking Unit was established in the Department of Justice and Equality in February, 2008. The Unit is working to ensure that the State response to trafficking in human beings is coordinated, comprehensive and holistic.

A National Action Plan to Prevent and Combat Trafficking in Human Beings for the years 2009 - 2012 was published on 10 June, 2009. The Plan focuses on preventing trafficking from becoming a major issue in Ireland.



### 'Don't Close Your Eyes' and The Blue Blindfold Campaign

Ireland is a member of a European G6 Human Trafficking Initiative designed to ensure that the EU becomes a more hostile environment for criminals engaged in the trafficking of human beings. The other five countries involved in the initiative are the UK, Poland, Italy, Spain and the Netherlands.

'Don't Close Your Eyes' and the blue blindfold represents the risk of people having their eyes closed and being unaware of the crime that may be going on around them. Given the nature of the crime, victims may be reluctant and frightened to come forward. In order to combat this modern day form of slavery both the public and the authorities need to be vigilant and aware that the crime may exist in our communities, not just in our larger towns and cities and down dark alleys.

### Human Trafficking Definition

Trafficking is the acquisition of people through the use of fear, force, fraud, coercion or other means with the aim of exploiting them. Human Trafficking has three distinct elements:

- **The Act** - recruitment, transport, transfer, harbouring and receipt of persons;
- **The Means** - threat or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability and giving payments or benefits;
- **The Purpose** - exploitation including prostitution of others, sexual exploitation, forced labour, slavery or similar practices, removal of organs and other types of exploitation.

The consent of the victim is irrelevant when any of the means outlined above have been used.

Furthermore, in the case of children, defined as anyone under 18 years of age, actions taken for the purpose of exploitation constitute trafficking even where the means have not been used. There is no requirement that a person must have crossed a border for trafficking to take place - it can and does take place within national borders.



The "blue blindfold" represents the risk of people being unaware of this crime that may exist around them. Victims may be reluctant and frightened to come forward. This campaign is designed to encourage the public to share any suspicions or information anonymously.

Email [blueblindfold@garda.ie](mailto:blueblindfold@garda.ie) or call **Crimestoppers 1800 25 00 25**

For further information log on to [www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie)

# Lesson 1: The Universal Declaration of Human Rights (UDHR)

## Learning Outcomes

At the end of this lesson students will be able to

- Name five human rights
- Match the main rights of the UDHR with images
- Name the specific Article(s) of the UDHR that relate to Slavery

## Guidance

If students have already explored the UDHR, all that is now required is a quick recap of the UDHR and what it is trying to protect. Then move on to focus in on Articles 2, 3, 4, 5, 13 and 23 of the UDHR which focus on Equality, Freedom (from Slavery and from Torture and Cruelty), Movement and Employment.



If students have not looked at the UDHR yet, here's a very useful activity to help students understand this really important international human rights document. Over the next few pages there are a series of image cards and text cards. Six sets of cards should be photocopied so that students can work in groups to match the image cards with the text cards. This enables them to discuss the various Articles of the UDHR.



Freedom from  
Arbitrary Arrest  
(Justice)



Right to employment  
(Work)



Right to use reason and  
conscience  
(Conscience)



Right to go to school  
(Education)



Right to own Property  
(Home)

Right to marry  
(Marriage)



Right to question/petition  
those in authority  
(Question)



Right to participate in  
free elections  
(Vote)



Right to movement  
(Travel)



Everyone is equal  
despite differences  
(Difference)





Right to participate in  
electing your leaders  
(Government)



Right to own Things  
(Possessions)



Right to belong to a Country  
(Nationality)



Freedom from Slavery or  
Servitude  
(No Slave Trade)



Right to rest and leisure  
(Zzzz, Leisure)



Right to meet with Others  
(Assemble)



Freedom of Speech  
(Opinion)



No one has the right  
to hurt you  
(Kindness)



Right to Security  
and Health  
(X-Ray)



Freedom of belief,  
conscience or worship  
(Religion)



**Follow-Up Work**

Having matched the sets of cards, students should focus on Articles 2, 3, 4, 5, 13 and 23 which all relate to Slavery/Human Trafficking.

Students should produce a drawing/image/clipart for each of these six Articles in their copybooks.

## Lesson 2: Slavery Through the Ages

### Learning Outcomes

At the end of this lesson students will be able to

- Link slavery in the past with slavery and human trafficking in the present
- Agree a definition of slavery
- Discern that slavery has existed throughout history and is not linked exclusively with black Africans

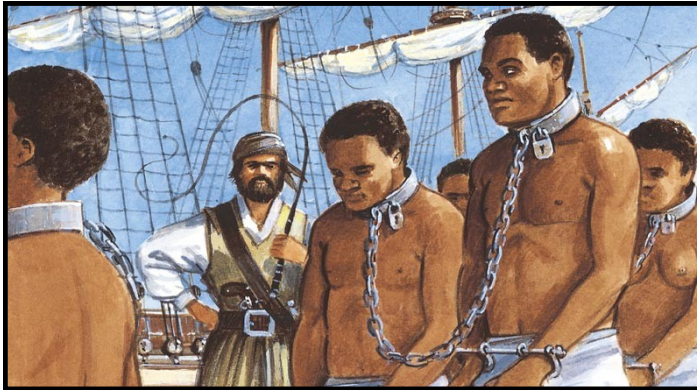
### Guidance

- Divide the class into small groups. Give each group a set of cards.
- Tell the student that they are going to look at examples of slavery at different times in different places.
- Ask them to match a written description with an image.
- Then place the pairs of cards in chronological order.
- Ask the question: What is surprising about these examples? (Possible answers: *Slavery over a long period of time; Slavery still going on today*)
- Point out that many societies throughout history had slaves: e.g. the Ancient Greeks, the Romans, the Egyptians, the Incas and the Aztecs.
- Through a class brainstorm ask students what they think are the main characteristics of slavery? Or what words would you most associate with slavery? (E.g. hard work, chains, shackles, being beaten, forced work, unfree)
- Record the students responses on the whiteboard.
- Compare the students responses with the definition of slavery from *Anti-Slavery International*. It says that the characteristics that distinguish slavery from other human rights violations are that people are:
  - ⇒ **Forced to work by being threatened physically or mentally**
  - ⇒ **Owned or controlled by an 'employer', usually through mental or physical abuse or threatened abuse**
  - ⇒ **Treated as a commodity rather than as a human being or bought and sold like a piece of property**
  - ⇒ **Stopped from leaving somewhere or have restrictions placed on their freedom of movement**
- *Anti-Slavery International* identified the following main types of slavery today:
  - ⇒ **Forced labour**
  - ⇒ **Bonded labour (people becoming slaves because they have to pay off a debt but they never earn enough to pay it off)**
  - ⇒ **Worst forms of Child Labour**
  - ⇒ **Traditional or chattel slavery (bought and sold as property)**
  - ⇒ **Forced marriage**
  - ⇒ **Sex trade of women and children**
- Most definitions of slavery include the idea that people are owned by other human beings as a chattel (a possession) or as property that can be bought and sold; that they are deprived of their human rights and human dignity and cannot leave their owners/'employers' if they want; and that their labour or services are obtained by force.



### **The Romans (2nd Century BC - 4th Century AD)**

The Romans took millions of slaves to Italy from all over the Roman Empire to work on plantations, in quarries, as gladiators and in wealthy homes.  
The Ancient Greeks did the same.



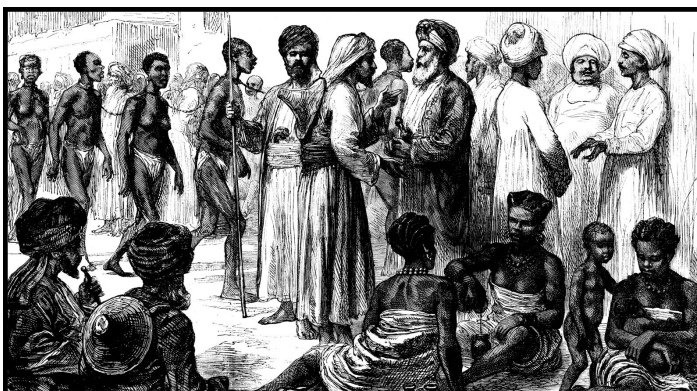
### **Enslaved Africans (16th - 19th Centuries)**

Over 12 million Africans were taken across the Atlantic to work on the plantations in the West Indies and America.



### **Barbary Pirates (17th - 18th Centuries)**

The Barbary Pirates from North Africa attacked ships and raided coastal towns and villages in Europe as far away as Ireland and Cornwall, England. Hundreds of thousands of Europeans became slaves in North Africa or were condemned to row in the galleys (ships).



### **Zanzibar Slave Market (17th - 20th Centuries)**

Several million slaves were taken from East Africa by Arab Traders. Many went through the slave markets of Zanzibar on their way to Arabia, India and Brazil.



### **Forced Labour in Soviet Russia (1930s)**

Millions of people were used as forced labour in the 1930s in Russia - building canals, railways, cutting timber and working in gold mines in cold remote places. Many of them died.

### **Human Trafficking (21st Century)**

Human Trafficking knows no boundaries. Almost every country on the planet is affected, either as a source, transit or destination for victims. It is believed that more than 1.5 million people are trafficked globally each year.



### **Child Soldiers (21st Century)**

Over 300,000 children, some as young as seven have been kidnapped and forced to become child soldiers fighting in wars.



### **Bonded Labour (21st Century)**

In countries like India and Brazil bonded labour is still very common. A person borrows money or gets into debt. They are forced to work to pay off the loan. However, the wages are so low and the interest rate on the loan so high that they never pay it off.



### **Domestic Servants (21st Century)**

Huge numbers of children and young women are often forced to work as domestic servants, often being sold when they are very young. This is common in South Asia and Africa, e.g. Africans often end up being servants in countries like Saudi Arabia.



### **Sex Slaves (21st Century)**

Trafficking into the sex trade remains the most common form of trafficking today. 70% of all women trafficked are sexually exploited.



- Explain the different Types of Slavery to Students

### **Bonded Labour or Debt Bondage**

This has existed for centuries in countries like India and Brazil and is still very common. A person borrows money or gets into debt. They are forced to work to pay off the loan. However, the wages are so low and the interest rate on the loan so high that they never pay it off. Even worse, the debt can be passed onto the parents' children so they end up working all their lives to pay off a loan which might originally have been quite small.

### **Forced Labour**

People are kidnapped or tricked into going to a remote area to work. Usually they are very poor and desperate for a job. Once they get there they are forced to work long hours for next to no money. They can't leave because they are too far away from anywhere or they are forced to stay by men with guns.

### **Child Soldiers**

After a short period of training, the children are given weapons and forced to fight. They act as messengers, guards and scouts.

They are also used as labour, carrying food and water over long distances in gruelling conditions. Girls are forced to become the sex slaves of the army commanders. All the children are completely at the disposal of the commanders. If they try to escape they are punished brutally.

### **Domestic Servants**

Huge numbers of children and young women are often forced to work as domestic servants, often being sold when they are very young. This is common in South Asia and Africa, e.g. Africans often end up being servants in countries like Saudi Arabia.

### **Sex Slavery**

Women and children are often the victims of people traffickers who kidnap, buy them or lure them with promises of good jobs. Thousands of women have been brought into Western Europe from poorer Eastern European countries to work in brothels or on the streets as prostitutes.

### **Follow-Up Work**

Having matched the sets of cards students should write up a short timeline of slavery into their copybook, using the seven headings:

- 1) The Romans
- 2) Enslaved Africans
- 3) Barbary Pirates
- 4) Zanzibar Slave Market
- 5) Forced Labour in Soviet Russia
- 6) Child Soldiers
- 7) Bonded Labour
- 8) Domestic Servants
- 9) Sex Trade

## Lesson 3: Case Studies in Human Trafficking Today

### Learning Outcomes

At the end of this lesson students will be able to

- Talk about a number of real people who have been slaves/trafficked
- Write about three Case Studies
- Use their creative writing skills in putting together a newspaper story on one of the Case Studies

### Guidance

- Divide the class into groups of the same size. For example, in a class of 30 you could have six groups of five students in order to use the Jigsaw methodology.
- Number each student in the base group, i.e. 1, 2, 3, 4, 5 – 1, 2, 3, 4, 5 – 1, 2, 3, 4, 5 – 1, 2, 3, 4, 5 – 1, 2, 3, 4, 5 – 1, 2, 3, 4, 5.
- Give one Case Study to each student, matching the Case Study to the student number.
- Then reorganise the students so that all the students with Case Study 1 will be together, Case Study 2 together, Case Study 3 together and so on.
- The task of the group now is to learn about the Case Study they have and to come up with a method of teaching this information. They become the experts of their Case Study.
- After 6/7 minutes, the original base group is reformed (i.e. six base groups of 1, 2, 3, 4, 5 students) and each member now teaches his/her Case Study to his/her original group until all of the Case Studies have been presented.

### **Case Study 1: Karen's Story**

Karen comes from a country in West Africa. She grew up in an environment of repeated domestic violence both towards her mother and herself. Her father ruled the house and dictated all decisions. Karen not only had to endure extreme physical, verbal, and sexual violence, but she also grew up in extreme poverty.

Even though Karen is now legally an adult, she was sold for the purposes of trafficking at the age of 17, issued with a false passport and coerced into coming to Ireland, having been told that if she resisted, her mother's life would be placed in danger. She was brought to Ireland by a person she had never met before - a stranger.

When she arrived in Ireland, Karen was isolated and controlled by her traffickers. She was never allowed to associate with others or to go anywhere without an escort. She was subjected to repeated verbal assaults and beatings. She was raped several times every day. Throughout her time in Ireland, Karen was isolated from her community.

Karen eventually obtained refugee status in Ireland. Now that she is free from her traffickers, she feels that she must keep her past a secret. She feels ashamed by her ordeal. She has experienced poor mental health and has been at risk of suicide.



### ***Case Study 2: Ram's Story***

Ram lives in Nepal. He looks a lot older than he is as a result of the constant hard work he does in the fields. At one time Ram's family worked for wages. They could manage from day to day, but whenever there was a big expense, such as medical treatment, they had to borrow from the landlord - sometimes money and sometimes food. Now they are completely dependent. They live in a tiny hut on the landlord's land. In return, the whole family provides free labour for the landlord's fields.



Although Ram remembers the amount he borrowed, he does not understand how interest is calculated or how labour is valued. He knows he is being cheated but he cannot prove it. There is no written contract, but in any case he cannot read or write. He cannot borrow from a bank because there is not one nearby, and if there was it would not lend to him because he cannot offer security. He cannot protest because his landlord would beat him and evict the family from their home.

### ***Case Study 3: Enca's Story***

Enca from Bolivia, is a lone parent with two children. She is a hairdresser by profession and was offered a more profitable position overseas. She paid her own fare to Ireland, and was told to buy a mobile phone and was given a mobile number to contact on arrival. Enca was met by a man who had a picture of her on his mobile and was taken by him to a house where she found three other women of the same nationality. She quickly discovered that her 'new job' was very different from her expectations. Enca learned from them that her job would be to provide sexual favours for men and that her work times and places would be dictated by mobile messages. She was moved around the country and each week found herself in a different place. What kept Enca going in this job was fear - fear for the safety of her children, as she was threatened that if she did not comply, her family would be at risk, even of death.



Enca complied for three months, following mobile text orders of when and where the next client would present. She was also given various bank account numbers to which she should lodge her income. One day while she was making a lodgement, a bank official called her aside. She had presented counterfeit notes. Very soon, she found herself in the Women's Prison. While in prison, it was suspected that Enca had been trafficked. She was supported and helped to return to her family.



### ***Case Study 4: Rana's Story***

Rana is from Bangladesh. She is in her mid-twenties and is an experienced childcare worker but before coming to Ireland she was working in the textile industry. She is single, her family are not well off. There is high unemployment in the area where she comes from and emigration is seen as a great opportunity. While working in the textile industry in Bangladesh, Rana met her future employer who offered to bring her to Ireland. She believed she would be well paid and in a position to send money home to her family. She paid him 5,000 euro and he promised to organise her work permit. This money was borrowed from family and friends.

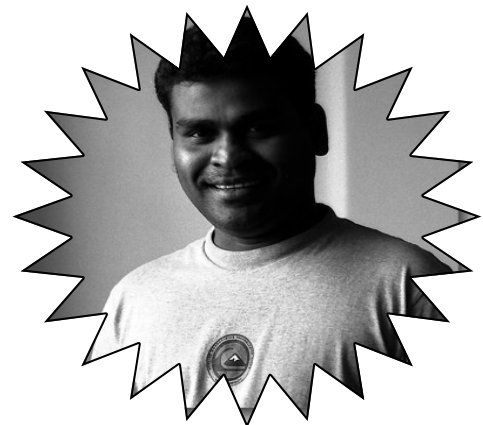


A work permit was organised and Rana entered Ireland legally. She was working minding four children and also had general domestic duties. Her employer had a clothes shop and from time to time she had to also work there. She was paid 50 euro per month after deductions were made for lodgings. Her employer told her that he was sending money home to her father as she had borrowed from friends and relatives to pay him to come to Ireland. Rana subsequently learned that her father had received one payment of 700 euro.

During the two years Rana worked in this house she was constantly verbally abused and at times physically abused. She was also locked in a bathroom if her employer felt she had not listened or completed her work properly or if she became upset and cried. Rana became exhausted and very frightened. She had no English and no one to turn to. She had no knowledge of the Irish work permit system. There was another girl living in this house in the same position. It reached a point where she felt she could not continue to work and live under these extreme conditions and decided to try to leave. A regular visitor to her employer's home helped her to leave the house and move to another part of Ireland and then helped Rana to gain a work permit for her to work in his restaurant. She is now being paid the minimum wage and is given the correct amount of time off.

### ***Case Study 5: Sadun's Story***

Sadun came to Ireland from Sri Lanka. He was a qualified chef who came to Ireland legally, booked and paid for his own flight and began working in a restaurant in the South of the country on a legally held work permit. He had a verbal contract to work as a chef for 400 euro a week, but ended up working as a general worker, being paid 50 euro a week to work 16-18 hours per day, seven days a week. He had no knowledge of employment law and didn't know what conditions were legal or not. When his work permit expired after three months, Sadun became illegal and his employer demanded 10,000 euro to get a new work permit for him, which he took in amounts of 100 euro a month. The man also took Sadun's passport.



Sadun eventually escaped his ordeal because of a car crash where he became injured and ended up in hospital and his case came to the attention of the authorities. While Sadun was illegal in Ireland he was provided with various protections in the State (e.g. accommodation, medical and legal assistance) while his case was being investigated. The investigation is still on-going.

## Lesson 4: Combating Slavery/Human Trafficking

### Learning Outcomes

At the end of this lesson students will be able to

- Talk about Four Anti-Slavery Activists (two Past and two Present)
- Know what actions can be taken to combat human trafficking
- Organise an Action Project on combating Human Trafficking

### Guidance

- Photocopy the Biopics on the two Anti-Slavery Activists and distribute them to the class.
- Ask students to read the four Biopics.
- Then ask students to answer the following questions:
  - 1) What are the similarities between the approaches taken by Olaudah Equiano, William Wilberforce, Julia Ormond and Yaya Bayam Diouf?
  - 2) Why do you think it was and is still important to have famous people involved in campaigns like the abolition of slavery?
  - 3) Look at the leaflet from the Anti-Human Trafficking Unit of the Department of Justice and Equality and answer the questions following it.

### Anti-Slavery Activist: Olaudah Equiano (c.1745-1797)



Olaudah Equiano was a key player in the campaign to end slavery. He made the British public see slavery through the eyes of a former slave.

When he was about 11 years old, he was kidnapped with his sister in West Africa and sold into slavery. He was sold several times. One of his masters was a lieutenant in the British navy and Equiano became a sailor on a warship. Eventually he was sold to Robert King, a Quaker, who recognised his abilities and encouraged his education. He was good at mathematics and became an accomplished writer. By 1776, at the age of 21, he had made enough money to buy his freedom. After several years at sea, he went to England to live.

He got involved in the campaign to abolish the slave trade. He wrote his autobiography '*The Interesting Narrative of the Life of Olaudah Equiano*'. The book had a huge impact on the British public. The hero was shown to be a courageous, cultured man and a Christian. He showed his readers that Africans had a rich and ancient culture and deserved respect as fellow human beings. He also described the horrors of the slave trade. He travelled Britain from 1789 to 1794 making speeches and promoting his book. He challenged the prejudices and views of those who supported slavery. He revealed the barbarities of slavery from his own experience and those of other ex-slaves. He lobbied MPs and wrote letters to newspapers and engaged in public debates about slavery. He worked closely with white abolitionists to expose the evils of the slave trade.

## Anti-Slavery Activist: William Wilberforce (1759-1833)



William Wilberforce was an MP in the House of Commons who led the campaign to abolish slavery. In many eyes he was seen as the leader of the anti-slavery movement. He was famous for his powerful and moving speeches against slavery. He became an MP when he was 21, the youngest age at which someone could become an MP.

He was horrified by all of the evidence collected on the slave trade. From 1788 to 1791 he worked tirelessly in preparing a Bill for the abolition of the slave trade. This Bill was defeated. Over the next few years, Wilberforce introduced the Bill time and again with no success as there were very powerful people who opposed it. Eventually, after nineteen years of campaigning, on 23 February 1807 the British Parliament voted overwhelmingly for the abolition of the slave trade.

William Wilberforce's role in the campaign to abolish slavery was crucial. He was a very good public speaker and gave brilliant speeches in the House of Commons which won people over to the campaign both inside the House of Commons and outside. Despite bouts of illness Wilberforce never gave up, even though it took him nineteen years to get the law passed. Very often, campaigns need famous and respected people who can speak persuasively in public.

## Anti-Human Trafficking Activist: Julia Ormond (1965 -)



Julia Ormond, a British actress, who starred in *The Curious Case of Benjamin Button* and *Che*, took on the role of UN Goodwill Ambassador for the United Nations Office on Drugs and Crime (UNODC) in 2005.

She first learned about the issue in the 1990s from a friend, Gillian Caldwell of the Global Survivor Network, who co-ordinated a two-year undercover investigation into the trafficking of women from Eastern Europe.

In her UN role, Julia Ormond, visits projects to combat human trafficking. She uses her knowledge and experiences when urging governments and international organisations to take action against this modern form of slavery. In 2006 she spoke to the US Congress and in 2007 she supported the launch of the United Nations Global Initiative For Trafficking (UN GIFT).

Julia has also recorded radio pieces for broadcast in radio stations worldwide. She says that, *'It is very hard for victims of trafficking to tell their stories, so by meeting victims privately and sympathetically to hear their stories I hope to relay them on their behalf to the outside world'*.

## Anti-Human Trafficking Activist: Yayi Bayam Diouf



Yayi Bayam Diouf is a village woman from Senegal, yet she has spoken at international conferences and has been interviewed by journalists from all over the world. She set up an organisation to encourage young men not to fall victim to the people smugglers who tempt them to travel to Europe via the Canary Islands. The journey is very dangerous in rusty, overcrowded boats. Many men fall overboard and are drowned at sea. Others who do make it are often sent back to Senegal.

Madame Diouf's campaign began as a result of the death of her only son at sea, together with 81 other young men from her village. She had provided money for him to travel. She decided to turn her grief into something positive. Her campaigning work has had a big impact on the numbers of young men leaving.



**Human trafficking** is a modern day form of slavery. To combat it, both the public and the authorities need to be aware that the crime may exist in all communities, and not just in big cities.

### Know the signs

Are children not being given access to schooling, or engaged in work not suitable for children?

Are children looking frightened and behaving in a way not typical for children of their age?

Are people living in groups in unsuitable places and working very long hours?

Are people depending on their employer for a number of services, including work, transportation and accommodation?

Are women showing obvious signs of being abused such as bruises, cuts or mutilation?

Are adverts offering the services of women of a particular nationality, for purposes which may suggest the availability of sexual services?

Human trafficking is a modern day form of slavery. To combat it, both the public and the authorities need to be aware that the crime may exist in all communities, and not just in big cities.

The "blue blindfold" represents the risk of people having their eyes closed to Human Trafficking.

To report any information or suspicions anonymously email [blueblindfold@garda.ie](mailto:blueblindfold@garda.ie) or call **Crimestoppers 1800 25 00 25**

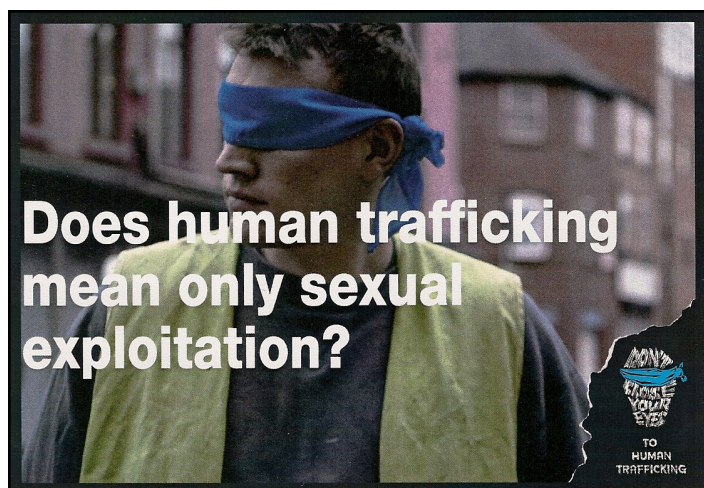
For further information log on to [www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie)

To report any information or suspicions anonymously email [blueblindfold@garda.ie](mailto:blueblindfold@garda.ie) or call **Crimestoppers 1800 25 00 25**

For further information log on to [www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie)

## Don't Close Your Eyes to Human Trafficking Leaflet

- (1) What is 'Human Trafficking'?
- (2) Where does Human trafficking take place?
- (3) Why is the blindfold used as a campaign symbol? Is this a good or a bad idea? Explain.
- (4) If people have any suspicions who should they contact?
- (5) Write out three possible signs that may indicate that someone is being trafficked?
- (6) Write a short article for the school newsletter on 'Slavery Today'. Be sure to include information on Three different types of slavery found in the world today.
- (7) Suggest two Action Projects that Your CSPE Class can take to raise awareness of Human Trafficking in Your School Community.
- (8) Describe the work of two Committees that you would set up to organise one of these Action Projects.
- (9) Design a poster that the Anti-Human Trafficking Unit of the Department of Justice and Equality could use in their Blue Blindfold Campaign to encourage people to report Trafficking to the authorities. Include a slogan on your poster highlighting people's human rights.



**Don't**

(front of postcard)

**Close Your Eyes to  
Trafficking Postcard**



(back of postcard)

**Human**

- (10) Take a look at the postcard (front and back) above and answer the following questions:
  - a) What is the answer to the question posed on the front of the postcard?
  - b) Describe one advantage of this type of postcard campaign.
  - c) Describe one disadvantage of this type of postcard campaign.
  - d) Why do you think this postcard is being used in Ireland and the United Kingdom?
  - e) Design a new postcard for the *Don't Close Your Eyes to Human Trafficking* Campaign.

# Slavery

**c. 6800 BC** During war in Mesopotamia enemies are captured and forced to work - the first instance of slavery.

**c. 2575 BC** Egyptians send slave-raiding expeditions down the Nile river to capture more slaves.

**c. 550 BC** In Athens the Ancient Greeks use 30,000 slaves to work in the silver mines.

**1619** Slavery in the American colonies begins with the delivery of 20 Africans to the English settlement at Jamestown, Virginia.

**1444** The first slaves are brought to Europe from West Africa in the beginning of the Atlantic slave trade.

**1789** The Declaration of the Rights of Man is ratified during the French Revolution, declaring *'Men are born and remain free and equal in rights'*.

**1791-1804** Slaves of Saint Domingue (Haiti) revolt against French colonists and win their freedom from slavery.

**1803** Denmark bans the African slave trade - the first country in Europe to do so.

**1840** World Anti-Slavery Convention is held in London to gather activists and help where slaves have been freed.

**1834** Slaves in British colonies are freed while slave owners are paid \$100 million in compensation.

**1848** France abolishes slavery at home and in its colonies.

**1863** Emancipation Proclamation during the American Civil War free all slaves in the Confederate States.

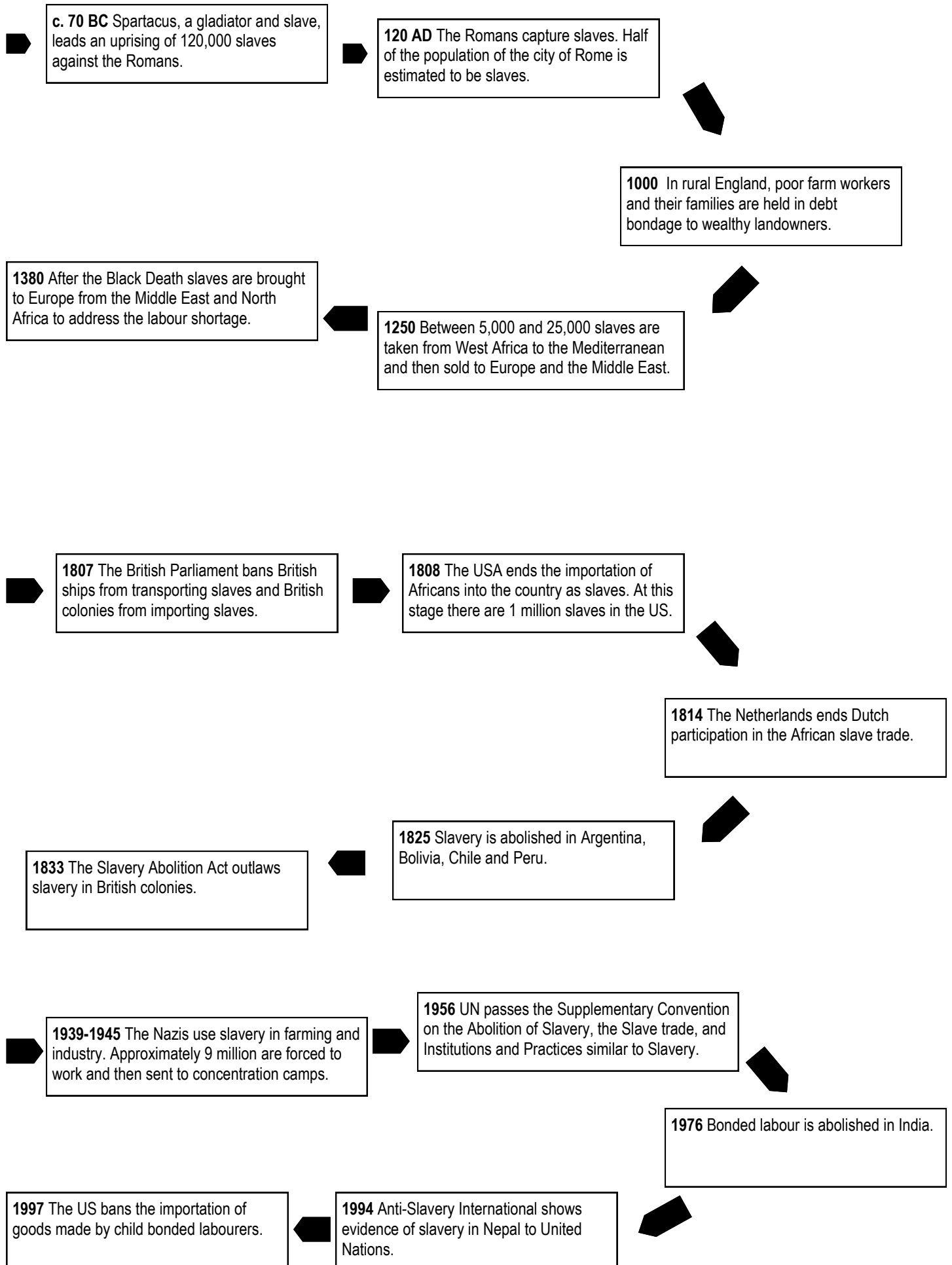
**1926** The Slavery Convention is passed by the League of Nations, obligating all members to end all forms of slavery.

**2008** The Anti-Human Trafficking Unit is established by the Department of Justice and Equality in Ireland leading to the Blue Blindfold Campaign

**2008** The Human Trafficking Act becomes law in Ireland.

**2006** Julia Ormond is appointed UN Goodwill Ambassador for the Abolition of Slavery and Human Trafficking..

# Timeline



# Action Projects on Combating Slavery/Human Trafficking



## Possible Action Projects

- 1) Organise a visit of a speaker from a Human Rights organisation on Human Trafficking
  - Amnesty International
  - Trócaire
  - Ruhama /MRCI /ICI
  - State organisations e.g. AHTU and An Garda Síochána.
- 2) Research the different types of slavery found in the world today and then raise awareness about Slavery/Human Trafficking through a
  - Poster Campaign
  - Exhibition
  - Producing a Leaflet.
- 3) Organise a showing of the movie, *Amazing Grace*, for your Year Group at lunch time to raise awareness about Slavery and the activism of William Wilberforce.





## Organisations

[www.ohchr.org](http://www.ohchr.org)

Office of the High Commissioner for Human Rights

[www2.ohchr.org/english/issues/trafficking](http://www2.ohchr.org/english/issues/trafficking)

Latest news from the United Nations Special Rapporteur on trafficking in persons, Ms. Joy Ngozi Ezeilo.

[www.humantrafficking.org](http://www.humantrafficking.org)

Government and NGOs in the East Asia and Pacific collaborate in their efforts to combat human trafficking.

This website has country-specific information such as national laws and action plans and a description of NGO activities .

[www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie)

Blue Blindfold Campaign of the Anti Human Trafficking Unit. Ireland is a member of a European G6 Human Trafficking Initiative designed to ensure that the EU becomes a more hostile environment for criminals engaged in the trafficking of human beings. The other five countries involved in the initiative are the UK, Poland, Italy, Spain and the Netherlands.

[www.ruhama.ie](http://www.ruhama.ie)

The Irish NGO Ruhama works with women who are victims of sex trafficking.

[www.amnesty.ie](http://www.amnesty.ie)

Irish section of the international human rights organisation Amnesty International.

[www.amnesty.ie/amnesty/live/irish/action/article.asp?id=14527&page=14524](http://www.amnesty.ie/amnesty/live/irish/action/article.asp?id=14527&page=14524)

Amnesty International Ireland Q&A on trafficking of women and girls.

[www.catwinternational.org](http://www.catwinternational.org)

The Coalition Against Trafficking in Women-International (CATW) is a non-governmental organization that promotes women's human rights by working internationally to combat sexual exploitation in all its forms.

[www.solidaritycenter.org/files/IndoTraffickingFactSheetCauses.pdf](http://www.solidaritycenter.org/files/IndoTraffickingFactSheetCauses.pdf)

Causes of Human Trafficking fact sheet.

[www.polarisproject.org](http://www.polarisproject.org)

Polaris Project is an international NGO that works against human trafficking and all forms of modern day slavery.

[www.restavecfreedom.org](http://www.restavecfreedom.org)

Jean-Robert Cadet Restavec Foundation, working against child slavery.

<http://www.coistine.ie/resources/resources-for-schools/8-human-trafficking-in-ireland?showall=1>

Cois Tine newsletter on Human Trafficking. Cois Tine is an outreach project of the Society of African Missions Justice and Peace Desk and is based in Cork.

[www.mrci.ie](http://www.mrci.ie)

The Migrant Rights Centre Ireland (MRCI) is a national organisation concerned with the rights of migrant workers and their families. It is concerned with the provision of supports to migrant workers and their families in situations of vulnerability.

[www.immigrantcouncil.ie](http://www.immigrantcouncil.ie)

The Immigrant Council of Ireland (ICI) is an independent human rights organisation and a licensed law centre. It advocates for the rights of immigrants and their families. Through its Specialist Immigration Advocacy Service, the ICI provides legal aid and representation to immigrants at particular risk, including victims of trafficking for sexual exploitation.

## Books

Jesse Sage and Liora Kasten, 'Enslaved: True Stories of Modern Day Slavery', Palgrave Macmillian, 2006.

Menda Nazer, 'Slave: My True Story' Public Affairs, 2003.

""You'll Learn Not to Cry": Child Combatants in Colombia', Human Rights Watch, 2003.

'How to Fight, How to Kill: Child Soldiers in Liberia', Human Rights Watch, 2004.

Francis Bok, 'Escape from Slavery: The True Story of My Ten Years in Captivity and My Journey to Freedom in America', St. Martin's Griffin Press, 2003.

Julia Manzanares and Derek Kent, 'Only 13: The True Story of Lon', Only 13 Publications, 2006.

Caroline Cox and John Marks, 'This Immoral Trade – Slavery in the 21st Century', Monarch Books, 2006.

Sharon Hendry, Radhika's Story: Surviving Human Trafficking, New Holland Publishers, 2010.

Kevin Bales and Becky Cornell, Slavery Today: A Groundwork Guide, Groundwood Books, 2008.

Kevin Bales, Disposable People: New slavery in the Global Economy, University of California Press, 2000.

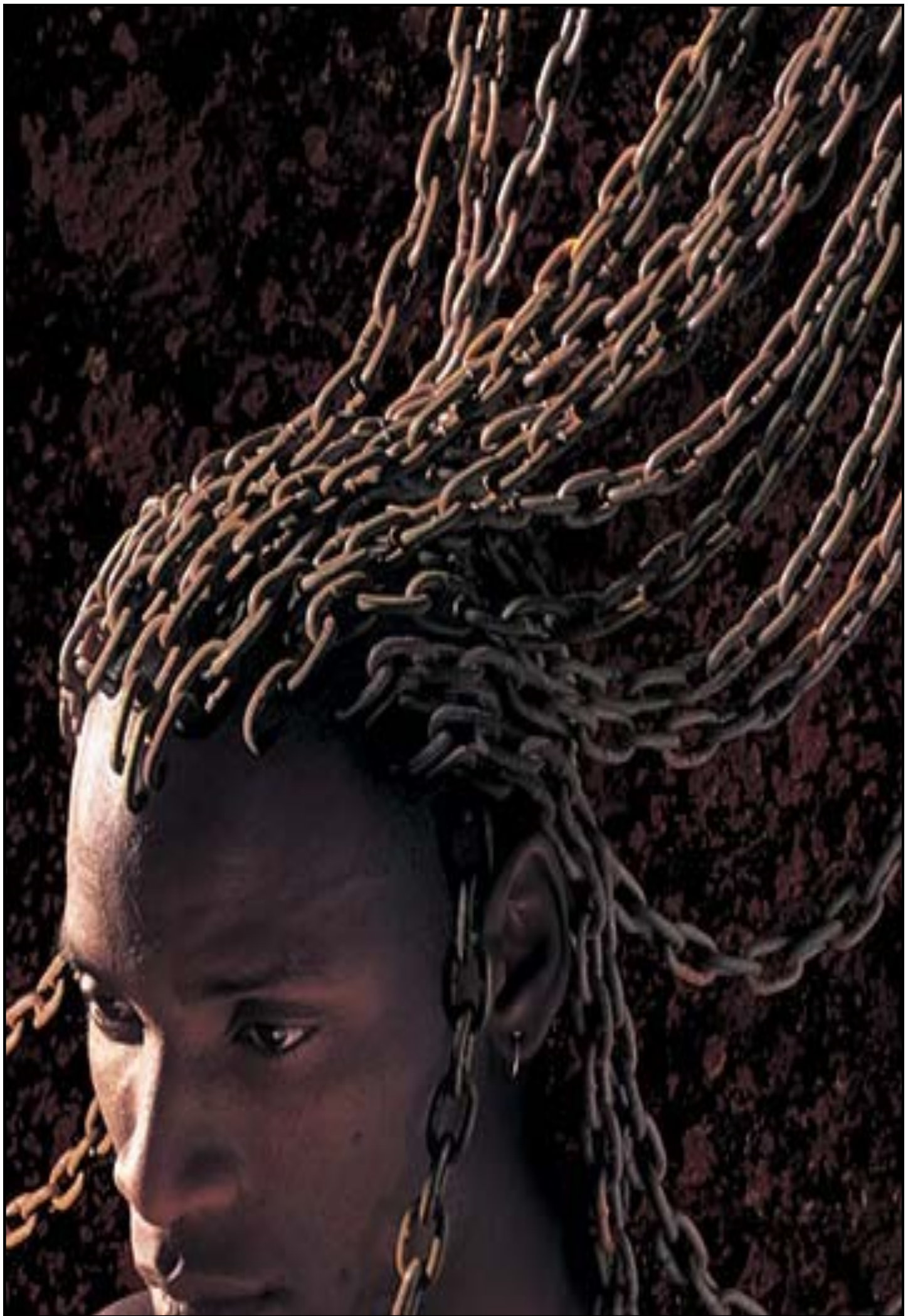
Kaye Stearman, Human Trafficking, Wayland, 2008.

## Other Resources

YouTube - My Dangerous Loverboy

Film - I am Slave

Film - Ghosts





Human trafficking is a modern day form of slavery. To combat it, both the public and the authorities need to be aware that the crime may exist in all communities, and not just in big cities.

The “blue blindfold” represents the risk of people having their eyes closed to Human Trafficking.

To report any information or suspicions anonymously email

**[blueblindfold@garda.ie](mailto:blueblindfold@garda.ie)** or call **Crimestoppers 1800 25 00 25**

For further information log on to **[www.blueblindfold.gov.ie](http://www.blueblindfold.gov.ie)**