

Anti-Trafficking in Persons Program for the LGU

- Strengthen the PESO, PNP & DSWD
- Inform the community and high school with the comprehensive and flexible educational curriculum
- Reinforce knowledge with ready-to-print posters

...Cheap, Fast, Easy, Effective

**By Andrew P. Guth
USPC Volunteer**

Acknowledgements

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-Andrew P. Guth
United States Peace Corps Volunteer

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List of Acronyms

DOH	-	Department of Health
DOJ	-	Department of Justice
DOLE	-	Department of Labor and Employment
DSWD	-	Department of Social Welfare and Development
IOM	-	International Organization for Migration
LEA	-	Law Enforcement Agency
LGU	-	Local Government Unit
LSWDO	-	Local Social Welfare and Development Office
MSWDO	-	Municipal Social Welfare and Development Officer
NBI	-	National Bureau of Investigation
OFW	-	Overseas Filipino Worker
OWWA	-	Overseas Workers Welfare Administration
PESO	-	Public Employment Service Office
PNP	-	Philippine National Police
PO	-	People's Organization
POEA	-	Philippine Overseas Employment Administration
WCCD	-	Women and Children's Complaint Desk

Instructions

Below are simple, easy to use summaries and instructions designed to help LGUs start an *Anti-Trafficking in Persons* program. In each of the three main sections (PESO, PNP and DSWD) the most vital information pertaining to that department has been collected and summarized to help strengthen the department and increase awareness on the issue of *Anti-Trafficking in Persons*. The program is based on the following beliefs:

- Awareness is the first step in addressing a challenge
- Focusing on a few points that are encapsulating and memorable is better than focusing on many that become blurred and muddy

The information provided should be posted on the wall of the concerned department where it can be consciously and unconsciously read frequently by the staff and easily remembered. In addition, posting information on walls prevents the information from being put into a drawer, forgotten, and never read or used again.

Below are suggestions on how to present the information to the PNP, PESO and DSWD. Other creative posters or presentations can be designed and used.

No Money, No Time:

Photocopy or print out the information and post on the wall of the respective department (PNP, PESO, DSWD). *This information will stay on the wall for a long time.☺*

Little Money, Little Time:

Photocopy or print out the information on bright colored paper that captures attention like bright yellows, reds, and greens; laminate and post on the wall of the respective department (PNP, PESO, DSWD). *This information will be kept on the wall possibly for years and will be read by many people.☺*

Little More Money, Little More Time:

Take the digital, pre-made posters (ready-to-print at 2x3 feet) from the accompanying CD to a nearby digital printing store and have them printed out or design new posters with the information provided. Tarpaulin posters are inexpensive. Post on the wall of the respective department (PNP, PESO, DSWD). *This information will be kept on the wall for many years and can be expected to be retained for use even if the department moves to another room or building!☺*

Anti-Trafficking in Persons Educational Curriculum:

In addition to the strengthening of the LGU department's, one can also bring awareness to the people with the educational curriculum in the DSWD section. Go through the curriculum with the LSWDO, principal of a high school or interested person, and hold a training of trainers. The curriculum is for first year high school and older and is also good for parents to experience. It is a six-module lesson plan with each module being approximately 45 minutes long. This allows one module to be completed during one class period.

In the barangays, it is possible to complete the first four modules in one morning (8am-12pm) or afternoon (1pm-5pm). This way, the only money needed is for a snack instead of lunch. The last two optional modules can be left out.

Example:

The MSWDO holds a training of trainers for the daycare workers. They are chosen because each barangay has two daycare workers who are familiar with the people and area of their barangays. Training daycare workers has the objective of capacitating them to conduct workshops at the barangay level.

The municipal daycare workers are divided into five (5) clusters covering 4-5 barangays per cluster. Three (3) daycare workers volunteer per cluster and are trained to hold workshops, for a total of 15 trained daycare workers. In turn, they are expected to conduct one workshop per barangay per year. (It is suggested that each cluster of daycare workers designate a leader.)

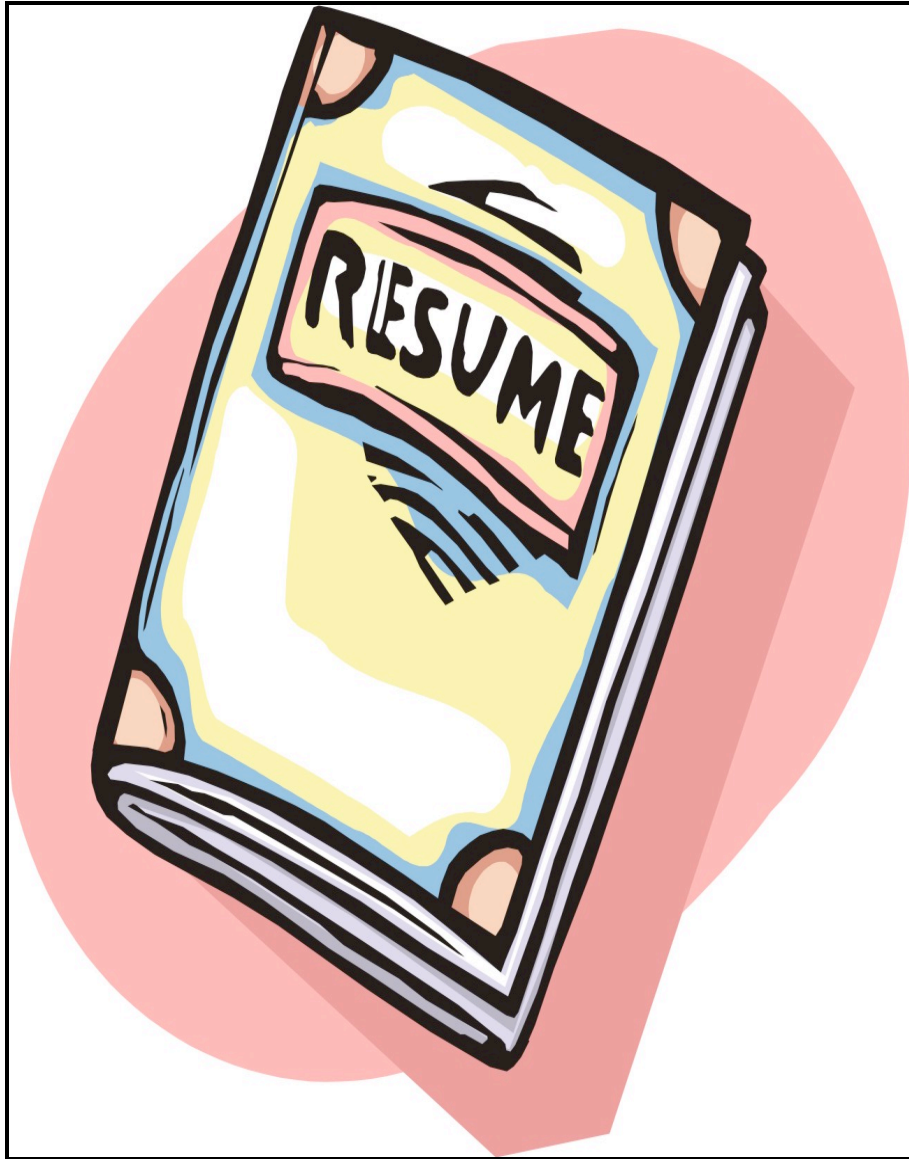
The daycare trainers should submit a copy of the attendance sheet of each workshop to the MSWDO who in turn should monitor that the barangay workshops are calendared and conducted.

Besides workshops at the barangay level, the DSWD also conducts workshops for different clubs and organizations of the high school.

Expected result: The most important information for the prevention of *Trafficking in Persons* will be disseminated to as many people as possible all over the municipality.

That's it! Cheap, Fast, Easy, Effective! Have Fun!

PESO



Rules of Recruitment within the LGU

The following is a summary of “Rules and Regulations Governing Private Recruitment and Placement Agency for Local Employment,” “POEA Rules and Regulations Governing the Recruitment and Employment of Land-Based Overseas Workers,” “Labor Code of the Philippines,” “Migrant Workers Act of 1995 (RA 8042),” and RA 8759 (the PESO).

Two (2) types of recruitment: Local (Domestic) and Overseas

LOCAL RECRUITMENT PROTOCOL:

I. Venue:

Recruitment can be held anywhere in the LGU as long as approval from the mayor or PESO has been received. *It is strongly recommended that local recruitment be performed within the PESO and under supervision.*

II. Practices:

- A. Any act of canvassing, enlisting, contracting, transporting, utilizing, hiring, or procuring workers and includes referrals, contract services, promising, or advertising for local employment, whether for profit or not, **TO TWO (2) OR MORE PERSONS WHEN UNDERTAKEN BY A NON-LICENSEE OR NON-HOLDER OF AUTHORITY SHALL BE DEAMED ILLEGAL RECRUITMENT.**
- B. In addition any licensed Agency and/or authorized representative must keep to the following steps:
 1. Agency and/or its authorized representative (**recruiter**) **MUST PRESENT** to the LGU PESO:
 - 1) **Copy of existing license**
 - 2) **Original copy of Authority to Recruit**
 2. The authorized representative (recruiter) shall require the **recruit (job seeker) TO SUBMIT** a copy of each of the following:
 - 1) **Birth certificate from the local civil registrar**
 - 2) **Medical certificate issued by a government physician or by a reputable private medical practitioner.**
 3. The Agency or its authorized representative (recruiter) and the recruit (job seeker) shall enter into a **RECRUITMENT CONTRACT**, duly notarized a copy which shall be submitted to the Regional Office where the recruitment activity was undertaken.

4. The Agency or its duly authorized representative shall **SUBMIT A LIST OF THE NAMES AND ADDRESSES OF ITS RECRUITS** together with copy of documents specified in procedure B2 above [Birth Certificate and Medical Certificate] to the Regional Office for the appropriate authentication and validation; copies of these documents shall be furnished to the Regional Office of destination of the recruit (job seeker).
5. After the recruitment activity, the Regional Office of origin shall issue a **CERTIFICATION** to the Agency or its duly authorized representative (recruiter) **THAT THE RECRUITMENT ACTIVITY HAS BEEN IN ACCORDANCE WITH THIS RULE**, and a copy shall be furnished to the Marine Police/Coast Guard/Philippine National Police, as the case may be.
6. The Agency or its duly authorized representative shall provide the recruit (job seeker) with a stamped envelope and form indicating the name and address of the recruit (job seeker) and the **NAME, ADDRESS, AND TELEPHONE NUMBER OF HIS/HER EMPLOYER TO BE SENT TO THE PARENT(S)**.
7. Prior to deployment the **REGIONAL OFFICE OF ORIGIN SHALL NOTIFY THE REGIONAL OFFICE OF DESTINATION** of the arrival of the recruit(s), and the latter (the Regional Office of destination) shall see to it that the terms and conditions of the recruitment contract are followed strictly.

III. Fees:

Placement fee: A licensed recruiter may charge the recruited workers a placement fee which shall not exceed twenty percent (20%) of the worker's first month's basic salary; in no case shall such a fee be charged prior to the actual commencement of employment. In addition, under no circumstances shall the twenty percent (20%) placement fee charged to the employer be deducted from the worker's salary.

Transportation: Transportation expenses of the worker from the place of origin to the place of work shall be **CHARGED TO THE EMPLOYER** and shall in no case be deducted from the worker's salary.

Issuance of Official Receipt: All payments made or fees collected by a licensed Agency shall be covered by an official receipt indicating the amount paid and the purpose of such payment.

OVERSEAS RECRUITMENT PROTOCOL:

I. Venue:

Recruitment within the LGU shall be conducted only at venues authorized by the Administration (POEA), that is, **THE ACTUAL OFFICE OF THE PESO** and **SHALL BE SUPERVISED** by the Administration (POEA), the DOLE, or the appropriate local government unit (PESO).

II. Practices:

- A. Any act of canvassing, enlisting, contracting, transporting, utilizing, hiring, or procuring workers and includes referrals, contract services, promising, or advertising for employment abroad, whether for profit or not, **TO TWO (2) OR MORE PERSONS WHEN UNDERTAKEN BY A NON-LICENSEE OR NON-HOLDER OF AUTHORITY SHALL BE DEAMED ILLEGAL RECRUITMENT.**
- B. It shall likewise include the following acts committed by any person whether they are licensed or not:
 1. To charge or accept directly or indirectly **ANY AMOUNT GREATER THAN THAT SPECIFIED IN THE LIST BELOW OF ALLOWABLE FEES.**
 2. To make a worker pay the recruiter or its agents **ANY AMOUNT GREATER THAN THAT ACUALLY LOANED OR ADVANCED** to him or her.
 3. **TO PRESENT OR PUBLISH ANY FALSE NOTICE, DOCUMENT, OR INFORMATION** in relation to recruitment or employment.
 4. **TO SUBSTITUE OR ALTER**, to the prejudice of the worker, **THE EMPLOYMENT CONTRACT** as approved by the DOLE.
 5. **TO WITHHOLD OR DENY TRAVEL DOCUMENTS** from applicant workers before departure for monetary or financial consideration other than those authorized under the Labor Code.

III. Fees:

Fees Charged to the Employer:

- | | |
|-------------|------------------------|
| a) visa fee | c) POEA processing fee |
| b) airfare | d) OWWA membership fee |

Fees Charged to the Workers:

a) **Placement fee** in an amount not to exceed the equivalent to one month's salary.


b) **Documentation costs** which shall include, but not limited to:

- Passport
- Authentication
- Birth Certificate
- Medicare
- Trade Test, if necessary
- Inoculation, when required by host country
- Medical Examination fees
- NBI/Police/Barangay Clearance

*In the event that the recruitment agency agrees to perform documentation services, the worker shall pay only the actual cost of the document which shall be covered by official receipts.

Things to Remember:

1. **All departing OFWs shall be monitored through the POEA assistance centers at international airports and other exit points in the country to ensure that they are properly documented before proceeding to their overseas job sites. For their protection, workers without proper documents shall not be cleared by the center.**
2. **The above-mentioned placement and documentation costs are the only authorized payments that may be collected from a hired worker. No other charges in whatever form, manner, or purpose shall be imposed on or be paid by the worker without prior approval by the DOLE (for local employment) or POEA (for overseas employment).**
3. **The PESO should collect from the DOLE a copy of all the Authority to Recruit papers and photographs of all the recruiters who are authorized to recruit domestically within the region and keep these in the office. This should be updated at a minimum of once a year. The following pages show examples of Authority to Recruit papers along with one example of a License for Recruitment.**


Republic of the Philippines
Department of Labor and Employment
Regional Office No. VII
Cebu City



AUTHORITY TO RECRUIT


(No. RO700-200409496-LR-496)

AUTHORITY TO RECRUIT is hereby granted to **Ms. Sarah Dela Cruz** as agent of **RISING STAR PLACEMENT SERVICES** located at **129 Tamban St., Kaunlaran Village, Caloocan City** for the following places: **Region VII.**

As recruiting agent her/him activities shall be in accordance with the Labor Code, its implementing rules and regulations and other issuance by the Secretary of Labor and Employment on recruitment and placement of workers. She/He shall report to the Regional Office and/or District or Provincial Office concerned before conducting any recruitment activity, as well as all recruitment activities undertaken thereafter.

This AUTHORITY is valid until **July 08, 2006**, unless sooner cancelled, revoked or suspended.

Cebu City, Philippines, September 22, 2004.


ATTY. RODOLFO M. SABULAO, CESO IV
Regional Director

- Cc: - DOLE Dumaguete Dist. Office
- DOLE Bohol Ext. Office
- DOLE Siquijor Prov'l. Office

PAID per O.R. No. 2430607
Amount paid: P1,500.00
Date: 9/22/04



AUTHORITY TO RECRUIT
(No. RO7200509509-LR-509)
(FOR DOMESTIC HELPERS ONLY)



AUTHORITY TO RECRUIT is hereby granted to Mr. Sacario Dela Cruz as agent of **HOLY EMPLOYMENT AGENCY** located at 36-F, 8th Avenue, East, Caloocan City for the following places: Region 7

As recruiting agent *His* activities shall be in accordance with the Labor Code, its implementing rules and regulations and other issuance by the Secretary of Labor and Employment on recruitment and placement of workers. He shall report to the Regional Office and/or District or Provincial Office concerned before concluding any recruitment activities undertaken thereafter.

This AUTHORITY is valid until September 12, 2007. Unless sooner cancelled, revoked or suspended.

Cebu City, Philippines, September 20, 2005.


ATTY. RODOLFO M. SABULAO, CESO IV
Regional Director

- CC. - DOLE Dumaguete Dist. Office
- DOLE Bohol Ext. Office
- DOLE Siquijor Prov'l Office

PAID per OR No 4469137
Amount Paid 1,500.00
Date September 20, 2005

Republic of the Philippines
DEPARTMENT OF LABOR AND EMPLOYMENT
NATIONAL CAPITAL REGION



LICENSE FOR PRIVATE RECRUITMENT AND PLACEMENT AGENCY

PRPA LICENSE NO. M-05-01-264

TIN NO. 919-650-813-000

New

Renewal

This license to recruit, process and deploy landbased workers is hereby granted to

GUAI DI EMPLOYMENT AGENCY
(Cathy F. Wong)
22-A Rizal Avenue Extension
Grace Park, Caloocan City

pursuant to the Labor Code and the Omnibus Rules Implementing the Code.

This license shall be valid for the period 18 November 2005 to 17 November 2007 unless sooner revoked, cancelled or suspended for violation of the Labor Code and related issuances. Transfer or use by any other person or entity tenders this license null and void.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Official Seal of National Capital Region, Department of Labor and Employment, to be affixed at the City of Manila, Philippines, this 7th day of November 20 05.



Francis G. Queequeen
RICARDO S. MARTINEZ, SR., CESO III
Regional Director

(Renewal of this license is thirty (30) days before expiration date)

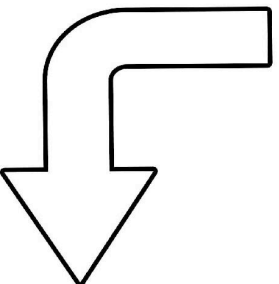
PNP



If one can draw a line from ANY ACT in the first section to ANY MEANS in the second section and then continue that line to ANY FORM OF EXPLOITATION in the third section then there is Trafficking in Persons. The consent of a trafficked person is irrelevant, trafficking is committed with or without consent.

The Act of:

- Recruitment
- Transportation
- Transfer or harboring
- Receiving

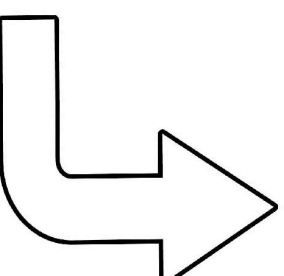


By Means of:

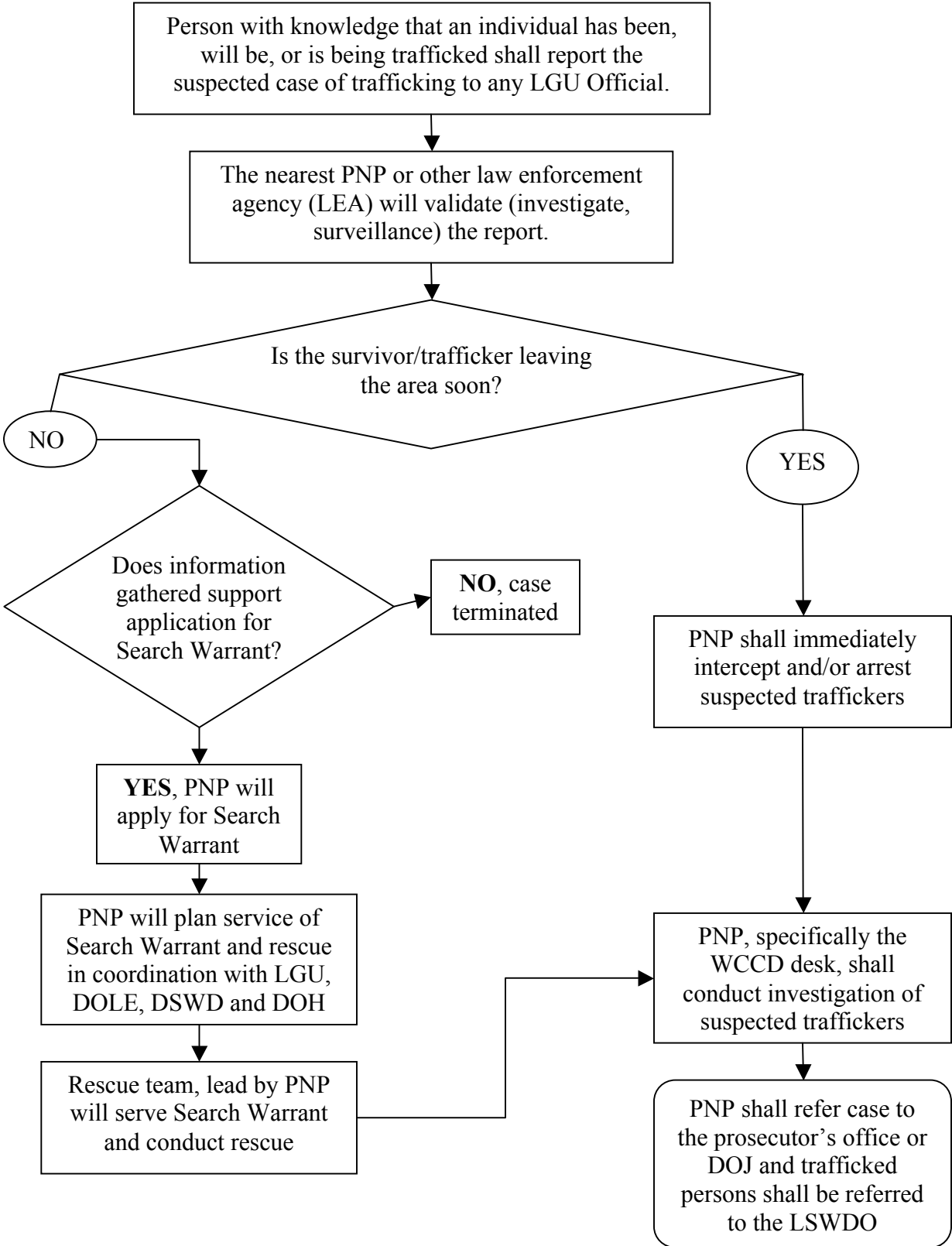
- Threat, use of force, or coercion
- Abduction
- Fraud
- Deception
- Abuse of power
- Abuse of Vulnerability
- Giving or receiving payments

For Exploitation in:

- Prostitution
- Other sexual exploitation
- Forced labor
- Slavery
- Servitude
- Removal or sale of organs



FLOWCHART: INTERCEPTION, ARREST, AND INVESTIGATION OF TRAFFICKERS IN PERSONS WITHIN LGUs



DSWD



DSWD Summary of Anti-Trafficking Awareness

Once people return to the municipality from working away from home, or if your municipality is one where people come to work, the LSWDO should be aware of the signs of a person who has been trafficked and be sure to listen and talk to the community or even talk to the individual about their experience away from home. Some suggestions from the US State Department are as follows:

Look for signs or “Red Flags” of trafficked survivors:

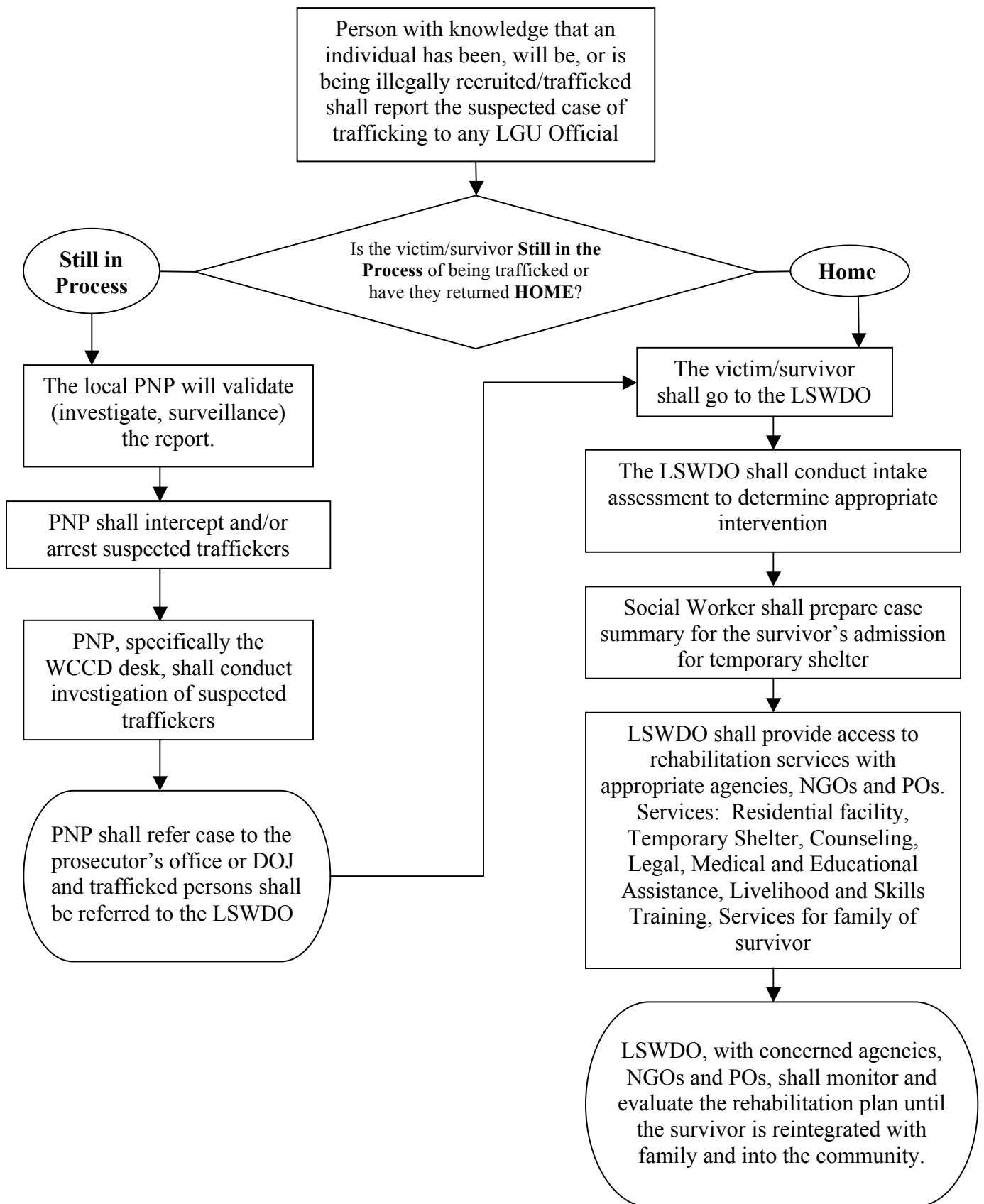
- Evidence of being controlled, evidence of inability to move or leave job
- Bruises or other signs of physical abuse
- Fear or Depression
- Were not able to speak on own behalf or not able to speak the local language
- Did not have passport or other forms of identification or documentation and worked overseas

OR, the LSWDO can ask questions to the victims/survivors, their families or friends:

- What type of work do/did you do?
- Are/Were you paid?
- Can/Could you leave your job if you wanted to?
- Can/Could you come and go as you please?
- Have you or your family ever been threatened?
- What are/were your working and living conditions like?
- Where do/did you sleep and eat?
- Do/Did you have to ask permission to eat/sleep/go to the bathroom?
- Are/Were there locks on your doors/windows so you could not get out?
- Was any identification or documentation taken from you?

If the above signs or questions lead the LSWDO to believe the person has been trafficked, please follow the flowchart on the following page to help these survivors.

FLOWCHART FOR THE REHABILITATION AND REINTEGRATION OF TRAFFICKED SURVIVORS



Anti-Trafficking in Persons Educational Curriculum for the Philippines



Anti-Trafficking Educational Curriculum

The following is a curriculum written by Amy L. Sebes in conjunction with IOM beneficiaries for the Albanian Institute for Pedagogical Studies. It has been modified and new stories collected for application in the Philippines by United States Peace Corps Volunteer Andrew P. Guth.

These lessons are based on the following educational principles:

1. Discussion is better than lecture.
2. Real stories are better than impersonal facts and statistics.
3. Students learn more in small groups.

Contents:

First Year High School

- Lesson Plan #1: Teaching Trafficking in Small Groups
- Lesson Plan #2: Assessment of Attitudes
- Lesson Plan #3: Greater Understanding / Free Discussion
- Lesson Plan #4: Ideas for Prevention
- Lesson Plan #5: Teaching Trafficking from a Human Rights Perspective
- Lesson Plan #6: Teaching Trafficking via Attitudes Toward Women

Handouts

(Copies should be made of the following pages and given to students as handouts to take home.)

- Lies vs. Reality
- Considering Work Abroad?
- Considering a Marriage Proposal?
- Philippine Embassy Phone Numbers and Addresses

True Stories

(To accompany the appropriate lesson plan)

- 1) The Story of "Jing".....(Lesson 1)
- 2) The Story of "Julie" and "Carmen".....(Lesson 1)
- 3) The Story of "Emee".....(Lesson 1)
- 4) The Story of "The Foreigner".....(Lesson 1)
- 5) The Story of "Ganggang".....(Lesson 2)

Anti-Trafficking Educational Curriculum

Lesson Plan #1 Introduction to the Problem of Human Trafficking (45 minutes)

Objectives: Students will have a better understanding of the dangers and consequences of trafficking. Students will be able to describe the stages of the trafficking process. Students will become aware of issues that make one vulnerable to exploitation.

I. Verbal Quiz as “Icebreaker” (5 minutes)

1. Ask students to choose the best definition of a “trafficked person.”
 - a. Someone who has left his/her country of origin by his/her own will, and has crossed a border without correct documentation.
 - b. Someone who has left his/her country of origin because his/her life was in danger.
 - c. Someone who was taken away from his/her community and coerced or forced to do a job in which he/she was exploited.
 - d. Someone who is assisted to cross borders without the correct documentation in exchange for money.

[The answer is “c”: someone who was taken away from his/her community and forced to do a job in which he/she was exploited.

“a” = “irregular migrant”

“b” = “asylum seeker”

“d” = “smuggled person”]

Explain that the exploitation can take the form of prostitution, labor, or servitude and can occur through means of force, threat, coercion, fraud, or deceit. *The buying and selling of people for sexual purposes is sometimes referred to as “white slavery.”*

2. Who can name some Philippine organizations that help victims of trafficking?

[A few examples:

-OWWA (Overseas Workers Welfare Administration)

-DSWD (Department of Social Welfare and Development)

- DOLE (Department of Labor and Employment)
- PNP (Philippines National Police)
- DOJ (Department of Justice)
- NGOs (Non-Government Organizations)
- IOM (International Organization for Migration)]

3. How many Filipino women and children are currently victims of trafficking?

[Around 60,000 – 100,000]

4. What's the average age of the victim? [18 but decreasing. Traffickers want their victims to be younger and younger so that they will be virgins and AIDS - free]

Age of oldest victim? [Late thirties]

Youngest? [Some children as young as 8 or 9 are trafficked]

5. Who is most vulnerable: someone who is male or female? [Female]

Someone who has a low or high level of education? [Low]

Someone from a city or a village? [Village]

6. What is the most common way a girl is made a victim of trafficking in Philippines? You choose the best answer.

- a. They are lured by promises of big money if they prostitute themselves.
- b. They are kidnapped.
- c. They are deceived into thinking that they have good jobs in the 'big city' or over seas and are then forced into prostitution.
- d. They are deceived into a false marriage, believing that they are leaving the country to have a better life with their new "husband."

[Answer is "c." Although "a", "b," and "d" are also true, "c" is the most common right now in the Philippines. Most victims initially have no idea prostitution will be involved at all. Deceit is a common tool to recruit victims. Often, the girl's family is deceived, too.]

7. Are most victims of trafficking willing or unwilling participants?

[Unwilling. They do not leave the country intending to become prostitutes. *It is crucial to make the point that this was not their choice.*]

8. Can you name a few other countries in which traffickers exploit young women?

[Japan, Malaysia, Singapore, China (Hong Kong), Thailand, Nigeria, Saudi Arabia, and many, many others]

I. Small Group Activity (20 minutes)

1. The class is divided into small groups of 5 students each. The leader is decided at random by the teacher and given a packet of materials (a questionnaire sheet and copies of a true story)*. The group members decide who in the group will play which roles. Each person in a group must have a role.

*The teacher will have to assemble the packets before class, decide how many he/she needs, and make copies as necessary. Each packet will contain a copy of the below questionnaire/statements as well as copies of the same true story for each small group member. Each group gets a different true story. (For example, one group of five students gets an envelope with one copy of the questionnaire and five copies of true story number one. The next group gets an envelope with one copy of the questionnaire and five copies of true story number two. If a class has 20 students, that means four groups of five students each. In this example, the teacher would need to make four copies of the questionnaire and five copies of four different true stories for the packets.)

- a. The “Leader” has already been determined at random.
- b. One person is the “Timekeeper” (whose responsibility is to keep the group on track and make sure the group finishes the entire task in the amount of time given)
- c. One person is the “Facilitator” (who makes sure everyone in the group participates and actively contributes)
- d. One person is the “Notetaker” (who takes notes of the discussion for the “Presenter”)
- e. One person is the “Presenter” (who presents the small group’s findings to the class)

2. The “Leader” opens the packet and takes out the piece of paper with the “Leader’s” directions. As the small group “Leader,” read the following directions out loud to your group. “The leader will read eleven statements. On a sheet of paper, write ‘agree’ if you agree with the statement; ‘disagree’ if you disagree with the statement; or ‘not sure’ if you are not sure if you agree or disagree with the statement. After you have written your answer to the statement look up at the leader, this will tell the leader you are ready to continue to the next statement. Do not lose this piece of paper, as we will be referring to it again in the future. We will not discuss our responses at this time. Any questions?”

You should read the first statement, pause to let group members think and write down their answers, and only read the next statement when everyone is ready.

Statement #1: Victims of trafficking could escape if they really wanted to.

Statement #2: Victims of trafficking know the kind of work and conditions they will have.

Statement #3: Girls who are trafficked are immoral because they have become prostitutes.

Statement #4: Victims of trafficking deserve the help of the government and Filipino citizens.

Statement #5: Girls who are trafficked and get involved in prostitution are not very bright.

Statement #6: Girls who are trafficked into prostitution do it because they need the money and have no other way to get it.

Statement #7: People who are trafficked are to blame for their situation and the government should not waste money trying to help them.

Statement #8: If someone I knew promised me a great job far away with lots of money, I would believe him/her.

Statement #9: People who are trafficked are victims; it's the traffickers who are guilty of committing crimes.

Statement #10: Girls who find a "husband" on the Internet are guaranteed to live an easy and wealthy lifestyle.

Statement #11: I could never be trafficked.

[Optional: Teachers can add their own statements on the board.]

Members of the group now give their responses to the "Leader," with a name or identifying symbol on the paper so that the person can identify it later. "Leaders" place the responses into the envelopes because the group will need them in the future. Do not share your answers at this time.

3. Next, the "Leader" distributes (or reads out loud) *the true story of a real victim* to each group member, telling group members that this is a true story but that her name has been changed, that group members have as much time as they need to read the story, and that they should look up when they are ready to discuss it. The members of each group have the same story. Each small group in the class has a different story. After everyone in the group has read the story, the teacher gives the groups a time limit for discussion (at least 15 minutes) and reminds the class that the "Facilitator," "Timekeeper," and "Notetaker" will be playing their roles. The "Leader" leads the small group with the following questions:

- a. What is your reaction to this story?
- b. How does this story make you feel?
- c. Which part of the story affected you the most?

- d. Who is the trafficker in the story?
- e. How did this happen to her? Why did she become trafficked?
- f. What options/alternatives does she have?
- g. Is she at fault for what happened to her? Explain your viewpoint.
- h. What would you do if you were her?
- i. If she were a member of our class, what would you want to say to her?

II. Presentations (20 minutes)

When the time limit is up, the teacher explains that each “Presenter” will give a short presentation on their group’s story and that students should look for any similarities in the stories. The “Presenter” of group one, relying on notes from the “Notetaker,” summarizes the story for the class as well as the group’s reaction to it.

When all the presentations are over, the teacher asks the class, “What similarities do you see?” and writes students’ responses on the board. Similarities may include methodology of the recruiter, characteristics of the victim, characteristics of the recruiter, reasons for the victims’ decisions to accept the recruiter, etc.

III. Homework (optional)

Option A:

Encourage students to talk to their friends and family members openly about the prevention of trafficking. Do they know of anyone (for example, a friend, a relative, a member of the neighborhood, etc.) who might have become a victim? Open communication within families is a way to prevent trafficking. Ask students to share their stories in class the next day, if they are willing.

Option B:

Students need to finish writing about the similarities in the stories if they were not able to finish the task in class. Students should also be given a recent newspaper article about trafficking and told they will discuss the article and their reactions at the next class. *[The story should be a recent newspaper article about trafficking and needs to be chosen by the teacher.]*

Anti-Trafficking Educational Curriculum: Questionnaire

Questionnaire

(To be given in conjunction with Lesson #1)

Directions: As the small group “Leader,” read the following directions out loud to your group. “The leader will read eleven statements. On a sheet of paper, write ‘*agree*’ if you agree with the statement; ‘*disagree*’ if you disagree with the statement; or ‘*not sure*’ if you are not sure if you agree or disagree with the statement. After you have written your answer to the statement look up at the leader, this will tell the leader you are ready to continue to the next statement. Do not lose this piece of paper, as we will be referring to it again in the future. We will not discuss our responses at this time. Any questions?”

You should read the first statement, pause to let group members think and write down their answers, and only read the next statement when everyone is ready. Do the same with all the statements.

Statement #1: Victims of trafficking could escape if they really wanted to.

Statement #2: Victims of trafficking know the kind of work and conditions they will have.

Statement #3: Girls who are trafficked are immoral because they have become prostitutes.

Statement #4: Victims of trafficking deserve the help of the government and Filipino citizens.

Statement #5: Girls who are trafficked and get involved in prostitution are not very bright.

Statement #6: Girls who are trafficked into prostitution do it because they need the money and have no other way to get it.

Statement #7: People who are trafficked are to blame for their situation and the government should not waste money trying to help them.

Statement #8: If someone I knew promised me a great job far away with lots of money, I would believe him/her.

Statement #9: People who are trafficked are victims; it’s the traffickers who are guilty of committing crimes.

Statement #10: Girls who find a “husband” on the Internet are guaranteed to live an easy and wealthy lifestyle.

Statement #11: I could never be trafficked.

Anti-Trafficking Educational Curriculum

Lesson Plan #2 Assessment of Attitudes (45 minutes)

Objectives: Students will develop more educated attitudes toward trafficking and more tolerant opinions of trafficked victims. Students will have a better understanding of the inhumane treatment victims receive and the difficulties of reintegration. Students will also be better able to see how blame resides with the traffickers themselves rather than the victims.

I. Review (5 minutes)

If students were not able to finish fully discussing the similarities in the stories, they need to do so. If necessary, teachers should ask about student responses to the homework assignment.

II. Teacher-Directed Activity (30 minutes)

1. Teacher then reads a real story about “Ganggang” out loud and tells the class to, “Imagine that you are “Ganggang”. Why don’t you quit the prostitution and come home right away? Why would you return to Japan?” (Give them ten minutes and let the students individually devise as many reasons why a trafficked person might not be able or willing to return home, writing them down on a piece of paper. Call on a student to mention one, then another student to mention another, etc., writing their reasons on the board.)

Story of Ganggang:

My name is Ganggang. I have two older brothers and one younger sister. When I was younger, I graduated high school. My father was a hardinero at a local college, so I would have gotten a reduced tuition if I had decided to go to school there. I could have gone to college, but the course I wanted to take was not offered so I decided not to go. Instead, I wanted to just hang with my “barkada”. This did not make my mother happy, especially when I stayed out late at night. We fought about this several times.

When I was 18-years-old a gay friend of mine told me about a woman who was looking for girls to work in Japan. He went with me to see the woman. She told me that she was looking for singers and dancers to work in Japan. I was very excited; I enjoy singing and I have always wanted to work overseas. I ran home

to tell my mother about the great opportunity, but all she did was get mad. She did not want me to leave with the women. I convinced my mother to let me go. The woman told me it would cost P30,000 to get to Japan. I told her that we did not have the money, but she was very kind and said she would loan us the money.

Within a week I was on a boat going to Manila. As soon as we landed in Manila I was taken to a house. I was not allowed to leave the house. Food was brought in and I was trained how to dance and serve drinks to customers. After 1 month of training I was told I was going to Japan. I was handed travel papers that looked legal to me and had all my correct data on them. I went to the airport. I did not talk to anyone at the airport about my travels; my caretakers did it all. I got on the plane with about 15 other girls. We were all very excited.

As soon as we got off the plane in Japan our passports were taken away from us. We were taken by van, with tinted windows, to a dormitory. We were not allowed to leave. That night we were taken to the club we were to work at. We were told to only observe and sit with customers. After 1 week we were instructed to dance and sing. If the girls were good singers they let them continue to sing, but if they were not they were immediately asked to “go out” with customers.

They allowed me keep singing which made me very happy. After a couple of weeks a customer had come in and asked to “go out” with a particular girl, but the girl was not there. She was sick. The club owner offered the customer to “go out” with me instead. That night the customers forced himself on me. He was nice though and I made good money that night. After that I figured, “Nabasa na man ko, maligo na lang!” (I’m already wet, so I will just take a bath!). Besides, we were being watched all the time. I could not have escaped.

Soon I had many customers. Some would hit me and abuse me. One time I thought I was going to die. I was forced to do things I didn’t like to do. If I refused to “go out” with a customer one of the owners would beat me. In time I met two nice customers who were the only two men to “take me out”. They would take me out and show me Japan. I was in Japan for 1 year, before I was allowed to return to the Philippines. In that year the owner kept all my earnings and my passport. It was not until I arrived at the airport to return to the Philippines that I was given any money and my passport back.

When I returned home all the money I had made was spent within 2-3 months. My family continued to pressure me to return to Japan to make more money. I don’t know if my family knows what I do in Japan, but sometimes my brothers tease me about what my job is there. The whole family still wants me to return to Japan. Eventually I gave in and returned to Japan. I still continue to go back to Japan and return with a little money for my family.

Questions Restated: Why don't you quit the prostitution and come home right away? Why would you return to Japan?"

[Possible Explanations to questions above]

- a) She doesn't speak the language.
- b) She doesn't know the country she's living in well or the area well enough to know how to escape.
- c) She has no papers or official documents.
- d) She has little education and no other job skills.
- e) She is viewed as a criminal by local police.
- f) She has been deprived of food and is hungry.
- g) She has been compelled to have unprotected sex and may have contracted a sexually transmitted disease.
- h) She fears deportation. She knows people can track her down both here and at home.
- i) She may have a relationship with the trafficker, and despite the abuse, may still have feelings for him (i.e., an unhealthy relationship).
- j) She is being threatened, intimidated, and abused by her captors (for example, "If you try to leave, we will find you. We know where your family lives and we will kill you and them.") She fears that her trafficker might torture or kill her. She fears that members of her trafficker's network might harm or kill members of her family at home. (There are documented cases of girls being killed because they refused to prostitute themselves).
- k) She is afraid of the shame and stigma she would face at home.
- l) She realizes that her family might not accept her because she has been a prostitute.
- m) She has been sold and re-sold repeatedly and is in "debt" to the trafficker for the money he paid for her.
- n) She knows that her trafficker or his connections may have bribed the police so that even if she went to them for help, they would only return her to the trafficker or sell her to another trafficker.
- o) Once home, she may want to forget her experience, so she tells her friends and family that it was a good experience and that she had a different, good job other than being prostituted. She may then be encouraged by her families to return to the "good job," and instead of facing the shame and stigma of telling the truth about being prostituted, she may return and continue to tell her family that everything is great.
- p) With low self-esteem and already acclimated to prostitution, she may feel that returning is the only thing she can do.

[Explain that these are typical of trafficking victims.]

2. Teacher asks class, “What kind of feelings would “Ganggang” feel? How would **you** feel if you were in her situation?” Again, give students a few minutes to list as many feelings as they can. Call on students and write their responses on the board. A few examples:

- a) fear (for own life as well as loved ones at home)
- b) shame
- c) guilt (though she is not to blame)
- d) helplessness, defenselessness (learned from the abuse)
- e) low self-esteem, lack of self-respect, even self-loathing
- f) loneliness, isolation
- g) desperation
- h) anger (at self for being duped, at trafficker, at family members for letting this happen)
- i) stress, distress, anxiety
- j) hopelessness, despair
- k) suicidal feelings

[Explain that these are typical feelings victims experience]

3. Teacher explains that even if the victim is brought back to the Philippines, there can be long-term effects of the victimization. Imagine what could they be?

[Possible answers]

- a) Lifelong low self-esteem and negative self-image
- b) Lack of confidence, inability to find work
- c) Lack of education and marketable job skills
- d) Problems in relationships (lack of trust, inability to love)
- e) Sexually-transmitted diseases left untreated
- f) Long-term drug addiction
- g) A wide range of emotional, psychological problems

[Teacher can explain “Post-Traumatic Stress Disease” (PTSD), a psychological disorder that can be experienced by anyone who has undergone a violent or very stressful experience (example: victims of rape, soldiers during wartime, victims of domestic violence, etc.). Victims of this disease can suffer from a series of problems including inability to sleep; nightmares; anxiety attacks; problems concentrating and completing a task; physical health problems such as ulcers, heart attacks and high blood pressure; sexual problems; and self-destructive, suicidal thoughts.]

**This is also a good time to explain that if they are ever trafficked or anyone they know is or has been a victim of trafficking that they should go to the DSWD. The DSWD will be able to help with these feelings and challenges and will also know of other NGOs that are equipped to help victims of trafficking.*

III. Small Group Discussion of Opinions (5 minutes)

Class is divided into the same groups of five students each. First, students take out their responses to the Agree/Disagree statements from the last class (on a piece of paper under the heading “Opinions”) and make a new column. Each group’s “Leader” reads the same True/False statements from the last class, pausing after each one to give the students a chance to write their response number in the new column, explaining that they might feel differently today than they did at last class. Then the “Leader” reads Statement #1 again, and the each group discusses their opinions and whether any members changed their mind. The same process is followed for all eleven statements. (This exercise can be done now or towards the end of Lesson #4.)

IV. Large Group Discussion of Opinions (5 minutes)

Teachers explain that responding 1 - 5 on Statement #11 automatically puts them into a high-risk category to be trafficked. Teacher can ask why. Teacher can also ask, “Which other types of responses to which other questions would make that person more at risk to be a victim of trafficking? [For example, strongly agreeing with #1 and #8] Why?” (This exercise can be done now or towards the end of Lesson #4.)

(Optional: Teacher asks students for their general reactions and asks if any students had significant changes in opinion from the last class and why.)

V. Homework (optional):

Encourage students to talk to their friends and family members openly about the prevention of trafficking. Do they know of anyone (for example, a friend, a relative, a member of the neighborhood, etc.) who might have become a victim? Open communication within families is a way to prevent trafficking. Ask students to share their stories in class the next day, if they are willing.

Anti-Trafficking Educational Curriculum

Lesson Plan #3 Greater Understanding/Free Discussion (45 minutes)

Objectives: Students will discuss other issues related to trafficking. Note: many of these discussion questions were created by victims of trafficking themselves when asked what sorts of education would have helped prevent them from being trafficked. **It is important that this be taught in 1st year high school** since many students stop going to school soon after.

I. Discussion Topic: Risk Taking (15 minutes)

A. Many trafficking victims took a risk at some point, a risk that made them vulnerable to a trafficker. On the other hand, most psychologists agree that taking risks is beneficial to make a person's life fuller and more meaningful. Some risks are healthy and expand one's life. Others are unhealthy and put one's life in danger. What do you perceive as a healthy risk? An unhealthy one?

Examples of a Healthy Risk:	Examples of Unhealthy Risk:
1. Going up to a foreigner and speaking to him/her in their language, which you have learned in school. (You may be afraid, but it's important to practice a foreign language and overcome fears.) 2. Auditioning for a school performance. (You may be afraid of failing or not doing well, but challenging yourself builds character).	1. Using a drug 2. Engaging in unprotected sex 3. Agreeing to work far away with illegal or no documents 4. Accepting a marriage proposal after only a brief courtship or meeting on the Internet.

[These are just ideas to get students started thinking of their own examples. Tell students that life involves many risks. First, it's important to determine if a risk is a healthy one or not; second, it's important to make healthy choices rather than unhealthy ones. Write their responses on the board, and try to help them identify their examples of unhealthy risks as factors that may be related to trafficking].

B. Related Discussion Questions:

1. How risky is engaging in just one act of intercourse? Would you categorize this as a healthy risk or unhealthy? Rank its level of risk: high, medium, or low? [It's actually a high unhealthy risk. The likelihood of pregnancy from a single act of unprotected sexual intercourse is quite high: 50%. An additional factor is the risk of getting an STI (sexually transmitted infection).]

2. How risky is it for a girl to marry a man whom she met on the Internet and has only spent a short time with in person? *[Statistics show that this is a very risky behavior. Filipino women who marry into Australia are six times (6X) more likely to be killed due to domestic violence than Australian women their same age (Santos, 2002).]*

II. Discussion Topic: Relationships (15 minutes)

A. Many traffickers ensnare a victim through the means of a trusting or romantic relationship, even a false marriage proposal.

What is a healthy relationship and what is not? How do you detect the difference?

<p>Signs of a Healthy Relationship:</p> <ol style="list-style-type: none">1. Respect2. Honesty3. Kindness4. Politeness5. Validating the other's feelings6. Supporting the other's dreams, ambitions, endeavors7. Commitment8. Similar interests9. Open communication10. Listening11. Ability to resolve conflicts using compromise in a way that leaves the other person's esteem intact (and realizing that conflicts are inevitable in any relationship)	<p>Signs of an Unhealthy Relationship:</p> <ol style="list-style-type: none">1. Lack of any one of these items to the left (i.e. if the couple does not speak a common language how can there be open communication?)2. "Buying" love or trust with gifts3. Defensiveness4. Jealousy5. Contempt6. Criticism (attacking the person verbally as opposed to clearly expressing what is making one upset)7. Withdrawal8. Using sex to maintain power or control
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[The above are just ideas to mention if students themselves did not]

III. Discussion Topic: Unequal Power in Society (10 minutes)

A. Consider the following:

1. Why do you think adolescents are most likely to be victims of trafficking?
2. Why do you think victims of trafficking are more often female and the perpetrators male?
3. Why do you think trafficking in women would be more common in countries where women do not hold political office?

IV. Other Related Discussion Questions: (5 minutes)

A. Optional:

1. What is independence? What does it mean, and how do you build it?
2. What is self-esteem, and how can one improve it?
3. How can one communicate with one's family better?
4. Who should you listen to when making important decisions about your life: your friends, your family, or both? (In other words, what kind of guidance is best obtained from friends and which from parents?)

[Trafficked victims felt strongly that the answer depends on one's family situation, how supportive one's family members are, and how trustworthy one's friends are.]

5. In the case of rape, who is at fault? [The rapist] If a woman is raped, what are her rights?

V. Other Options:

A. Optional Small Group Activity: In small groups, give students the opportunity to share personal knowledge they have of trafficking (example, a friend, a relative, a member of the neighborhood, etc.). Such information is personal and does not need to be shared with the entire class.

B. Optional Audiovisual Activity: Play video of real victims telling their stories. Discuss afterwards. (View the accompanying VCD at the end of the manual.)

What is happening here? Why did this happen? Did it have to happen? Why did _____ do that? Did she have to? Did she want to? What were 3 turning points in her

story? What other alternatives does she have? What were other things that could have happened? What would **you** have done? How would **you** have felt?

C. Optional Homework Assignment: Choose one of the following:

1. Encourage students to talk to their friends and family members openly about the prevention of trafficking. Do they know of anyone (for example, a friend, a relative, a member of the neighborhood, etc.) who might have become a victim? Open communication within families is a way to prevent trafficking. Ask students to share their stories in class the next day, if they are willing.

2. One victim of trafficking has said, "I want to tell you: this profession is the dirtiest of every other profession, and every girl understands what I mean. I would never wish my misfortune on anybody else."

What does she mean? Write a response of 2 - 3 paragraphs.

3. Another victim of trafficking said, "I wish there were jobs for us here, instead of depending on remittances from abroad... How long will we have to sell ourselves overseas before things change?"

What does she mean? Write a response of 2 - 3 paragraphs.

Anti-Trafficking Educational Curriculum

Lesson Plan #4 Ideas for Prevention (50 minutes)

Objectives: Students will develop a better understanding of how recruiters operate. Students will brainstorm about how the most vulnerable can be protected, and how to make themselves less likely to be victims.

I. Teacher asks students to review the common ways recruiters hunt down their victims, based on their readings and discussion thus far. (5 minutes)

1. Creation of a seemingly “accidental” meeting (though it is well-planned by the trafficker in reality) where the girl is introduced to a person by someone she already knows. Soon that person claims to know of a perfect job for her in Manila, Japan, or some far away place. [True Stories 1,2,5]
2. Creation of an introduction to an old acquaintance, someone who is not a complete stranger and thus more likely to seem credible and trustworthy, who claims to know of a well-paying job for an attractive young girl. [Story 3]
3. An advance of money or gifts (i.e. food) given to the girl’s family in order to show generosity and trust. The girl is then given over to the trafficker and taken to another country. The trafficker lies to the family saying that their daughter will have a good job with good pay and will be able to send money back to the family. Soon the girl is forced into prostitution while most of the money goes to the trafficker. [Stories 2,5]
4. Directly selling one’s own relatives to another person, either knowingly or unknowingly (a complete exploitation of human rights). [Story 4]

[Teacher allows time for questions. If the teacher does not know the answer to a question a student has asked, consider challenging the class to find out and offer a reward (such as bonus points) to the student who can find out the answer by the next class.]

II. Explanation of “Red Flags” (i.e. warning signs of a potential trafficker). (10 minutes)

Students think on their own for a moment and tell the teacher. For example:

1. A recruiter is offering to loan you the money to travel abroad. [This tactic is used to get the girls in debt which gives the traffickers more power over the girls]
2. A person promising that your life will be perfect in a far away place.
3. The phrase, "There's no way you could be successful or make any money here in the Philippines."
4. You are "just the right person" for the "perfect" job.
5. If knowledge of a foreign language is not required for a job abroad.
6. If someone pressures you to make a decision before you are ready.
7. If someone insists on keeping your passport.
8. If a passports or other official documents are not needed for the move abroad.
9. Insistence on using false documents.
10. If communication between people who are supposed to be relatives seems odd. Relatives should know each other well.
11. Other typical phrases: "You could make as much as \$500 a month." "A beautiful girl like you, doing this kind of job could make a lot of money in _____." "I've helped girls like you before, and they came back and even bought themselves a house."

(Warnings from trafficked girls and women to others)

1. Learn how to say NO.
2. Consider carefully the consequences of saying yes.
3. Be suspicious and presume that all promises may be false.
4. If a friend or a relative offers you a job, you should not automatically trust that person blindly.
5. Romantic love can be feigned. If a romantic partner seems perfect, too good to be true, then maybe he is.
6. If a boyfriend/girlfriend pressures you in any way or ever asks you to do anything you are uncomfortable with, that is not love.
7. If you accept money, gifts, or a favor from someone, you become committed and entrapped. The goal of the trafficker is to put you in a situation from which there is no turning back. Pimps watch for your weakest point in order to exploit you.
8. If you commit yourself, do you have an escape plan? Never forget that the one who sets the trap for you does not really care for you and is abusing you. They have a very specific purpose for you and whatever they do is deliberate.

Teachers could emphasize to students the message: "**You** are in control of your own body. No one else is or ever should be. Only **you** should decide what happens to it." Teachers can use an analogy such as, "**You** are the captain of your own ship. **You** decide where to steer and how fast to sail. It doesn't matter

what the other ships in the harbor are doing, how fast they are going, or in what direction they are moving. You and only you are the captain of this ship.”

II. Teacher-directed group activity (25 minutes)

A. Teacher divides class into three groups and gives a 10-minute time limit.

Teacher tells each group to come up with a skit on *Trafficking in Persons* using the information they have learned over the past four lesson plans. Each skit can have as many characters as the group would like, but **each skit must include the following three characters:**

Character 1: “You are traffickers working for a large, powerful, and sophisticated crime network. Think of as many ways as you can to get a 15-year-old village girl under your control so that you can traffic her.”

Character 2: “You are a 15-year-old village girl and someone you trust says they know of a good job. They say you would be perfect for the job, that you could make lots of money to help you and your family, and that you could never be financially successful here in your municipality. They want you to leave as soon as possible. You want to believe them, but you want to be sure they are telling you the truth. What can you do to make sure he/she is not a trafficker? What can you do to protect yourself? Think of as many ways as you can.”

Character 3: “You are the parent of the 15-year-old girl. Think of as many ways as you can to prevent trafficking of your child and in your community.”

B. After time is up, each group has 5 minutes to present their skit.

**After the groups are finished it would be a good time to explain to the class what the PESO (Public Employment Service Office) is, where it is located in the municipality, and that they should go there whenever thinking about working away from home. The PESO should have all the information needed to help ensure safe and documented work away from home.*

III. Optional Activity: Role Play (10 minutes)

One student volunteer from each of the three groups acts out a scenario invented by themselves, impromptu in front of the class. Class decides who “won.”

IV. Final Discussion (10 minutes)

A. Based on your readings, activities, and discussions of the last few classes, how are the best ways to prevent trafficking in the Philippines?

B. If you are a girl aged 13 - 16, you are already at risk. What can you do personally to make yourself less likely to be a victim?

Anti-Trafficking Educational Curriculum

Lesson Plan #5 (Optional) Teaching Trafficking from a Human Rights Perspective (45 minutes)

Objectives: Students will be introduced to the problem of human trafficking via an assessment and discussion of human rights.

I. Introduction

A. Teacher-directed Activity

1. Teachers explain that all human beings are born with certain rights. For example, all humans have the right to be free, to be fed, and to be happy. In 1948 the United Nations met to create a “Universal Declaration of Human Rights” describing these rights in the hope that all nations would work toward ensuring these rights for all of their citizens, including women and children.

2. Throughout history, humans in different times and different places have been deprived of their human rights. Can you think of some examples?

[Slavery in the United States prior to its Civil War, the Spanish occupation of the Philippines, the Japanese occupation of the Philippines during World War II, the Holocaust in Germany during World War II, etc.]

3. Can you think of other rights you have just because you are a human being?
[Discuss]

4. “Human Trafficking” is something that is happening now in many countries in which people (mostly women and children) are tricked and forced into doing something they don’t want to do: become a prostitute, forced labor. The people who take these people away are called “traffickers” and they treat our people terribly in order to make a profit. Often, these traffickers will tell lies about good jobs abroad, or jobs here in the Philippines, with promises of good money and a good life. The trafficker does not really care about the person and never intends for them to have a good job with good money. Sometimes men will even pretend to fall in love with a girl and make a marriage proposal, such is the case in Mail Order Brides (MOB’s). But many times he is a trafficker and does not really love the girl, and never intends to have a normal, loving relationship with her. Once the traffickers take the people out of the country, they are abused and have difficulty getting back to the Philippines. *(Everybody should beware of any person making promises of good jobs or good money that take one away from their family and security of their home. You should be*

that take one away from their family and security of their home. You should go directly to the PESO (Public Employment Service Office) to verify any jobs and legality of recruiters in your area. That person could be a trafficker.)

5. Have the students take a look at the attached copy of the “Universal Declaration of Human Rights.” Take 10 minutes to read over it and decide which parts of it “human trafficking” violates. Have the students write them down in their notebooks.

[In certain respects, trafficking violates almost every one of these articles in terms of the impact it has on its victims, but especially worth discussion are its violations of Articles 1, 3, 4, 5, 13, 23, 25, and 26. Teachers ask students: how does human trafficking violate these articles?

Human trafficking violates a human being’s personal freedom, security, and dignity. When people are trafficked, many times, they end up in forced labor and/or sexually exploited and prostituted (White Slavery). Because trafficking violates so many individual’s rights so excessively, it is an issue that relates to all human beings. It is all of our responsibilities to enforce these rights: parents, family, the State (PNP, DOLE, DSWD, Department of Justice), and the United Nations.]

6. If appropriate, the teacher could also discuss that because these rights are violated, the victim is reduced to the status of merchandise that can be bought or sold for money. The victim is therefore “owned” by another person without the victim’s consent and without any legal grounds. Victims are not paid, or paid very little, for their work and are physically and emotionally abused. *Teachers should try to convey the message to students that, “Nobody has a right to you or your body, even if they paid money for you.”*



Universal Declaration of Human Rights

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights, an edited version of which appears in the following pages. Following this historic act, the Assembly called upon all Member countries, which includes the Philippines, to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Now, therefore, THE GENERAL ASSEMBLY makes THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a standard for ALL peoples and ALL nations, that EVERY individual, including children, in EVERY part of society shall try to respect these rights and freedoms both nationally and internationally.

- Article 1.** All human beings are born free and equal and should treat one another with the spirit of brotherhood.
- Article 2.** Everyone deserves all the rights and freedoms in this Declaration.
- Article 3.** Everyone has the right to life, liberty, and to be safe.
- Article 4.** No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.
- Article 5.** No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.
- Article 6.** Everyone has the right to be identified as a person before the law.
- Article 7.** All are equal before the law and are given equal protection by the law.
- Article 8.** Everyone has the right to have one's problems solved by a fair judge(s).
- Article 9.** No one shall be subjected to unfair arrest or confinement.
- Article 10.** Everyone has the right to a public hearing by a fair judge(s).
- Article 11.** (1) Everyone charged with a crime has the right to be presumed innocent until proven guilty.
(2) No one shall be held guilty of a crime that was not a crime at the time of the offense.
- Article 12.** No one shall be subjected to unfair interfering with one's privacy, family, home or friends or to attacks upon his or her honor and reputation.
- Article 13.** (1) Everyone has the right to freedom of movement and residence within the borders of each state.
(2) Everyone has the right to leave any country, including his own, and to return to his country.
- Article 14.** (1) Everyone has the right to seek safety in another country to get away from harm that is against the principles of the United Nations.
- Article 15.** (1) Everyone has the right to be part of a nation.
- Article 16.** (1) Men and women of full age have the right to marry and have a family.
(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

- (3) The family is the basic unit of society and is allowed protection by society and the State.
- Article 17.** (1) Everyone has the right to own property and no one shall have one's property unfairly taken away.
- Article 18.** Everyone has the right to freedom of thought, conscience, and religion.
- Article 19.** Everyone has the right to freedom of opinion and expression.
- Article 20.** (1) Everyone has the right to freedom of peaceful assembly and association, but no one may be forced to belong to an association.
- Article 21.** (1) Everyone has the right to take part in the government of one's country.
 (2) Everyone has the right to public service in one's country.
 (3) The will of the people shall be the basis of the authority of government; this shall be expressed in periodic and genuine elections that shall be held by secret vote or by equivalent free voting procedures.
- Article 22.** Everyone, as a member of society, has the right to social security and is entitled to attainment of the economic, social, and cultural rights important for the free development of one's personality.
- Article 23.** (1) Everyone has the right to work, to free choice of employment, to fair and good work conditions, and to protection against unemployment.
 (2) Everyone has the right to equal pay for equal work.
 (3) Everyone who works has the right to just and favorable pay ensuring for oneself and one's family an existence worthy of human dignity.
 (4) Everyone has the right to form and to join trade unions for the protection of one's interests.
- Article 24.** Everyone has the right to rest and free time, including limitation of working hours and periodic holidays with pay.
- Article 25.** (1) Everyone has the right to a standard of living adequate for the health and well being of oneself and of one's family.
 (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.
- Article 26.** (1) Everyone has the right to education.
 (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.
 (3) Parents have a prior right to choose the kind of education that shall be given to their children.
- Article 27.** (1) Everyone has the right to participate in the cultural life of the community and to share in scientific advancement and its benefits.
- Article 28.** Everyone is entitled to a social and international order in which the rights and freedoms stated in this Declaration can be fully realized.
- Article 29.** (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
 (2) In exercising one's rights and freedoms, everyone shall be limited only by the law for the purpose of respecting the rights and freedoms of others.
 (3) These rights and freedoms may in no case be used against the purposes and principles of the United Nations.
- Article 30.** Nothing in this Declaration may suggest to any State, group or person to take part in any activity meant for the destruction of any of the rights and freedoms set here.

Anti-Trafficking Educational Curriculum

Lesson Plan #6 (Optional) Teaching Trafficking via Attitudes Toward Women (45 minutes)

Objectives: Students will develop a better understanding of the gender issues that make one vulnerable to exploitation.

I. Introduction (10 minutes)

A. Teacher explains that much of what we feel, think, and believe about women - - whether we are boys or girls, young men or young women -- depends on the attitudes of those around us. We learn these attitudes from our families, our friends, our neighbors, and from the media: books, magazines, radio, and television. Our parents may tell us one thing and an advertisement something very different. No wonder we are confused.

Before we consider the various reasons why girls and women are victims of trafficking, let's look at how we consider women. The following are some quotations about women from different religions. Read them, decide which religion they are from, and see how you feel about them.

B. Choose one statement from each group and explain in a paragraph or two why you agree or disagree. Use personal experience (your own, a friend's, a female relative's, etc.) as evidence.

Group #1:

1. According to the Koran, "both men and women are...eligible for salvation or damnation, according to their personal merits" (4:124; 33:73; 6:51; 10:3). [Islam]
2. Saint Paul says that in Christ, "There is neither male nor female, for you are all one in Christ Jesus." (Galatians 3:28 RSV) [Christianity]
3. In the Bhagavad Gita, Krishna says that all who love him will be saved. (9:29-32) [Hinduism]
4. The Buddha, too, preached to women and accepted female disciples. [Buddhism]

Group #2:

1. "Women hold up half the sky." (Chinese proverb)
2. "The position of a woman in a society provides an exact measure of the development of that society." (Gustav Geiger)
3. "If you want someone to know about it, tell a man. If you want to do something about it, tell a woman." (North American folk saying)
4. "The Filipino woman no longer bows her head and bends her knees. Her hope in the future is revived." (Dr. Jose Rizal)
5. "Educate a woman and you educate a nation." (Dr. Aagrey of Achimota, Ghana)

C. (10 minutes) Students share their answers with a partner, in a small group, or with the entire class.

D. (10 minutes) Next, in a small group of 5 students each, have the students add 3 or 4 more Filipino sayings about women. Do they portray women positively or negatively?

II. Discussion (15 minutes)

1. Why do you think victims of trafficking are more often female and the perpetrators male?
2. Why do you think trafficking in women would be more common in countries where women are held to different standards than men? (A common term used when different groups in society are held to different standards is *double standard*.)
3. (Optional: Why are children and adolescents most likely to be victims of trafficking and the perpetrators older?)

Handouts

Anti-Trafficking Educational Curriculum Handouts

Lies vs. Reality

Read each statement and decide whether it is true or false.

1. An offer to work abroad that you get from someone you know is absolutely reliable.

This is not true. Often people fall into traffickers' hands through acquaintances, friends, or even relatives. *Many victims say they trusted an offer to work abroad just because it came from a person whom they knew well.*

2. Traffickers always look like real criminals; you can recognize them just from their appearance.

This is false. There are various kinds of traffickers with various kinds of looks. *Some of them will not resemble criminals at all.* On the contrary, they may look very decent and reliable. They may have a nice family, children, even a daughter or son -- like you.

3. You will earn a lot of money working in a foreign country.

Don't believe this lie. *Most often trafficked women do not even see the money they earn.* The biggest part or even all the money goes to the traffickers, pimps, and brothel-owners. Everything is in the hands of those who "bought" you. Even when clients pay directly to the girl, traffickers take that money by force or by deceit. Most trafficked persons return to the Philippines with little or the same amount of money as when they left.

4. My fiancé loves me. He would never ask me to prostitute myself.

Don't believe it. Your fiancé could be a member of a large, complex, and powerful criminal network and sell you for a profit to a trafficker as soon as you are out of the country. Meeting one's fiancé on the Internet is a dangerous game. Once deprived of your official documents and beaten into submission, your trafficker will use any method possible to maintain control over you and force you to do what he/she wants.

5. Employers buy you clothes, underwear, food, tickets, etc. out of kindness.

It is a lie. Traffickers buy various things for girls for two reasons. *First, this is a kind of "investment in the product" -- the girl has to look good so that it will be easier to sell her.* *Second, traffickers want to make women indebted and thus gain more control over them.* Trafficked women later have to pay back for all such "presents." Girls are put in debt for the trip, their living place, clothes, food, etc. and they work to repay all that. Women even have to give back their "owners" the money that was paid to buy them.

6. You do not have to obtain an official work permit for a short job abroad, or you will get it when you're already in the foreign country.

Not true. Generally, *you always have to get a work permit or work visa before leaving the Philippines and starting work abroad.* There are very few exceptions to this rule (i.e. Singapore), and you should check on them at the embassy or consulate of your destination country. If you go to a foreign country as a tourist and start working there, you immediately become an illegal immigrant. Illegal immigrants are socially unprotected, and they have no rights. They are exploited, and they have nobody to complain to; nobody defends their elementary human rights. If someone tells you that you do not need official documentation, that is a sure sign of his intent to exploit you.

7. You will be able to quit the “work” if you do not like it and go home whenever you want.

Don't believe it. Being indebted to their pimps and having given their passports away, *people lose their rights and become totally controlled by traffickers.* People become like merchandise that can be sold and re-sold, and their pimps do whatever they like with them. The “owner” will not let the person go unless they earn him the money he paid for them, nor will he allow a person to escape if they bring in a good profit for the “owner.” The “owner” alone decides when and under what conditions to let a person free.

8. Traffickers will harm your family or others close to you if you do not obey.

Violence is often used to force women into prostitution and fulfill the customers' wishes. Any person's attempt to resist is overcome by threats and violence. Because the “employers” have the person's home address, it is easy to convince them that unless they do what they are told, they will harm their family and relatives. However, traffickers are not always as powerful as they say. *They can control a powerless person imprisoned at their place, but traffickers have little power over the rest of the world, including the churches, humanitarian and non-governmental organizations, or state powers. You can address them for help.*

9. It is senseless to seek assistance from outside.

Not so. Going to the Philippine Embassy, local church, or non-governmental organization will not necessarily make your situation worse. At least your health and life will not be threatened anymore, and you will be assisted. Women sold in brothels should be viewed as victims of crime by the authorities, not as criminals themselves.

10. If you appeal for help, everyone in the Philippines will find out what has happened to you.

Not so. Without your approval, no information about you will be sent to your home country -- not to official institutions, not to your relatives or friends.

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**Anti-Trafficking Educational Curriculum
Handouts**

Considering Work Abroad?

Be careful.

Be skeptical.

In many cases, Filipinas offered work in far away places, both within the country and overseas, are sold to brothels. Often, these girls made similar mistakes that increased their chance of becoming victims. Read on, so that you won't make the same mistakes.

1. If a job offer is a real one, it is common practice to sign on official, written contract of employment.
2. Do not sign any paper that you cannot read because it is in a foreign language (you won't know what you are signing).
3. Always think twice before making any decision. Ask for more time. Be suspicious of the person offering the job or making a proposal (even if that proposal is for marriage).
4. If you agree to go to a foreign country legally, you must have a passport and a visa.
5. If you agree to go to a foreign country with someone, you should be able to give your family the address and telephone number of your future accommodation and the detailed data of your employer. Ask the police to verify this information.
6. Collect as many addresses as you can of places you can turn in case of trouble while in the foreign country.
7. Note the phone numbers of the Philippine embassies abroad.
8. There should be at least one person that you regularly call. You should agree on how often you call him/her, and find a good secret password in case you call but are in trouble and can't speak openly.
9. Leave a photocopy of your passport as well as a recent photo at home.
10. As soon as you arrive, notify your family.
11. Do not believe in easy money. You could be sold like a slave.
12. If the recruiters offer to loan you money to work abroad, be wary. Travel expenses should be charged to the employer and not to you. Many times recruiters loan money to the girls or their families to make the girls feel indebted and gain control over them.

While Staying Abroad:

1. Never hand your passport over to anybody.
2. If your passport is needed for arranging official matters, you should always be present.
3. Never accept any gifts or favors. You should not feel obliged to anybody.
4. Call home on a regular, pre-arranged schedule.
5. If you are kept confined, sold, or forced to work as a prostitute, you have the right to seek protection and assistance under any circumstances, even if you have gotten involved in some small criminal offence (e.g., illegal stay or work in the country, false documents, black market work, shoplifting, etc.)
6. Go to the local Philippine embassy, police, church, or international humanitarian organization for asylum and assistance!

Anti-Trafficking Educational Curriculum Handouts

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Considering a Marriage Proposal?

Be careful.

Be skeptical.

In many cases, young Filipinas who fall in love with an older man, especially on the Internet, are proposed to and are then move to the man's home country. However, the man may not be a dream-husband but instead someone looking for a housemaid, sex slave, and in some cases, a prostitute seeking to use the girl to make a profit for him. Often, these girls make similar mistakes that increase their chances of becoming victims. Read on, so that you won't make the same mistakes.

1. Ask for a longer engagement period. If he resists, take this as a warning.
2. Healthy relationships take time to grow. If the man has not known you for a long time, how can he really know you? If he doesn't really know you, then how can he really love you? "Love at first site" is a fallacy. Physical attraction can happen at first site, but love implies knowing that person well.
3. Gifts of flowers or chocolate do not necessarily mean love. The man could be trying to win you over with deceit.
4. Just because a man says, "I love you," that does not mean that he really does. He could be lying.
5. If a man comments on how beautiful you are, ask yourself if he loves your appearance or you. You are more than your physical appearance.
6. If the man wants to keep your relationship secret or lie about your relationship, consider this a warning that he is may not be looking for a healthy marriage or that he may be a trafficker.
7. If the man is disrespectful of you in any way that is a sign he does not really love you.
9. If the man puts pressure on you in any way (to leave your family, to have sex, etc.), that is not a sign of a healthy relationship.
10. Violence is a sign of disrespect. If a relationship becomes violent, leave it, even if he feels sorry afterwards.
11. If your boyfriend criticizes you publicly or privately, this is not a sign of respect.
12. If a man uses sex, money, physical force, or any other method to maintain power or control, this is not a foundation for a healthy marriage.
13. If your boyfriend insists on using false documents for any reason, that is a sign of dishonesty and deceit. How can you trust anyone who wants to lie?
14. If your boyfriend tells you that you could make a lot of money very quickly and easily overseas, do not believe him. Financial success for most people comes through education and hard work over a long period of time.
15. If your boyfriend tells you that you could never be successful here in Philippines, do not believe him. There are many successful Filipinas in the fields of the arts, sciences, law, politics, media, education, diplomacy, humanitarian aid, business, and many others.

Handouts

Anti-Trafficking Educational Curriculum Handouts: Embassies

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True Stories



Story of Jing (story 1):

My name is Jing. I am 21 years old. I have 4 siblings, one older sister, an older brother and one younger sister and younger brother. When I was 9 years old my father died. He was an electrician. After he died my family had no money, not even enough to continue to send us to school. My older sister, who was 11, was working for our neighbor at the time as a helper. Our neighbor told our mother that if she would send my sister and me to work in Cavite (Manila) as domestic helpers that our employers there would pay for us to go to school. My mother agreed and within a couple of weeks we were taken by boat to Manila by our neighbor.

Once we got to Manila I was taken to our neighbor's daughter's house and my sister was taken to our neighbor's sister's house. We were immediately sent to work in the house but our employers never sent us to school as we were promised. I didn't like the job there and I didn't get along with my employer. After 3 years of working there I was sent to another house in Manila. I was hired by a Chinese man to be a ya-ya, I was 12-years-old.

At first my work was okay but I was not allowed to leave the house. Soon the Chinese man's son kept coming around and touching me in places that I didn't like. It made me feel very uneasy. It was a hard time for me and I had just experienced my first "flow". I could not tell anyone about him touching me because I could not leave the house. After a few months the son raped me in the bedroom. He took my virginity. I went to tell the mother of the house what had happened to me, but she only slapped me on the face and told me not to tell lies. I then went to the father of the house but he just said, "Wala lang yan. Maliligo ka lang!" (No big deal, just take a bath!).

After that the father began "selling" me to his friends. They would take me out to the clubs. At the end of the night the father would sometimes give me P150-200 to keep quiet. I tried to write to my sister to let her know what was happening to me and finally I succeeded and eventually met her in a park. I was too scared to leave with her, she said she didn't know how to help me, and all my possessions and money were still in the house.

After 3 years I became very sick and the father took me to the hospital. The hospital said that there was nothing they could do to help my sickness. The father told me that I was of no use anymore and that I should go back home. I was 15-years-old. I returned home with my savings of about P3000. The money did not last long; it was all gone in 3 months. Now I am back living with my family.

Story of Julie and Carmen (story 2):

My name is Julie. When I was 17-years-old a friend of my family introduced me to a “legal recruiter”. I had just graduated high school but my family could not afford to send me to college, so this chance for a job seemed great. The friend of my families had also brought my friend Carmen along. She was only 16-years-old and had graduated with me from high school.

We both talked to the recruiter and she showed us her license and other official papers to prove that she was a “legal recruiter”. I still don’t know if the license and papers were real or fake. She told us that we had a chance to go to Japan to wait on tables and welcome customers. She made sure our parents knew that it would be at a “good club, which only sells liquor, and sometimes even has singing and dancing shows.” As a show of good faith she even gave each of our families P500 as an advance. She said that we would be making much more money than that and we would be able to send most of the money home to our families. We were so excited and when we decided to leave with her she even gave us tooth brushes, toothpaste, and other things we needed for our travels to Manila.

We left home from the nearest major port at 7am on Friday morning. When we arrived in Manila we were immediately taken to a house and were not allowed to leave. Our food was brought to the house and we were forced to exercise everyday. We were never allowed to go into the sun. We were told that staying out of the sun would make us lighter and more pretty. We were also taught how to use cosmetics. They trained us on how to dance, in a sexy modern way, how to handle a tray and to sit with customers. It was a strictly controlled routine.

After about 1 month I began to get a bad feeling, I thought to myself, “Why could we not go out and why did we have to dance this way?” I decided that I was going to try to escape from the house. I asked Carmen to come with me, but she said, “No, I really want to go to Japan”. I waited for my chance and after another month I got it. I had become friends with the “mayordoma” so one night I told her that I really needed some sanitary napkins, that I had started my “flow”. For the first time she allowed me to go out by myself, but she said she would be timing me. I never went to the store. As soon as I was out of the house I ran to the boat dock and hid until the next evening, when I knew a boat was leaving for home. I had sneaked some money out and paid for my trip back home. I was so happy to return to my family. Soon after I married my boyfriend. I now have a family and my husband drives a motor cab.

My friend Carmen did make it to Japan. She had used her sister’s data to get a passport and the agent took care of everything else. She arrived in Japan with a group of girls from around the Philippines. She was forced into prostitution and was able to send a little money home for the next two years. After two years of being prostituted she became pregnant and returned home. The money she had sent back did not last very long. She decided to leave her baby with her family and return to Japan.

Story of Emee (story 3):

My name is Emee. I lived in a small agricultural community in and my father worked in the rice fields. When I was 16-years-old our neighbor and friend had their uncle, Mario, visit from Manila. He approached my parents and told them that, if they would like, he already had jobs for me and my 14-year-old brother in Manila. He said that we would be working for a family and that I would work in their home while my brother would work in one of their factories. He also said that we would be making enough money to be able to send money home and that my parents could expect money after only three months. It sounded like a good opportunity, five other teenage boys in the area had already agreed to go and he was the uncle of our neighbors, so we decided it would be okay.

On the day of our departure, we took a bus to the city and went to the port. Mario left us in the afternoon in a small eatery next to the port and told us to wait until he came for us. Shortly before the ship was to leave in the evening he arrived and told us to follow him inside a truck that would drive into the ship's hold and that we would wait there until some cargo had been unloaded. Once inside the ship we all got out and were shown, by another man, to an area where we could wait until the ship left. An hour after the ship had left the port we finally were able to go up to the passenger area. Mario had given us some food for the boat ride, so we decided to eat.

When we arrived in Manila the next day Mario introduced us to a woman and told us to go with her. The woman took us by bus to Nueva Ecija. I was taken to the house of our employer while my brother, along with the five other boys were taken to one of the factories. Our employer owned a rice mill, warehouses and other stores where we would all work. When I arrived at the house I asked about my brother and they assured me he was okay, but I could not find out any clear information about where he was or when I could see him. I started work immediately and had no days off. Since I was not familiar with the area there was no way for me to try to sneak out and find him.

I met another young girl at the house from Batangas, Maria, and together we did all the housework for the family of seven. Our employers expected us to work in the house and kitchen, do the laundry, clean the small piggery behind the house and sweep the yard among other details. We would work from 5am until well past sunset. After one month, I expected to receive my first salary but nothing came. When I asked, they told me that I would first have to pay off the travel expenses of the boat and bus fare in addition to other expenses. After three months, I had lost weight from not eating enough and working so hard. I waited until the end of the third month hoping to finally get a salary but still got nothing. Maria told me that in the six months she had been there, she had only received P800 or P900.

I decided I must escape and convinced Maria to lend me some money to go to Manila. I left the house at dawn one day and rushed to the bus terminal. I was so afraid of getting caught and being forced to return that I did not even ask around about my brother. Maria had given me the address of some relatives of hers in Manila and so I went there and stayed with them while I waited for the reply to a letter I had sent to my parents. One day the cousin of my mother who lived in another part of Manila came and picked me up. I decided to stay with her while I searched for other work.

Story of the Foreigner (story 4):

Many retired foreigners, mainly Caucasians, make their residence in the capital and outlying area of the provinces in the Philippines. The BIR (Bureau of Internal Revenue) officer in one such municipality meets and becomes friendly with such a foreigner and assists him in the purchase of a beachfront property.

The foreigner also asks his Filipino friend to introduce him to some young women. The BIR officer is happy to help and convinces her 16-year-old niece to become the foreigner's combined house-help and girlfriend. Soon however, the young girl decides that she is not comfortable at the foreigners home and leaves. Not long after, her 15-year-old sister is convinced to take her place. However, after only one month, the young girl goes to the DSWD to ask for help, the foreigner had raped her. Rape charges are filed against the foreigner but the girl's aunt, the BIR officer, convinces the girl and her family to settle out of court and receive compensation in the form of money instead.

By this time, the foreigner knows his way around the city and province. Over the next two years, he persuades a series of usually poor and underage girls that he will support them in their schooling and will marry them when they turn 18. He is generous with gifts to the parents, and they generally consider him a godsend. However, the girls never stay very long with him. One more girl files physical injuries charges and two additional charges of rape are filed by two other young girls.

The foreigner hires a top lawyer who produces many affidavits from the girls' parents, barangay captains, taxi drivers, housemaids and others, to attest that at different times the girls were willing "fiancées" of the foreigner and that any sexual activity was consensual. The lawyer argues that the complainants are acting out of jealousy and the desire to extract money from the foreigner. At the same time, he files counter charges against the DSWD officer and some members of NGO's that assisted the girls. Finally, the municipality mayor obtains a copy of a letter that the foreigner sent to his lawyer. Within the context of the letter, bribes to the NBI and other public officials are mentioned in return for favors to make all the charges of rape and physical assault disappear.

While the preliminary hearings for the cases were going on, the foreigner disappears and in spite of a hold departure order the foreigner manages to leave the country. With the accused at large, the cases filed against him are still pending.

The BIR officer still assists in the sale of the beachfront property even as the foreigner is no longer to be seen.

Story of Ganggang (story 5):

My name is Ganggang. I have two older brothers and one younger sister. When I was younger, I graduated high school. My father was a hardinero at a local college, so I would have gotten a reduced tuition if I had decided to go to school there. I could have gone to college, but the course I wanted to take was not offered so I decided not to go. Instead, I wanted to just hang with my “barkada”. This did not make my mother happy, especially when I stayed out late at night. We fought about this several times.

When I was 18-years-old a gay friend of mine told me about a woman who was looking for girls to work in Japan. He went with me to see the woman. She told me that she was looking for singers and dancers to work in Japan. I was very excited; I enjoy singing and I have always wanted to work overseas. I ran home to tell my mother about the great opportunity, but all she did was get mad. She did not want me to leave with the woman. I convinced my mother to let me go. The women told me it would cost P30,000 to get to Japan. I told her that we did not have the money, but she was very kind and said she would loan us the money.

Within a week I was on a boat going to Manila. As soon as we landed in Manila I was taken to a house. I was not allowed to leave the house. Food was brought in and I was trained how to dance and serve drinks to customers. After 1 month of training I was told I was going to Japan. I was handed travel papers that looked legal to me and had all my correct data on them. I went to the airport. I did not talk to anyone at the airport about my travels; my caretakers did it all. I got on the plane with about 15 other girls. We were all very excited.

As soon as we got off the plane in Japan our passports were taken away from us. We were taken by van, with tinted windows, to a dormitory. We were not allowed to leave. That night we were taken to the club we were to work at. We were told to only observe and sit with customers. After 1 week we were instructed to dance and sing. If the girls were good singers they let them continue to sing, but if they were not they were immediately asked to “go out” with customers.

They allowed me keep singing which made me very happy. After a couple of weeks a customer had come in and asked to “go out” with a particular girl, but the girl was not there. She was sick. The club owner offered the customer to “go out” with me instead. That night the customers forced himself on me. He was nice though and I made good money that night. After that I figured, “Nabasa na man ko, maligo na lang!” (I’m already wet, so I will just take a bath!). Besides, we were being watched all the time. I could not have escaped.

Soon I had many customers. Some would hit me and abuse me. One time I thought I was going to die. I was forced to do things I didn't like to do. If I refused to "go out" with a customer one of the owners would beat me. In time I met two nice customers who were the only two men to "take me out". They would take me out and show me Japan. I was in Japan for 1 year, before I was allowed to return to the Philippines. In that year the owner kept all my earnings and my passport. It was not until I arrived at the airport to return to the Philippines that I was given any money and my passport back.

When I returned home all the money I had made was spent within 2-3 months. My family continued to pressure me to return to Japan to make more money. I don't know if my family knows what I do in Japan, but sometimes my brothers tease me about what my job is there. The whole family still wants me to return to Japan. Eventually I gave in and returned to Japan. I still continue to go back to Japan and return with a little money for my family.

Poster Preview



ANTI-TRAFFICKING IN PERSONS

Rules of Recruitment within the LGU

The following is a summary of "Rules and Regulations Governing Private Recruitment and Placement Agency for Local Employment," "POEA Rules and Regulations Governing the Recruitment and Employment of Land-Based Overseas Workers," "Labor Code of the Philippines," "Migrant Workers Act of 1995 (RA 8042)," and RA 8759 (the PESO). There are two (2) types of recruitment: Local (Domestic) and Overseas.

LOCAL RECRUITMENT PROTOCOL:

I. Venue:

Recruitment can be held anywhere in the LGU as long as approval from the mayor or PESO has been received. *It is strongly recommended that local recruitment be performed within the PESO and under supervision.*

II. Practices:

- A. Any act of canvassing, enlisting, contracting, transporting, utilizing, hiring, or procuring workers and includes referrals, contract services, promising or advertising for local employment, whether for profit or not, **TO TWO (2) OR MORE PERSONS WHEN UNDERTAKEN BY A NON-LICENSEE OR NON-HOLDER OF AUTHORITY SHALL BE DEAMED ILLEGAL RECRUITMENT.**
- B. In addition any licensed Agency and/or authorized representative must keep to the following steps:
 1. Agency and/or its authorized representative (**recruiter**) **MUST PRESENT** to the LGU PESO:
 - 1) **Copy of existing license**
 - 2) **Original copy of Authority to Recruit.**
 2. The authorized representative (recruiter) shall require the recruit (**job seeker**) **TO SUBMIT** a copy of each of the following:
 - 1) **Birth certificate from the local civil registrar**
 - 2) **Medical certificate issued by a government physician or by a reputable private medical practitioner.**
 3. The Agency or its authorized representative (recruiter) and the recruit (job seeker) shall enter into a **RECRUITMENT CONTRACT**, duly notarized a copy which shall be submitted to the Regional Office where the recruitment activity was undertaken.
 4. The Agency or its duly authorized representative shall **SUBMIT A LIST OF THE NAMES AND ADDRESSES OF ITS RECRUITS** together with copy of documents specified in procedure B2 above [Birth Certificate and Medical Certificate] to the Regional Office for the appropriate authentication and validation; copies of these documents shall be furnished to the Regional Office of destination of the recruit (job seeker).
 5. After the recruitment activity, the Regional Office of origin shall issue a **CERTIFICATION** to the Agency or its duly authorized representative (recruiter) **THAT THE RECRUITMENT ACTIVITY HAS BEEN IN ACCORDANCE WITH THIS RULE**, and a copy shall be furnished to the Marine Police/Coast Guard/Philippine National Police, as the case may be.
 6. The Agency or its duly authorized representative shall provide the recruit (job seeker) with a stamped envelope and form indicating the name and address of the recruit (job seeker) and the **NAME, ADDRESS, AND TELEPHONE NUMBER OF HIS/HER EMPLOYER TO BE SENT TO THE PARENT(S).**
 7. Prior to deployment the **REGIONAL OFFICE OF ORIGIN SHALL NOTIFY THE REGIONAL OFFICE OF DESTINATION** of the arrival of the recruit(s), and the latter (the Regional Office of destination) shall see to it that the terms and conditions of the recruitment contract are followed strictly.

III. Fees:

Placement fee: A licensed recruiter may charge the recruited workers a placement fee which shall not exceed twenty percent (20%) of the worker's first month's basic salary; in no case shall such a fee be charged prior to the actual commencement of employment. In addition, under no circumstances shall the twenty percent (20%) placement fee charged to the employer be deducted from the worker's salary.

Transportation: Transportation expenses of the worker from the place of origin to the place of work shall be **CHARGED TO THE EMPLOYER** and shall in no case be deducted from the worker's salary.

Issuance of Official Receipt: All payments made or fees collected by a licensed Agency shall be covered by an official receipt indicating the amount paid and the purpose of such payment.

* The PESO should collect from the DOLE a copy of all the Authority to Recruit papers and photographs of all the recruiters who are authorized to recruit domestically within the region and keep these in the office. This should be updated at a minimum of once a year.

OVERSEAS RECRUITMENT PROTOCOL:

I. Venue:

Recruitment within the LGU shall be conducted only at venues authorized by the Administration (POEA), that is **THE ACTUAL OFFICE OF THE PESO**, and **SHALL BE SUPERVISED** by the Administration (POEA), the DOLE, or the appropriate local government unit (PESO).

II. Practices:

- A. Any act of canvassing, enlisting, contracting, transporting, utilizing, hiring, or procuring workers and includes referrals, contract services, promising, or advertising for employment abroad, whether for profit or not, **TO TWO (2) OR MORE PERSONS WHEN UNDERTAKEN BY A NON-LICENSEE OR NON-HOLDER OF AUTHORITY SHALL BE DEAMED ILLEGAL RECRUITMENT.**
- B. It shall likewise include the following acts committed by any person whether they are licensed or not:
 1. To charge or accept directly or indirectly **ANY AMOUNT GREATER THAN THAT SPECIFIED IN THE LIST BELOW OF ALLOWABLE FEES.**
 2. To make a worker pay the recruiter or its agents **ANY AMOUNT GREATER THAN THAT ACUALLY LOANED OR ADVANCED** to him or her.
 3. **TO PRESENT OR PUBLISH ANY FALSE NOTICE, DOCUMENT, OR INFORMATION** in relation to recruitment or employment.
 4. **TO SUBSTITUTE OR ALTER**, to the prejudice of the worker, **THE EMPLOYMENT CONTRACT** as approved by the DOLE.
 5. **TO WITHHOLD OR DENY TRAVEL DOCUMENTS** from applicant workers before departure for monetary or financial consideration other than those authorized under the Labor Code.

III. Fees:

Fees Charged to the Employer:

- a) visa fee
- b) airfare
- c) POEA processing fee
- d) OWWA membership fee

Fees Charged to the Workers:

- a) **Placement fee** in an amount not to exceed the equivalent to one month's salary.
- b) **Documentation costs** which shall include, but not limited to:
 - Passport
 - Authentication
 - Birth Certificate
 - Medicare
 - Trade Test, if necessary
 - Inoculation, when required by host country
 - Medical Examination fees
 - NBI/Police/Barangay Clearance

*In the event that the recruitment agency agrees to perform documentation services, the worker shall pay only the actual cost of the document which shall be covered by official receipts.

Please Remember:

1. **All departing OFWs shall be monitored through the POEA assistance centers at international airports and other exit points in the country to ensure that they are properly documented before proceeding to their overseas job sites. For their protection, workers without proper documents shall not be cleared by the center.**
2. **The above-mentioned placement and documentation costs are the only authorized payments that may be collected from a hired worker. No other charges in whatever form, manner, or purpose shall be imposed on or be paid by the worker without prior approval by the DOLE (for local employment) or POEA (for overseas employment).**

ANTI-TRAFFICKING IN PERSONS

If one can draw a line from ANY ACT in the first section to ANY MEANS in the second section and then continue that line to ANY FORM OF EXPLOITATION in the third section then there is Trafficking in Persons. The consent of a trafficked person is irrelevant, trafficking is committed with or without consent.

- The Act of:
- Recruitment
 - Transportation
 - Transfer or harboring
 - Receiving

- By Means of:
- Threat, use of force, or coercion
 - Abduction
 - Fraud
 - Deception
 - Abuse of power
 - Abuse of Vulnerability
 - Giving or receiving payments

- For Exploitation in:
- Prostitution
 - Other sexual exploitation
 - Forced labor
 - Slavery
 - Servitude
 - Removal or sale of organs



ANTI-TRAFFICKING IN PERSONS

DSWD Awareness

Once people return to the municipality from working away from home, or if your municipality is one where people come to work, the LSWDO should be aware of the signs of a person who has been trafficked and be sure to listen and talk to the community or even talk to the individual about their experience away from home. Some suggestions from the US State Department are as follows:

Look for signs or "Red Flags" of trafficked survivors:

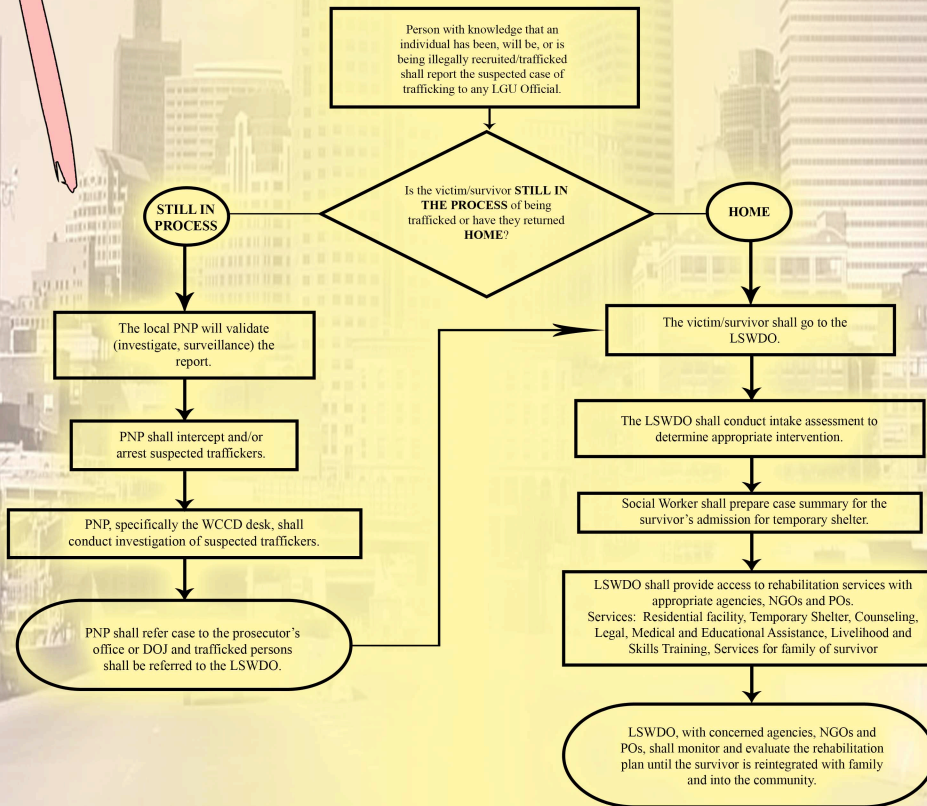
- Evidence of being controlled, evidence of inability to move or leave job
- Bruises or other signs of physical abuse
- Fear or Depression
- Were not able to speak on own behalf or not able to speak the local language
- Did not have passport or other forms of identification or documentation and worked overseas

OR, the LSWDO can ask questions to the victims/survivors, their families or friends:

- What type of work do/did you do?
- Are/Were you paid?
- Can/Could you leave your job if you wanted to?
- Can/Could you come and go as you please?
- Have you or your family ever been threatened?
- What are/were your working and living conditions like?
- Where do/did you sleep and eat?
- Do/Did you have to ask permission to eat/sleep/go to the bathroom?
- Are/Were there locks on your doors/windows so you could not get out?
- Was any identification or documentation taken from you?

If the above signs or questions lead the LSWDO to believe the person has been trafficked, please follow the flowchart below to help these survivors.

FLOWCHART FOR THE REHABILITATION AND REINTEGRATION OF TRAFFICKED SURVIVORS



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<http://www.aagw.org/Education/index.html>

*To avoid scratching, remove both discs at the same time.

Disc One:

- Anti-Trafficking in Persons Program for the LGU
- Ready-to-print 2X3 ft. posters for the LGU Departments
- Republic Act 9208: Anti-Trafficking in Persons Act of 2003

Disc Two:

- True Stories Video: Inangking Alipin (Owned Slaves)



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