



An Introduction to

# Modern Slavery



# What is modern slavery?

# 1

# What is modern slavery?

At the end of this topic, students will be able to:

- Develop a basic understanding of the definition of modern slavery.
- Identify current instances of human trafficking, forced labour and child slavery in the fashion and cocoa industries.
- Discuss origins, influences and outcomes for individuals involved in modern slavery practices.
- Analyse the role of the consumer in influencing change in the fashion and cocoa industry practices.

## Viewing videos and external links

Next to each link is a QR code which contains the link information. When you scan the code with a smart phone, tablet or similar device, the code will open the link on your device.

Most smartphones now have this built into the camera app, but it may be necessary to download an app if your device does not support this. Any QR-Reader will be able to follow these links.



## Chapter 1. What is modern slavery?

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### What are the industries where modern slavery occurs?

Although slavery is illegal in all nations, modern forms of slavery still occur all over the world. Modern slavery is embedded in many industries, such as: fashion, cocoa, cotton, fishing, domestic labour, electronics, construction, the sex industry and many more.

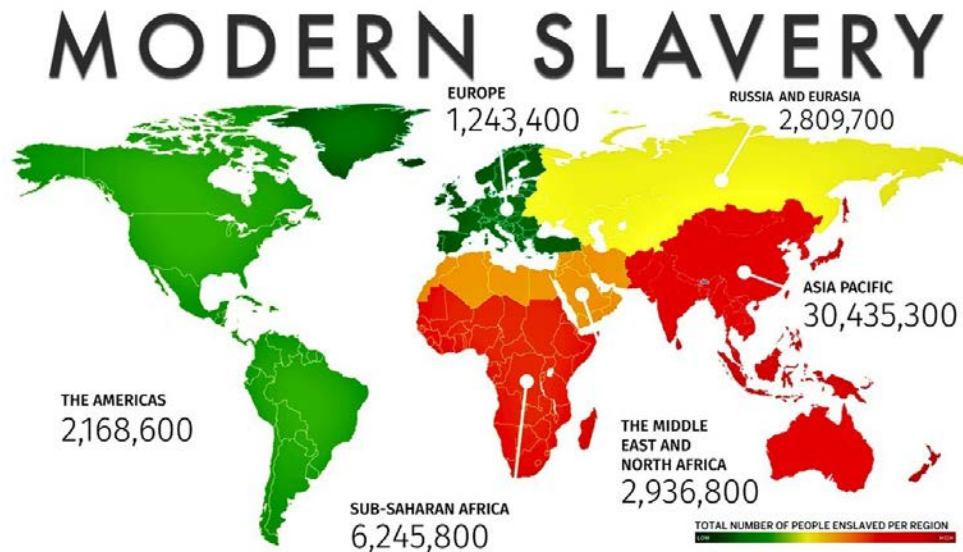
*Modern slavery refers to the exploitation of individuals for the profits that their labour or body are able to generate.*

Modern slavery appears in different ways and can include some or all of the following factors: coercion and deception, threats of violence, debt-bondage, child labour, among others. No matter the means to inducing or enforcing slavery, ultimately the outcome is the same - individuals are exploited for the profits that their labour or body are able to generate. They are paid little to no money and often become sick or are injured as they are exploited.



[Fig. 1]

## Chapter 1. What is modern slavery?



<https://www.youtube.com/watch?v=d2FSPdgEguk>

[Fig. 2]



Scan to watch "Modern slavery around the world"

## Activities

1. For each of the countries listed in the video, brainstorm eight industries or supply chains that involve modern slavery.
2. On the blank map of the world, locate each of the countries mentioned in the video. Use different colours to differentiate the countries that have the highest rates of modern day slavery to those that have the lowest.



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3. Create a pie chart using the population data of the number of people currently trapped in modern day slavery in those 10 countries (provided in the table below).

Country	Victims of modern slavery
Indonesia	736,100
Democratic Republic of Congo	873,100
Nigeria	875,500
Russia	1,010,000
North Korea	1,100,000
Uzbekistan	1,240,000
Bangladesh	1,530,000
Pakistan	2,130,000
China	3,390,000
India	18,400,000

[Fig. 3]

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### Extra for experts

4. Find the total population of each of the countries mentioned to have the highest rates of slavery. Rank them in order of percentage of modern slavery per capita.
5. The video identified countries that have the lowest numbers of modern slavery in the world. Observe the table below. What do they all have in common?
6. What things do you think these countries are doing to avoid modern slavery?

RANK	COUNTRY	EST. # IN MODERN SLAVERY	POPULATION
10	AUSTRIA	1,500	8,566,000
9	SWEDEN	1,800	9,754,000
8	BELGIUM	2,000	11,268,000
7	AUSTRALIA	4,300	23,772,000
6	CANADA	6,500	35,871,000
5	SPAIN	8,400	46,513,000
4	UNITED KINGDOM	11,700	64,856,000
3	FRANCE	12,000	66,389,000
2	GERMANY	14,500	80,738,000
1	UNITED STATES	57,700	320,821,000

[Fig. 4]

# So why don't we just call it slavery?

That's because there are key differences between historical and modern forms of slavery. Read the chart below and answer the questions that follow.

Historical	Modern
Slavery is legal	Illegal in all nations
Workers were bought and owned	Workers are exploited
Slaves kept for the duration of their lives	Slaves work for short periods of time (18 months to 3 years) and may then be re-sold
Generational slavery	Slavery is not usually inherited
Owners allowed full control of slaves	Employers hold control of workers through geographical isolation, physical or mental threats, or withholding of payment

[Fig. 5]



## Chapter 1. What is modern slavery?

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### Activities

7. What does it mean to be geographically isolated? Discuss this with a peer. Be ready to share your thoughts with the class.
8. Discuss how the different landscapes or locations shown below could be considered isolating.



9. Consider the young boys working in the fishing industry in Bangladesh. What are the factors that keep them from leaving their enslavement? List three of these factors.
10. Now, imagine that you are one of these boys. What other factors might keep you from leaving?

# Snapshots of modern slavery: Poverty

As we have seen, modern slavery occurs across all industries and in every country. Often modern slavery occurs in broad daylight. Watch the following videos to hear two different accounts of modern slavery. These stories can be hard to believe, but they happen for many reasons, which we will explore together here and throughout the following chapters.

## Aditi's Story



<https://vimeo.com/344022656>

[Fig.6]



Scan to watch Aditi's Story

## Chapter 1. What is modern slavery?

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### Tway's Story



<https://vimeo.com/344022737>

[Fig. 7]



Scan to watch Tway's Story

### Activities

11. In each of these stories there are varied and similar factors that influenced the individual's decision to engage in modern slavery. Use the images below as a centre-point to brainstorm the 'push' and 'pull' factors in the stories above.

Pull



Push

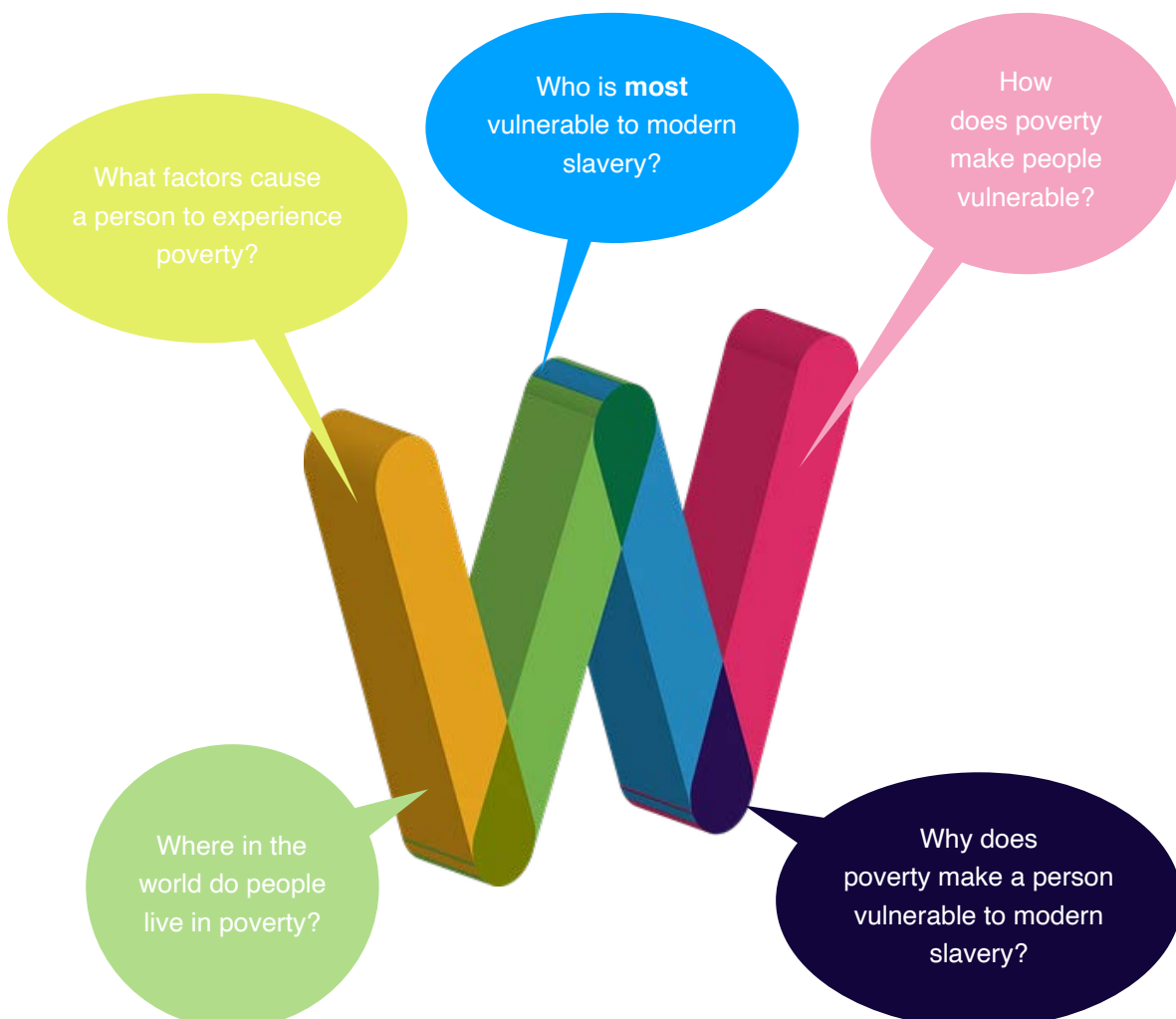
# Poverty as a factor

Aditi's parents and village were extremely poor and looking for a future. Tway's villages crops were failing because of global warming.

*"everyone needs money to survive"*

## Activities

12. Complete the W-diagram to explore the connection of poverty to modern slavery.



## Chapter 1. What is modern slavery?

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### Figures

1. *Forms of slavery infographic* ©Be Slavery Free (formerly STOP THE TRAFFIK)
2. Snapshot taken from: The Daily Conversation. (2017, August 3). 10 Countries Most Afflicted By Modern Slavery [Video file]. Retrieved from <https://www.youtube.com/watch?v=d2FSPdgEguk>
3. Ibid.
4. Ibid.
5. Ibid.
6. Aditi's Story ©Be Slavery Free (formerly STOP THE TRAFFIK)
7. Tway's Story ©Be Slavery Free (formerly STOP THE TRAFFIK)

All images are sourced from <https://www.pixabay.com> unless otherwise stated.

# What is human trafficking?



# What is human trafficking?

In this section, we will explore:

- What is human trafficking?
- Who is being trafficked?
- Human trafficking & hazardous work
- Why don't victims just leave?
- What is the difference between people smuggling and human trafficking?
- Who are the traffickers?

# Human trafficking is one form of modern slavery

***Human trafficking** occurs when a person is recruited, transported, transferred, held or acquired through force or deception for the purposes of work [1].*

Human trafficking can involve the movement of a person from one place to another, across borders or within a country, or it can occur even when a person does not move places at all. In this instance human trafficking can occur if there is a third party or a middle-man involved in the process of bringing a person into slave-like conditions.

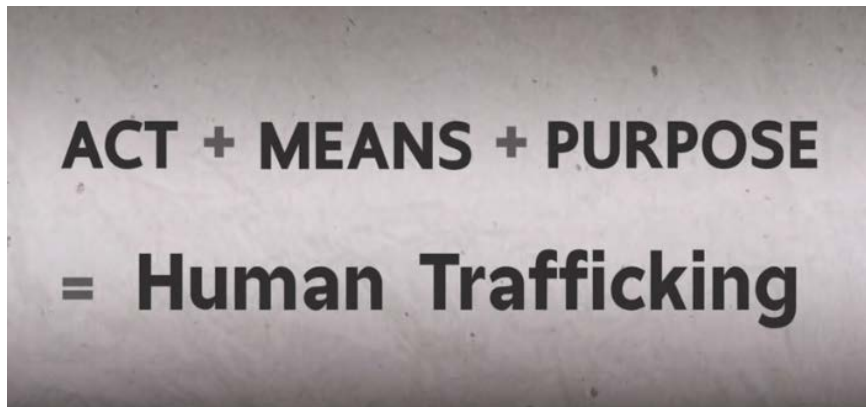


[Fig. 1]



## Chapter 2. What is human trafficking?

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13. Each instance of human trafficking includes these three elements: Act, Means, Purpose. Define each of these elements.



<https://youtu.be/DWoHglolCPg>



Scan to watch "Can you spot human trafficking?"

## Chapter 2. What is human trafficking?

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14. Consider each of the examples given in the video and identify the Act, Means and Purpose. Complete the chart below.

Example	Act	Means	Purpose
Construction worker			
Victim of sex trafficking			
Factory worker			

[Fig. 3]

15. Define human trafficking in your own words.

### Extra for Experts

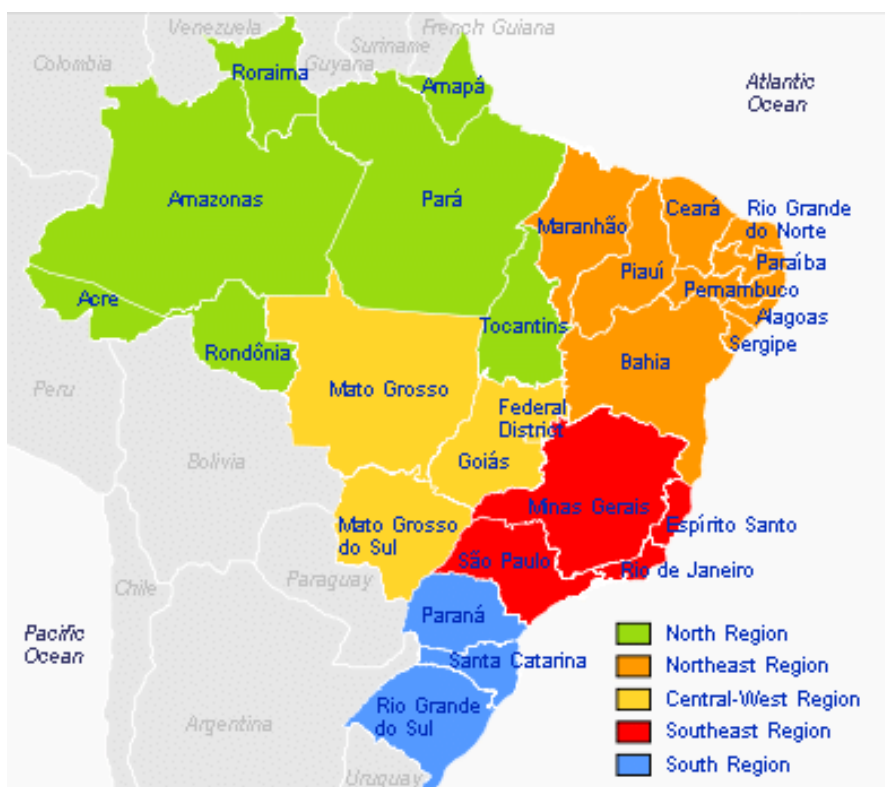
16. For each of the instances of human trafficking in the video, the process of getting the victims to agree to leave, involved the element of trust. Explain the importance of trust in three of the examples.

## Who *is* being trafficked?

Read Renaldo's story and answer the questions that follow.

*“My parents lived in a very dry rural area, and when I got older there was no work, no work at all there. So I decided to go to the city. I went to Sao Paulo but that was even worse; no work and everything was very expensive, and the place was dangerous - so much crime!*

*So then I went up to Minas Gerais because I heard there was work there. If there was I didn't find it, but one day a gato came and began to recruit people to work out here in Mato Grosso. The gato said that we would be given good food every day, and we would have good wages besides. He promised that every month his truck would bring people back to Minas Gerais so that they could visit their families and bring them their pay. He even gave money to some men to give to their families before they left and to buy food to bring with them on the trip.*



[Fig. 4]

## Chapter 2. What is human trafficking?

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*He was able to fill up his truck with workers very easily, and we started on the trip West.*

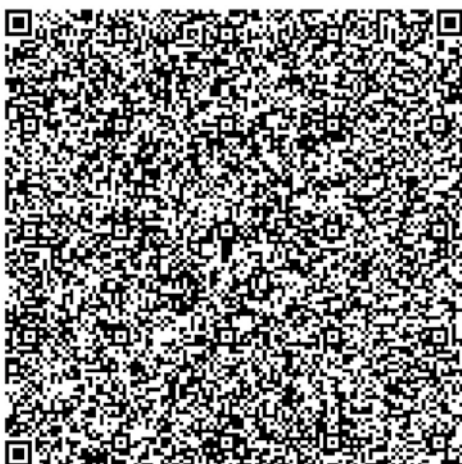
*Along the way, when we would stop for fuel, the gato would say, "Go on into the cafe and eat as much as you like, I'll pay for it." We had been hungry for a long time, so you can imagine how we ate! When we got to Mato Grosso we kept driving further and further into the country. This camp is almost fifty miles from anything; it is just raw cerrado for fifty miles before you get to even a ranch and there is just one road.*

*When we reached the camp we could see it was terrible: the conditions were not even good enough for animals. Standing around the camp were men with guns. And then the gato said, "You each owe me a lot of money. There is the cost of the trip, and all that food you ate, and the money I gave to your families - so don't even think about leaving!" [2]*

### Activities

Renaldo began his journey by moving to Sao Paulo, but ended up a great distance away, deep into the countryside of Mato Grosso.

17. Using GoogleMaps measure the approximate distance that Renaldo travelled, before he met the Gato in Minas Gerais.
18. Now, measure how far Renaldo had travelled by the time he arrived at work in Mato Grosso.



Scan to see Renaldo's journey mapped out using Google Maps

## Chapter 2. What is human trafficking?

Table 1.4 Summary Metrics of Slavery Cases Documented

	Total Cases	Average Duration of slavery (years)	Male/Female Ratio (%)	Average Age Slavery Began (years)	Living in Poverty (%)	Minority Ethnic Group (%)	Foreign Migrant (%)
Bonded Labour/ Debt Bondage	2292	5.1	45/55	21.1	97	94	28
Labour Trafficking	1356	3.1	39/61	21.7	94	90	74
Sex Trafficking	920	3.8	94/6	15.4	90	82	55
Other forced Labour	871	3.5	48/52	18.2	92	87	29
<b>Total/Weighted Average</b>	<b>5439</b>	<b>4.4</b>	<b>58/42</b>	<b>19.8</b>	<b>94</b>	<b>90</b>	<b>44</b>

Includes assumptions by type of slavery as well as considerations as to whether the individual was documented during or after a spell of slavery so that between one-fifth and one-half of the total duration of servitude remains after the point the individual was documented.

[Fig. 5]

19. It becomes apparent that Renaldo has travelled an incredible distance by the time he arrives in Mato Grosso. What was his primary motivation for leaving Sao Paulo?
20. Explain two methods used by the Gato to coerce Renaldo and the other workers to follow him.
21. Identify three methods used by the Gato to keep workers from leaving.

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### Extra for Experts

22. Consider the summary of slavery cases collected by Siddharth Kara [Fig. 5] and create an infographic to demonstrate the information regarding labour trafficking.

You may wish to use the following image as a background or find your own:



# Human trafficking & hazardous work

Victims of human trafficking often experience work that is far from safe and healthy. Part of the allure of human trafficking for employers is to ensure that the maximum amount of labour is received from each worker for the smallest amount of pay. This means that workers often spend the entire day working, beginning work well before the sun rises and finishing well after the sun goes down, with short breaks or no breaks at all. [3]

## Think, Pair & Share

Discuss the following questions with your peer.

What constitutes bad working conditions?

Do we have working conditions like these in Australia and New Zealand?

What are key differences between working conditions in our country and those that are experienced in situations of human trafficking?

When workers arrive at the job site - whether a forest, factory, boat or shed - they are often given minimal training as this is considered to be time consuming and a waste of resources. The lack of training and often physically taxing forms of labour result in extremely unhealthy working conditions. Workers often become sick or are injured after a short period of hazardous work. In these situations, they may be forced to leave or released from their contract. When this occurs they often leave without pay and are worse off than when they came. [3]

## Chapter 2. What is human trafficking?

### Activities

23. Complete this T-chart to compare good and bad working conditions.

**Good Conditions**

**Bad Conditions**

**Good work**

“ Having a job is good for our health, but the quality of our jobs makes the difference. Ensuring people have a safe, encouraging and supportive working environment will help keep them well and in work for longer. This is something that all employers can and should take steps to achieve. ”

**Duncan Selbie**  
Chief executive  
Public Health England

For work to support a healthy life it should:

- Pay fairly and offer lasting security**  
In 2017, an estimated 6.2 million employees were paid less than the real living wage
- Ensure good working conditions**  
61% of workers in insecure employment have worked when unwell for fear of losing their job or pay
- Enable a good work life balance**  
When working long hours more than a quarter of employees feel depressed
- Provide training and opportunities to progress**  
The TUC reports that in-work training and further education makes people happier and more effective at work

**The Health Foundation**

References available at [www.health.org.uk/healthy-lives-infographics](http://www.health.org.uk/healthy-lives-infographics)  
© 2018 The Health Foundation.

[Fig. 6]



## Chapter 2. What is human trafficking?

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24. Fig. 7 shows some hazardous forms of work in cocoa farming, which we will learn more about in Chapter 5. Choose *three* of the hazards and brainstorm how training or protective equipment could make these tasks safe.



[Fig. 7]

# Why don't victims just leave?

In situations like that which Renaldo experienced, whenever geographical isolation is a factor in human trafficking, the surroundings of the work provide a natural barrier to the worker leaving.

If money has been promised to the worker and/or their family members, it is the decision of the employer to uphold their end of the labour contract and to pay the income that was offered. In most cases, little to no money is paid and when the worker realises that no money has been received for their labour they may attempt to escape. However, a worker may stay for a period of time and continue working in the hope that they will be paid. This is often a reflection of the sheer desperation of the circumstances they faced before entering into the exploitative form of work.

Consider the information above and Renaldo's story, compile a list of reasons why victims may stay in unsafe and/or unprofitable work for some time after they realise that they have been tricked.

Victims may stay in poor conditions because :

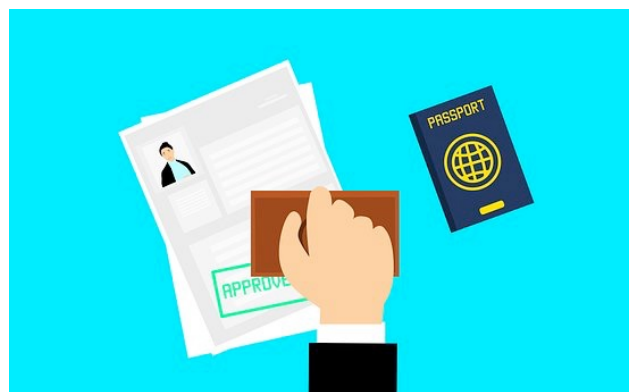
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- 
-

### Extra for Experts

Discuss the following factors that influence a person's willingness to take a risk for employment.

25. How does poverty influence a person's willingness to take risks for employment?
26. How might family responsibilities influence a worker's decision?
27. What could be one other influence?

# What is the difference between human trafficking and people smuggling?



“People smuggling (also known as migrant smuggling) is where someone pays a smuggler - often within a criminal network - to help them cross a border illegally. People smuggling exposes migrants to great risks while generating huge profits for the smugglers involved.” [4]

“Human trafficking occurs when a person is coerced or deceived into crossing a border. Even where the crossing may be legal, people who are trafficked are often forced to work in poor conditions or sexually exploited. Human trafficking is the third largest form of organised crime internationally (drug smuggling and the illegal arms trade are the two largest), with women and girls making up two-thirds of the victims.” [4]

## Chapter 2. What is human trafficking?

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### Activities

28. Complete the chart, identifying which statements are correct for human trafficking (HT) and which are true for people smuggling (PS). Some statements may be true for both.

Statement	HT	PS
The decision to move is born out of a lack of employment		
The traveller is free to go once they have reached their destination		
A visa may be acquired prior to transportation, making the traveller feel confident and safe		
The traveller is aware of the destination		
A middle-man is involved in the process of moving location or acquiring a job		
The traveller pays for the cost of transportation upfront		

# Who *are* the traffickers?

Follow the link to The New Zealand Herald website and read the following article:



**Guilty: First human trafficking convictions in New Zealand**

15 Sep, 2016 3:26pm 8 minutes to read



Faroz Ali on the first day of his trial on human trafficking charges at the High Court at Auckland. Photo / Pool.

By: **Olivia Carville**  
Investigative reporter, NZ Herald  
[olivia.carville@nzherald.co.nz](mailto:olivia.carville@nzherald.co.nz)  
[@livcarville](https://twitter.com/livcarville)

[https://www.nzherald.co.nz/nz/news/article.cfm?c\\_id=1&objectid=11710423](https://www.nzherald.co.nz/nz/news/article.cfm?c_id=1&objectid=11710423)

[Fig. 8]

## Chapter 2. What is human trafficking?

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**Read the following definition before answering the questions on the next page.**

“Enablers are the entities and individuals who knowingly or unknowingly provide goods and services - some of them through criminal activities - so that trafficking can take place.

*Both legal and illegal activities can enable human trafficking. It is not only bribe-taking officials who enable the business of human trafficking, but also actors in the transportation, hospitality, advertising and financial sectors whose services are often used by perpetrators. Some of these businesses know their services are being used in criminal activities and others do not. Legal businesses being exploited by traffickers are in a particularly good position to identify trafficking and aid in its disruption.” [5]*

29. Answer the following questions

- a. How many individuals were identified to have been trafficked by Ali?
- b. How much was Ali estimated to have earned in the process of trafficking these individuals?
- c. Who worked alongside Ali to enable the trafficking process?
- d. An entity was mentioned in the article to have unwittingly enabled the act of human trafficking:
  - i. Which entity (business) was this?
  - ii. How had they supported the criminal act?
- e. Can you think of one other entity, group or individual who may have unknowingly supported the act?

## Chapter 2. What is human trafficking?

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### References

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2. Ibid.
3. UNODC. Global Report on Trafficking in Persons 2014 (United Nations publication, Sales No. E.14.V.10). Retrieved from [https://www.unodc.org/res/cld/bibliography/global-report-on-trafficking-in-persons\\_html/GLOTIP\\_2014\\_full\\_report.pdf](https://www.unodc.org/res/cld/bibliography/global-report-on-trafficking-in-persons_html/GLOTIP_2014_full_report.pdf)
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### Figures

1. Image of factory workers labelled at risk of slavery in supply chains of the construction industry. Retrieved from <https://www.thefifthestate.com.au/innovation/building-construction/modern-day-slavery-construction-sector-supply-chain-labelled-at-risk-as-mandatory-reporting-eyed/>
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3. Snapshot taken from: IOMX. (2016, December 12). What Is Human Trafficking [Video file]. Retrieved from <https://www.youtube.com/watch?v=DWoHglLCPg>
4. Map of Brazil. Retrieved from [https://www.researchgate.net/figure/Map-of-Brazil-from-http-wwwsouth-america-travelinfo-brazil-geographyhtml\\_fig1\\_314045712](https://www.researchgate.net/figure/Map-of-Brazil-from-http-wwwsouth-america-travelinfo-brazil-geographyhtml_fig1_314045712)
5. Table 1.4. Summary Metrics of Slavery. Kara, S (2017). Modern Day Slavery: A Global Perspective. Chichester, New York: Columbia University Press
6. Infographic of how work can be good for our health. Retrieved from <https://www.health.org.uk/infographic/how-is-work-good-for-our-health>
7. Infographic of hazardous forms of work in Ghana. Retrieved from <https://cocoainitiative.org/our-work/child-labour-in-cocoa/>
8. Article, Guilty: First human trafficking convictions in New Zealand. Guilty: First human trafficking convictions in New Zealand

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A painting of a textile mill interior, showing a worker operating a loom. A large red pencil is overlaid on the scene, pointing towards the right. The scene is dimly lit, with a greenish-yellow color palette.

**Human trafficking and  
modern slavery in the  
fashion industry**

**A Case  
Study**

**3**

# Case Study: Human trafficking in fashion

In this section, we will explore:

- The production process in making our clothes
- What do our clothes labels *really* mean ...
- How brands and businesses become enablers of human trafficking
- Transparency (or the lack of) in supply chains
- Consumerism as both an enabler and a form of positive change
- Cultural complexities in India: the Sumangali scheme, the dowry and caste systems

# Consumerism, fashion & slavery



Before we look at the role of human trafficking and modern slavery in the fashion industry, it is important to understand the complex process involved in delivering clothes to our stores. For today's lesson, you'll need to bring your favourite t-shirt.

## Activities

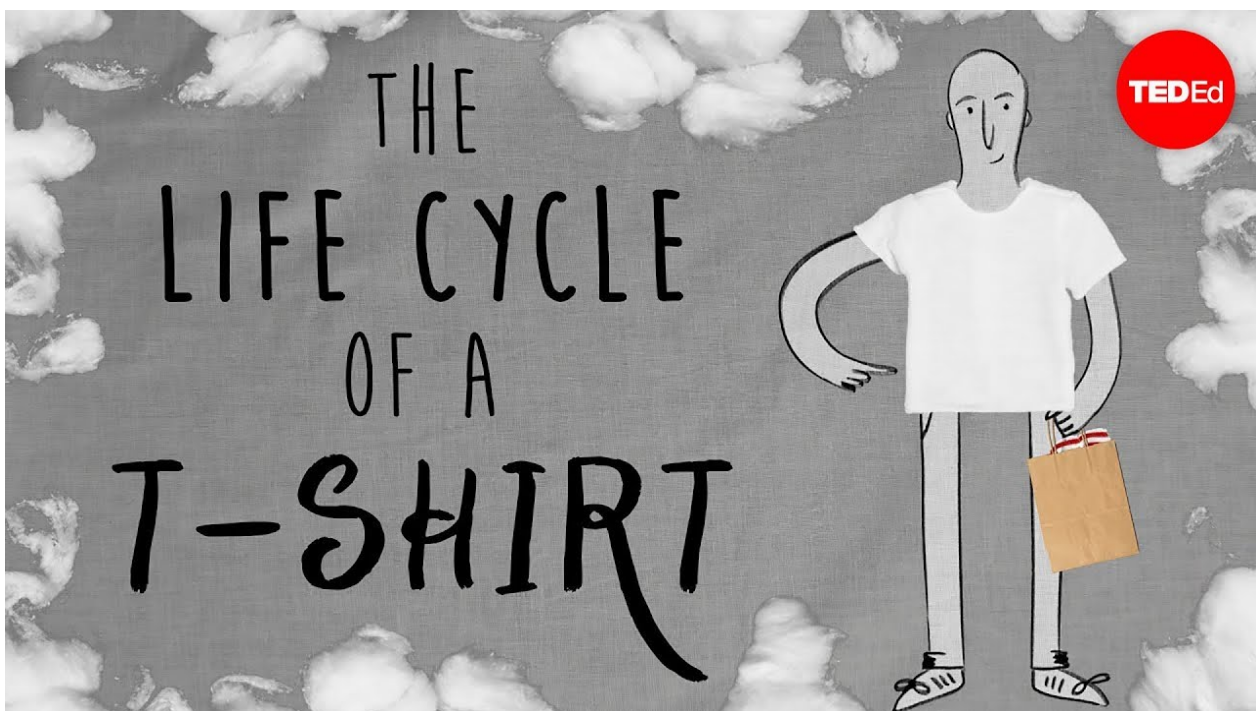
30. Identify the logos above, which brands do they represent?
31. Inspect your item of clothing and identify where it was made.
32. **Survey:** Walk around the room and compare with others. Add each country to your list and mark the locations of those countries on the map on the next page.



# What are the steps involved in making your t-shirt?

## Activities:

33. Watch the following TED-Ed clip to learn how your t-shirt was made.



[https://youtu.be/BiSYoeqb\\_VY](https://youtu.be/BiSYoeqb_VY)

[Fig. 1]



Scan to watch "The Life  
Cycle of a T-Shirt"

# How does the process of producing our clothing allow human trafficking to occur?

As you can see, the production process of the t-shirts that we wear everyday is extensive, with multiple parts to the process. Because of the many stages involved in garment supply chains, we don't know whether our favourite t-shirts have been made by someone who has been trafficked or not. But we do know that throughout these supply chains, garment workers are exploited and physically, emotionally and sexually harmed and abused. This is not acceptable.

The clothes that we buy and wear arrive on shop shelves after a long journey from the source, cotton being a main contributor. Cotton is grown and harvested in faraway fields, spun, dyed and woven into fabric in factories, to be sold to shoppers like you and me all over the world. Very few fashion brands know where the cotton for their items comes from and fashion brands are choosing not to take responsibility even though they profit from these products. Brands can be enablers of exploitation and human trafficking when they choose to ignore these practices.



[Fig. 2]

## Activities

34. On the infographic, circle the steps you recall from the video.
35. How much information is on the label of your favourite T-Shirt? What does it say about where each of the 10 steps shown in the infographic were completed?
36. As a consumer, wearing the final product, how important do you feel it is that brands know about the product that they are selling to you? Discuss this with your peer.

# Who are the enablers of human trafficking in the fashion industry?

There are many influences on the garment industry that have contributed over time to building a system that exploits and traffics people in order to reduce the total cost of producing an item.

Later in this chapter, we will see how consumerism and poverty influence exploitation in the garment industry. In addition, we will explore the garment industry in India and how social structures (castes) and dowry systems enable human trafficking.

But for now, let's continue to explore the impact of fashion businesses on the fashion industry. On the next page are snapshots from the 2019 Baptist World Aid Ethical Fashion Report. This report grades fashion brands on how well they know and understand their supply chains, as well as how much of this knowledge they are willing to share with shoppers.



## Chapter 3. Human trafficking in fashion

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Kathmandu	A
Country Road Group	A-
Cotton On Group	A-
H&M	B+
Jeanswest	B+
Kmart Australia	B+
Rip Curl	B+
Gap inc	B
Seafolly	B
Sussan Group	B
Zimmermann	B-
ASICS	C
Best & Less	C
Cue	C-
Ralph Lauren*	C-
Seed Heritage	C-
Bardot	D+
Abercrombie & Fitch*	D-
Decjuba*	D-
Forever 21	D-
Tigerlilly*	D-
Wish Designs*	F

### Information about the grades

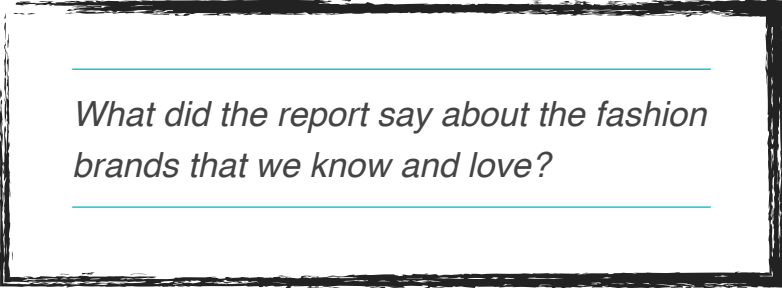
The grades are given according to how well each brand upholds the rights of workers. An A+ grade means this is done well, whereas an F grade means this is not done at all.

Brands with an asterisk (\*) chose not to engage with the research and declined to share information with Baptist World Aid (BWA). In these instances, BWA have assessed the brand based on what information is publicly available to consumers, for example, information that could be found on the brand's website.

### Activities

37. Do any of the grades surprise you? Would you have expected them to be higher or lower compared to the others?
38. Consider the 6 brands that have the asterisk symbol beside them and the average grade that they have received, what message does this send to consumers?
39. Organise the brands from most expensive to least expensive (off the top of your head).
40. Consider the newly reorganised list and comment on whether consumers should be able to use the price of an item as an indication of whether workers are fairly paid and cared for.

## Businesses as enablers



*What did the report say about the fashion brands that we know and love?*

On the following page there is a snapshot of the summary of results from the *2019 Baptist World Aid Ethical Fashion Report*.

Consider the information on the next page to answer the following questions.

### Activities

41. How many fashion brands were assessed overall?
42. How many brands received grades that were between an A and D-?
43. In your opinion, is a median grade of C+ for fashion brands acceptable? Why or why not?

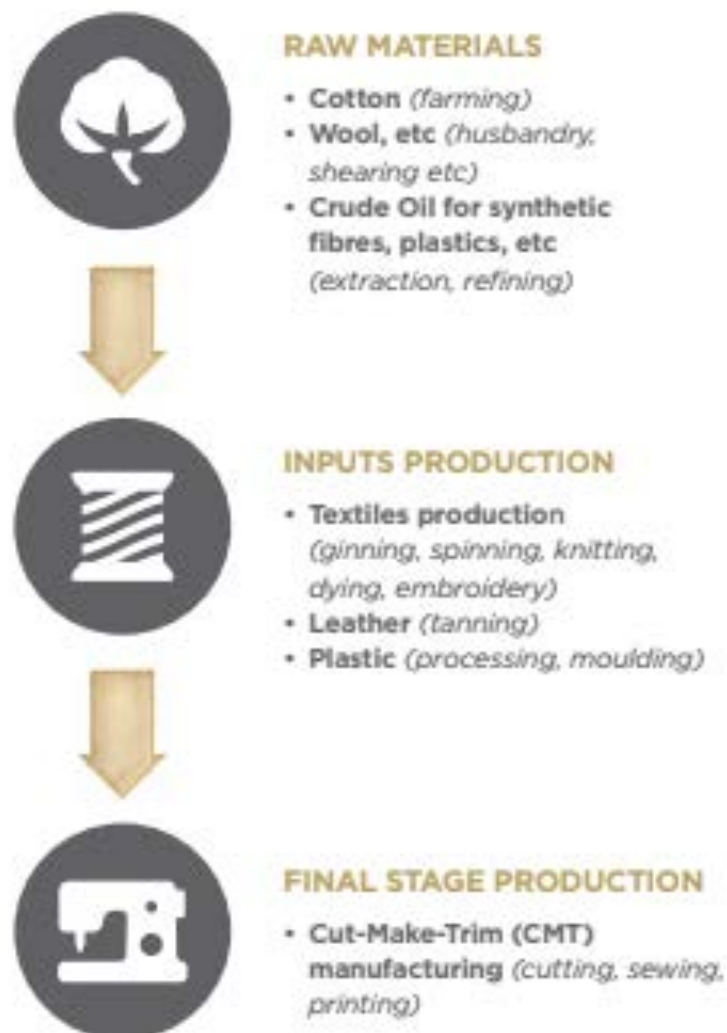


[Fig. 4]

# Transparency

Earlier in the chapter we learned how the process of making our clothes has many stages. From the cotton field to the clothing rack, there are many steps in the production of our simple cotton t-shirt.

The stages in making garments are divided into three parts, known as **tiers**, as shown here on this diagram.



## Chapter 3. Human trafficking in fashion

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As you can see, the very last part of the process is the part where the clothing is sewn together. When brands label the location of where your item of clothing is made, they are only referring to this part of the process. This means that the other two parts to the process don't have to be disclosed to us at all. If the earlier stages in the supply chain are not disclosed, there is no way of knowing whether exploitation (such as human trafficking) of individuals or their environment has occurred.

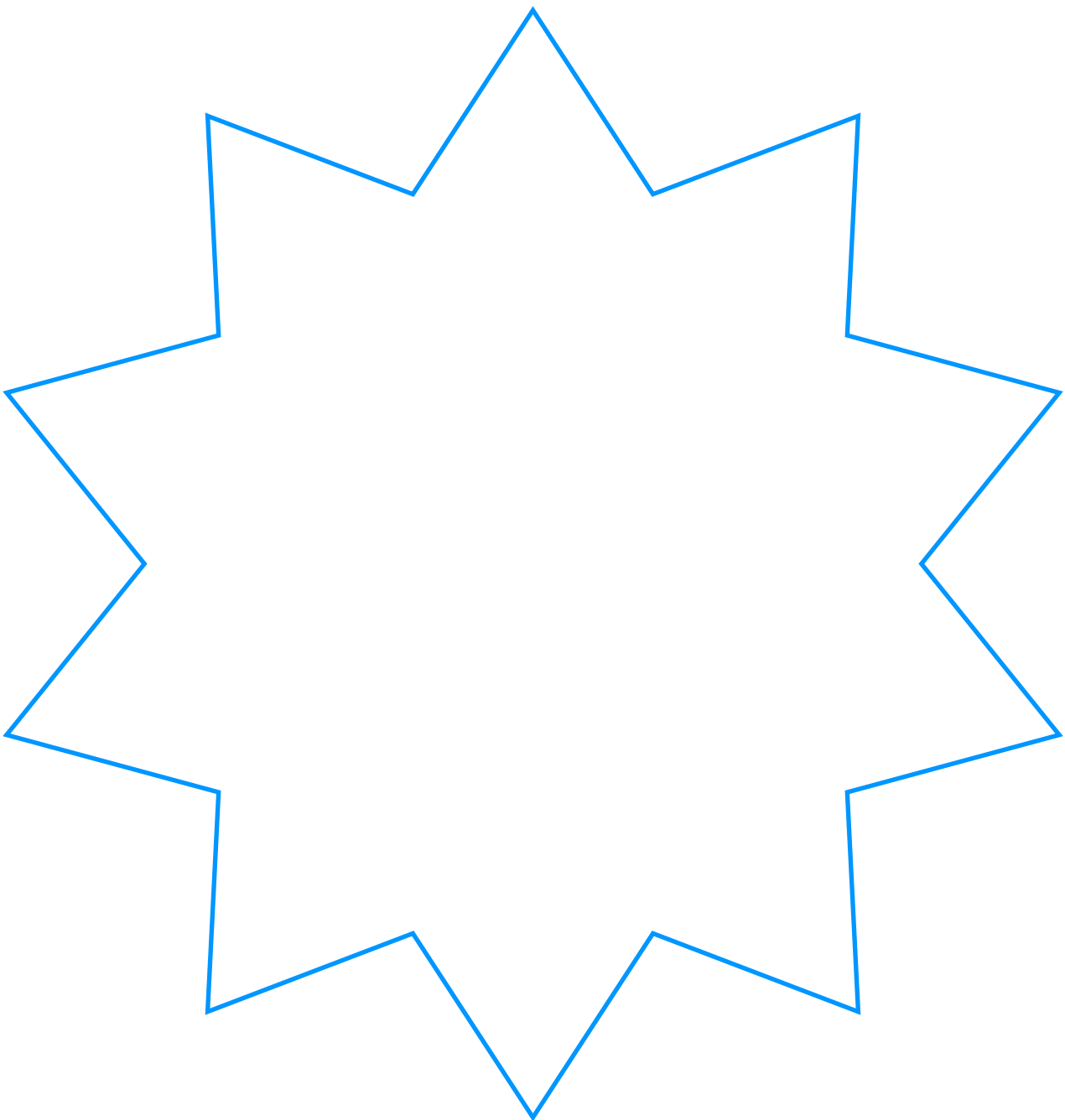
### Activities

44. Consider the final stage of making a t-shirt, a pair of jeans, shorts, etc... and list five things that may occur at that stage, for example - a pocket is sewn on.

## Chapter 3. Human trafficking in fashion

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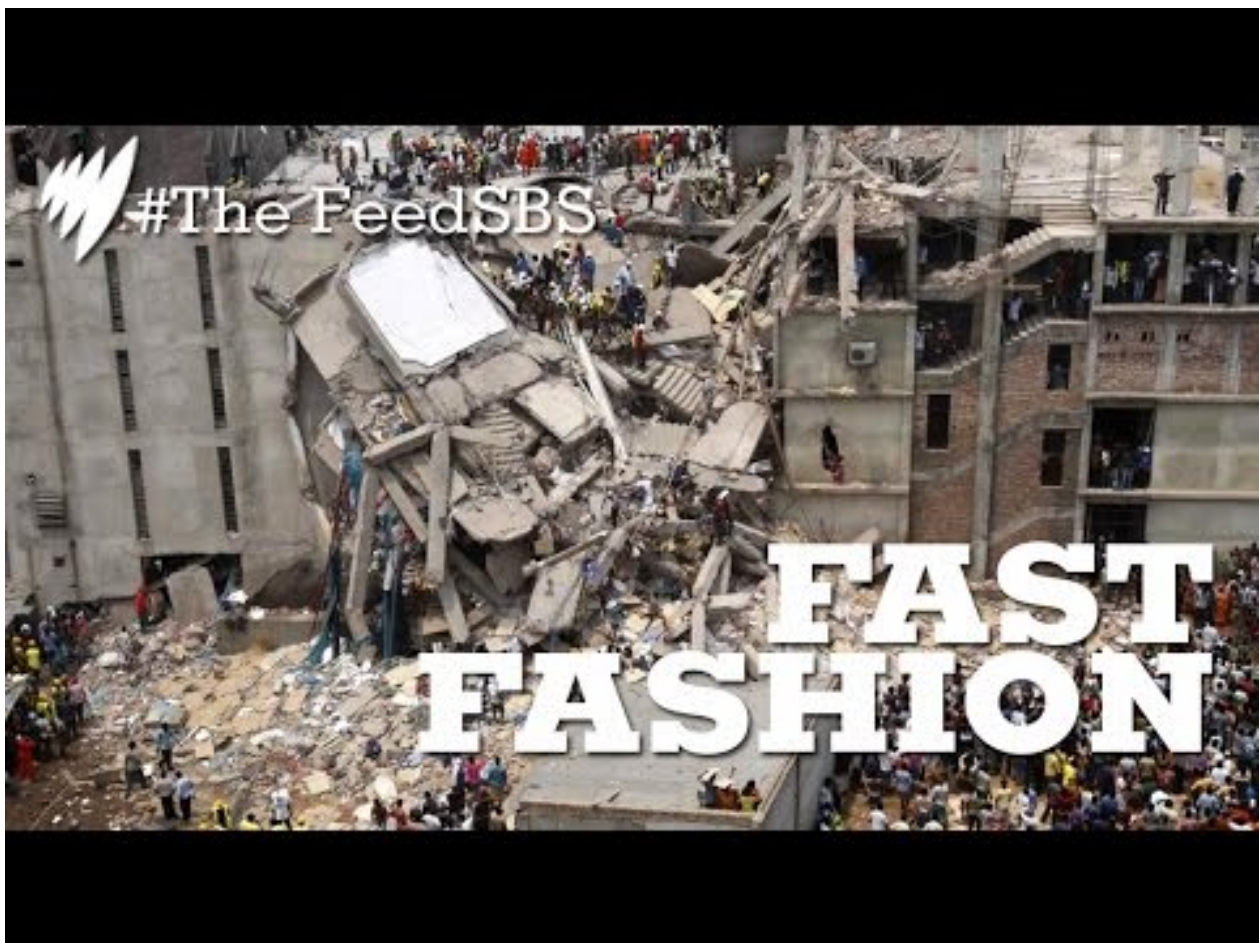
45. This is a slight improvement from 2016 when only 5% of brands could trace right through their supply chains, that is, back to the raw materials of their garments. What do you think causes fashion brands to increase their transparency and to better understand their supply chain? Brainstorm below in the star diagram.



# Consumerism as an enabler

## Activities

46. Begin this section by watching the following video on fast fashion and consumerism.



<https://www.youtube.com/watch?v=bl1vIX7OdLM>



Scan to watch  
"Fast Fashion"



## Chapter 3. Human trafficking in fashion

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Consider the following questions and prepare to share your answers with a neighbour.

47. How often do you go shopping for new clothes?
48. Do you go looking for a particular brand or price or both?
49. Do you ever impulse buy or purchase an item that you have only just seen?
50. Think about your entire wardrobe, how much of your wardrobe do you...? Fill out the below table first for yourself, and then collect results from 3 others in your class.

Wear at least once a month	Wear at least once a year	Probably won't ever wear again

## Chapter 3. Human trafficking in fashion

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This pyramid diagram contains a simple set of ideas to encourage consumers like you and me to think more about how we consume.



[Fig. 7]

### Activities

51. Which step of the pyramid is the largest? (Which part of the pyramid are consumers encouraged to exercise the most?)
52. Choose one of the steps on the pyramid and explain in detail what this step is encouraging consumers to do.

Extra for Experts

53. Explain, in your own words, the meaning of this statement.



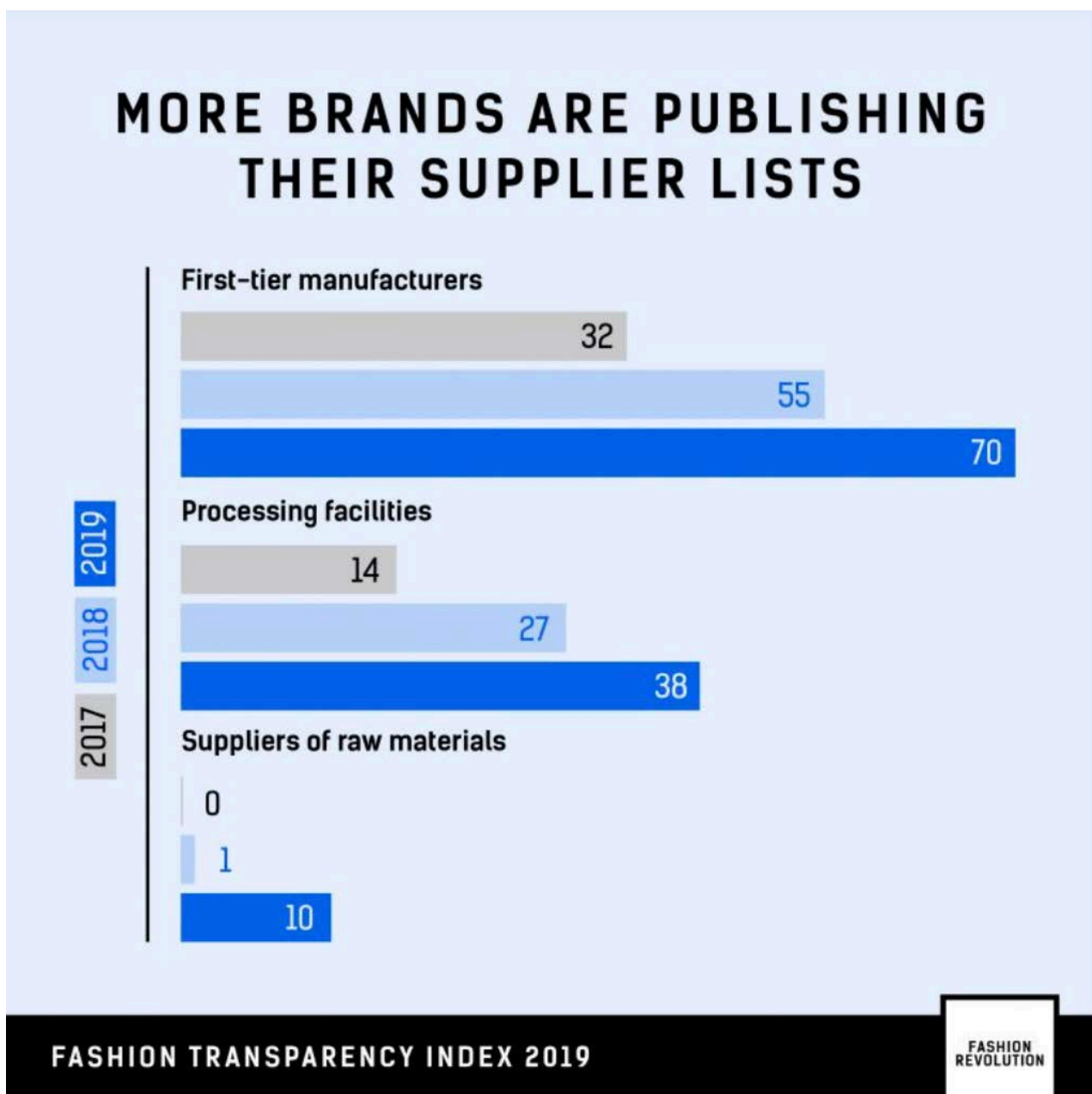
Buy  
Clothes.  
Not too  
many.  
Mostly  
Quality.

Sarah L

[Fig. 8]

# Consumers as influencers of positive change

Transparency is a significant concern in the fashion industry. Below is an infographic from a UK-based study, that shows the percentage of brands that chose to share information about the suppliers (factories) that made their garments. This shows that the majority of brands do not wish to share this information. However, consumer pressure is changing this.



[Fig. 9]

## Chapter 3. Human trafficking in fashion

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The good news is that more brands and retailers are disclosing their suppliers than they were three years ago.



- 70 out of the 200 major fashion brands we reviewed are publishing a list of their first-tier manufacturers, where clothes are cut, sewn and finished.
- 38 brands are disclosing their processing facilities, where ginning and spinning, wet processing, embroidering, printing, dyeing and laundering typically takes place.
- 10 brands are disclosing some of the facilities or farms supplying their fibres such as viscose, cotton and wool.

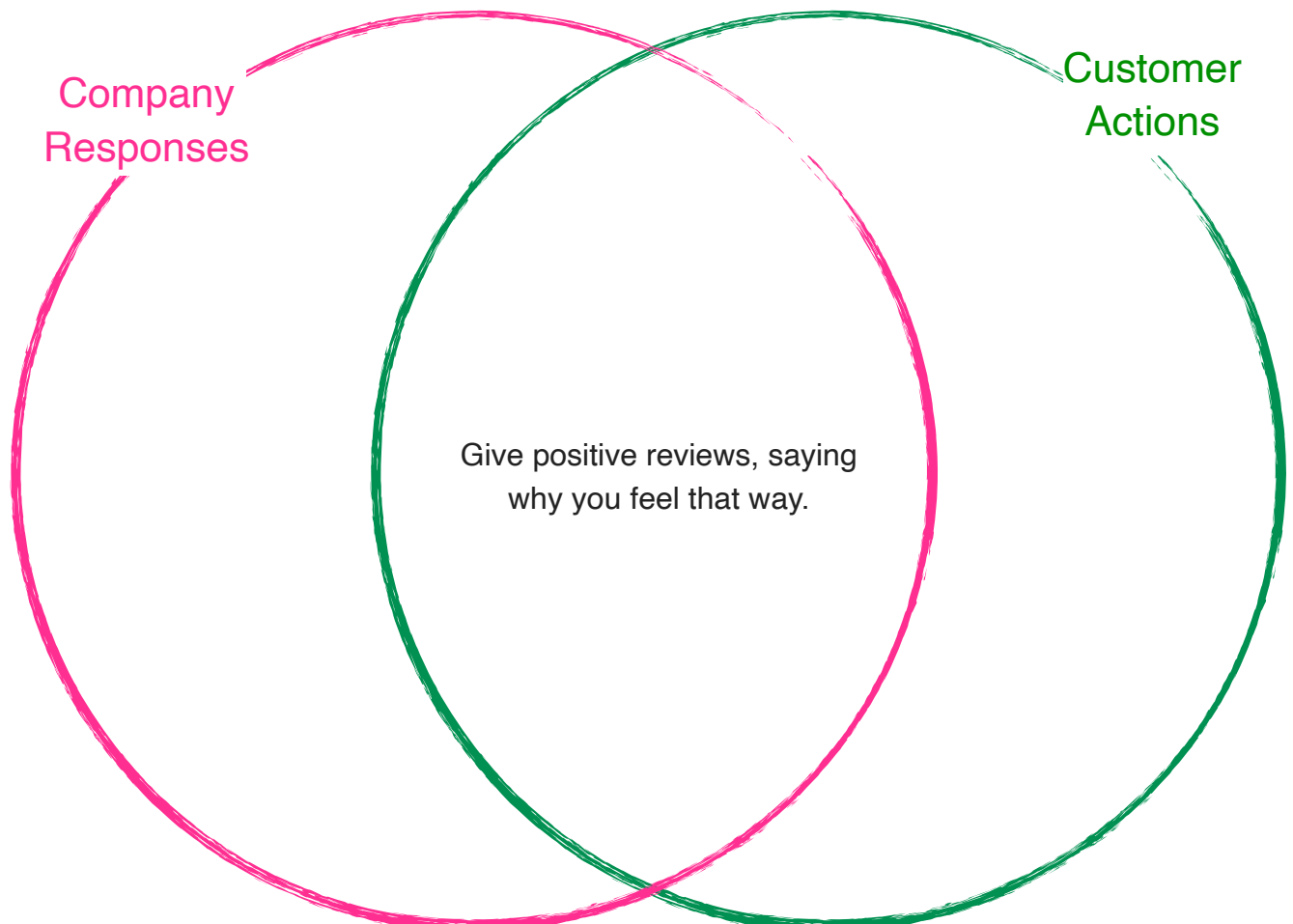
This progress is encouraging, but there is still so much we don't know about the people who make our clothes, from farm to retail. [1]

### Activities

54. Who are some social media influencers that you follow?
55. The use of social media and “brand-shaming” by consumers is one documented way that can influence changes. However, what are some more positive and constructive ways that you as a consumer, can influence brands to change?

### Extra for Experts

56. Complete the Venn diagram below to display at least 10 different ways that consumers can influence brands. Divide these into significant influences, moderate (or those that sometimes work but sometimes don't) and small influences.
57. Choose one of the influences you have listed and explain why you placed it there.



# Cultural Complexities: Spotlight on India

In every nation, **culture** has a *significant impact* on the expectations of workers and employers. In this section we will look at how cultural expectations in India influence the working conditions for millions of garment workers.

One ongoing example of human trafficking sees young women trafficked into Tamil Nadu region of India, into spinning mills producing fabrics that will go on to be used to make our clothing. Female workers aged 14-23 years are recruited with false promises of a good job and a lump sum payment under the guise of an 'apprenticeship' scheme called *SUMANGALI*. Once recruited, many find themselves trapped within a factory for up to five years. Two out of three never receive the promised lump-sum.

They are physically, emotionally and sometimes sexually abused. They have limited freedom, sleep in a hostel within the factory walls, are guarded by the male factory employees and have limited contact with their families or the outside world. They are forced to work often up to 12 hours a day, 6 days a week or more without the payment they have been promised.



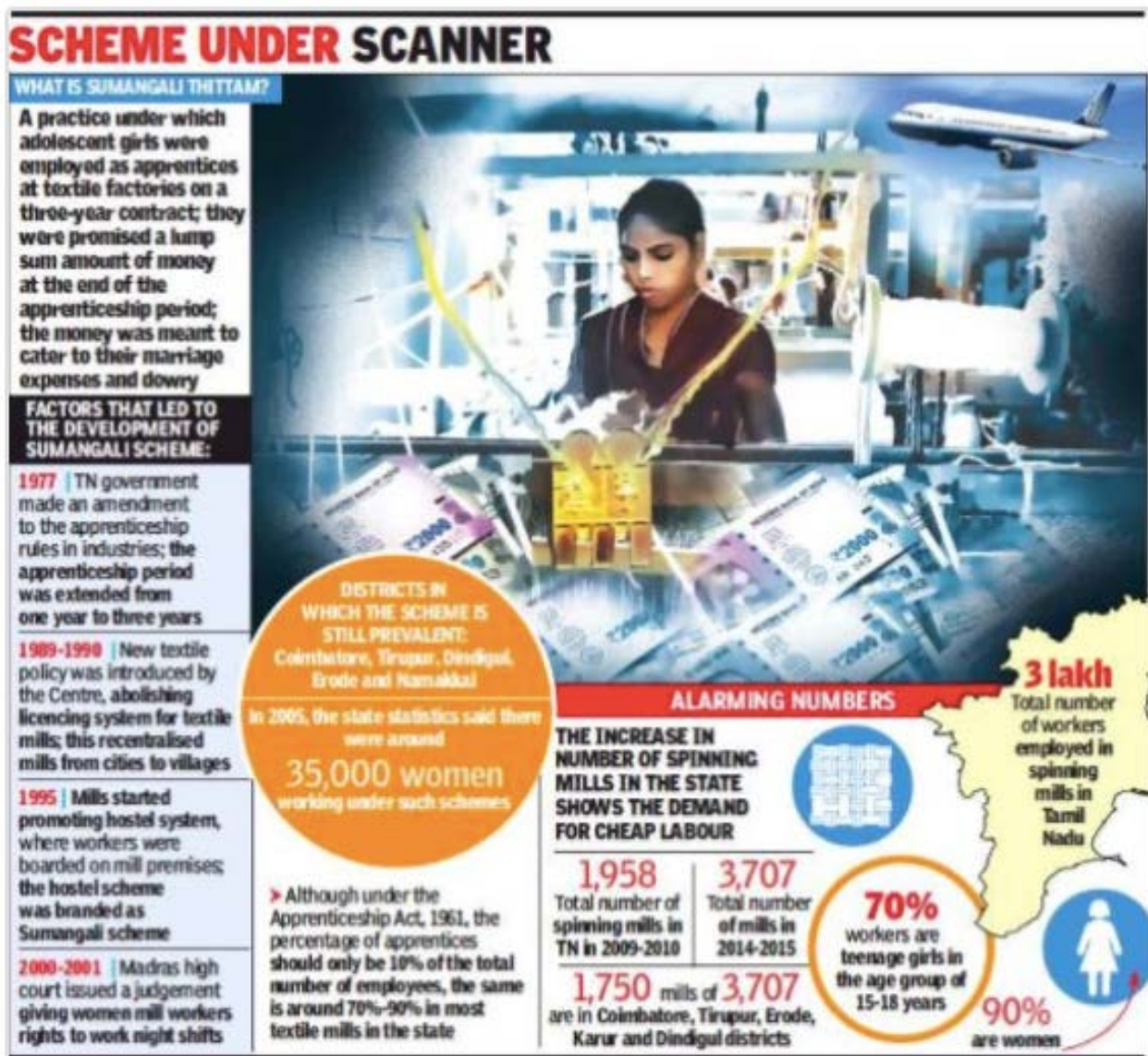
There have been improvements but there is still a long way to go to prevent the harm and abuse these young girls experience for the sake of our fashion desires.

## Chapter 3. Human trafficking in fashion

### Activities

Examine the snapshot of the South Indian Times article [Fig. 10].

58. How many textile mills were there in Tamil Nadu (TN) in 2015?
59. Research how much *1 lakh* is worth. Overall, how many garment workers were there in TN in 2015?
60. How many workers were there per factory in TN?
61. Calculate the exact number of teenage girls and overall women workers.



[Fig. 10]



# Aditi's Story

Aditi is a young woman who met with Be Slavery Free in India.

Aditi is a victim of human trafficking and her story is shared by many young women who are trafficked to work in the garment industry to earn a dowry.

## Activities

62. Watch the animation below to hear Aditi's story.

Apply your knowledge of human trafficking and identify the following factors in Aditi's story.



<https://vimeo.com/344022656>



Scan to watch Aditi's story

63. The act, means and purpose.
64. List the hazards that Aditi experienced.
65. What other factors are present to determine that this is a form of human trafficking?

# What is the Sumangali Scheme? [2]

In simple terms, the Sumangali Scheme is a recruitment and employment scheme that operates for young girls in the South Indian state of Tamil Nadu.

They are promised:

- a decent wage working in a garment factory
- comfortable accommodation
- a considerable lump sum of money upon completing *three years* of work. The lump sum is so attractive because it may give the young girls a ***dowry***.

The reality of working under the Sumangali Scheme however, stands in sharp contrast to the attractive picture that is presented to the girls and young women during the recruitment process.

They are faced with:

- excessive overwork
- low/no wages
- no access to healthcare
- restricted movement
- limited privacy

# The Dowry system

## Activities

66. Watch the following video.
67. In your own words define the dowry system.



<https://www.youtube.com/watch?v=P1bmCekeZgw>



Scan to find more about  
the Dowry system

68. How might the type and size of a dowry influence a marriage?
69. Sumangali means 'a happily married woman' and is an honourable position in society. What message does this imply about unmarried women?
70. Considering the question above, why do you think families of young girls take the risk of human trafficking to earn a dowry?

## Why are young women like Aditi being targeted?

Almost 60% of the Sumangali workers belong to the so-called 'Scheduled Castes' or 'untouchables', the lowest group in the Indian caste hierarchy. They call themselves Dalits. Most of the other interviewed workers belong to the 'Most Backward Castes', the caste just above the Dalits in the hierarchy.



<https://www.youtube.com/watch?v=IQF97uHUNEU>



Scan to to learn more  
about the Caste system

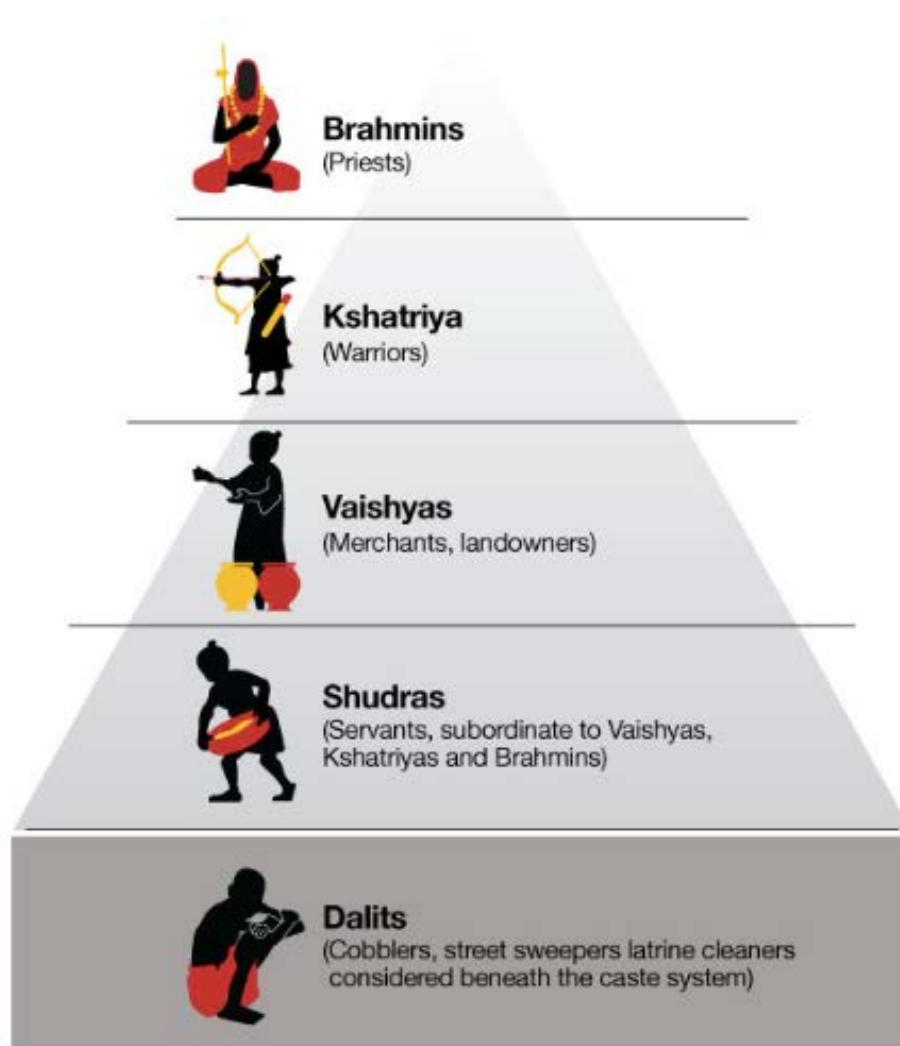
## Chapter 3. Human trafficking in fashion

The caste system divides people on the basis of birth into unequal and hierarchical social groups. Dominant castes enjoy most rights and least duties, while those at the bottom – the Dalits – in practice have few or no rights. They are considered ‘lesser human beings’, ‘impure’ and ‘polluting’ to other caste groups.

Untouchables are often forcibly assigned the most dirty, menial and hazardous jobs, such as cleaning human waste. [3]

Caste discrimination is illegal in India, but implementation of Rule of the law is lacking. It is estimated that in India there are around 200 million Dalits.

### INDIAN CASTE SYSTEM



[Fig. 13]

## Chapter 3. Human trafficking in fashion

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Dalits also have their caste hierarchy. In Tamil Nadu the three major Dalit groups are Pallar, Parayar and Arunthathiyar. Among them, Arunthathiyars are considered to be the lowest in the hierarchy, the 'Dalits among Dalits'.

They are around six million in number and densely concentrated in western districts like Coimbatore, Tirupur and Dindigul where the textile and garment industry is mainly located. [3]

Arunthathiyar girls are employed under the Sumangali Scheme on a large scale. They are compelled to do the most menial and low dignified jobs as manual scavenging, removal of dead cattle, and burying dead bodies. They are almost always indebted and tied to their employers by a debt they can hardly repay. Agents that recruit the girls play into this situation with promises of a good income and decent working conditions.

A recent report describes how they are lured with false promises. This report notes that caste discrimination occurs when an accident or death occurs in the factory. The report says: 'If the victim belongs to a comparatively lower caste or a low income group, it is taken as an advantage on the management side to pay her a relatively lower compensation utilising the family members' inability to negotiate or bargain with the employer.' [3]

## Chapter 3. Human trafficking in fashion

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### Activities

71. Does a caste system exist in countries like Australia and New Zealand? Explain your answer.
72. Complete the chart below.
73. In what ways does the caste system contribute to the exploitation of Dalit garment workers.

Identify following statements as true or false	TRUE	FALSE
When social structures, like a caste systems exist, opportunities for work are equal		
When a caste system exists wealth is not evenly shared among citizens		
When a caste system exists citizens can freely marry whomever they choose		
People from lower castes in India undertake laborious and hazardous work		

# Fashion Summary

As we learn more about human trafficking and exploitation in the fashion industry, it becomes clear that these problems are complex, with many influences some from the west (from us) and some from within the source country such as India.

**Businesses** have significant influence over factories (for good and for bad) due to their buying power. The factories where workers are employed rely on the business of fashion brands. This means that brands can push for costs to drop, which can lead to exploitative practices or they can push for better employment practices and better treatment of workers. Ultimately, businesses make products that their customers want and will choose to buy over all other available products.

This is where **consumers** come into the picture. It is said that every dollar that we spend is like a vote, where we choose to spend our money sends a message loud-and-clear to fashion brands of what we want. So when we buy brands that are transparent, ethical and sustainable, we vote for positive changes in the fashion industry.

As we have seen in Aditi's case, **cultural** values and expectations can also influence exploitation and human trafficking of the poor, women and citizens with low social status, like Dalit in India. Similarly, those who are desperate for employment are vulnerable to being exploited by traffickers and labour brokers who are willing to make money from the exploitation of others.



# Mini research project

Exploitation of workers in the fashion industry is widespread and at times modern slavery occurs. There are many factors that influence the fashion industry for good and bad, factors such as:

- Business transparency
- Profits
- Consumerism
- Culture
- Poverty

Choose one of the factors above and create a poster to explain how this factor contributes to exploitation of people in the fashion industry.

## Chapter 3. Human trafficking in fashion

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All images are sourced from <https://www.pixabay.com> (excluding logos) unless otherwise stated.

# What is child labour?

Child labour in cocoa and our favourite chocolate

4



# What is child labour

In this section, we will explore:

- Defining child labour
- Comparing child work and child labour
- Looking at hazardous forms of child labour

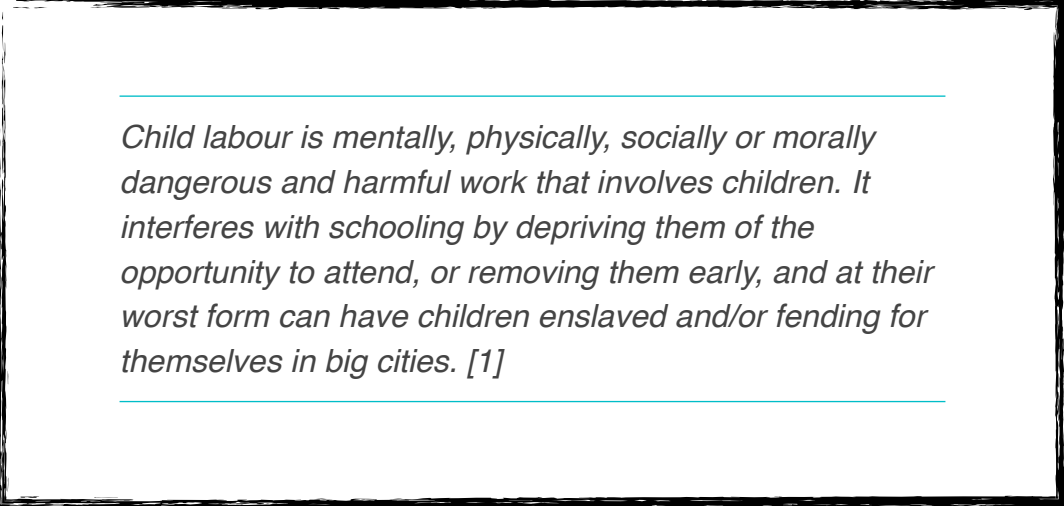
## Chapter 4. What is child labour?

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### Child labour occurs all over the world

In 2018 there were an estimated 150 million children working as child labourers.

Sometimes, due to debt bondage, children will work to help their parents pay off debts that the family owes.



*Child labour is mentally, physically, socially or morally dangerous and harmful work that involves children. It interferes with schooling by depriving them of the opportunity to attend, or removing them early, and at their worst form can have children enslaved and/or fending for themselves in big cities. [1]*

In other cases, due to poverty and the inability to care for their children, parents sometimes send them across borders to neighbouring countries, often unaware of the nightmare that awaits them. Other times, parents may be so desperate for income that they don't ask many questions when they are offered money for their child's labour.

# Pharady's story

To start, let's investigate a story from a girl trapped in child labour practices.

## Activities

74. Watch the video below, then answer the following questions.



<https://www.youtube.com/watch?v=uBrnWBB0Wo0&t=26s>

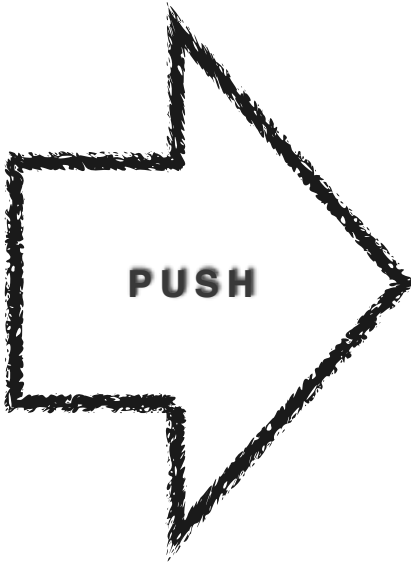


Scan to watch  
Pharady's story

## Chapter 4. What is child labour?

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75. Identify the 'push' factors behind Pharady's work.



76. What are the repercussions of Pharady's work? How does it harm her now and how does it impact her future?
77. Imagine that you have the opportunity to interview Pharady, think of five questions that you would like to ask her.

## Chapter 4. What is child labour?

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Confronting child labour is a challenging issue. In countries such as Australia and New Zealand the image of a child working is someone with a newspaper round before school, a teenager behind the counter of a fast food restaurant or possibly someone helping their mum or dad do jobs on the family farm before they get stuck into their homework.

**"But lots of children aged under 17 have part-time jobs, don't they?"**

In Australia, for example, children can generally work from the age of 15 (without a special permit or under specific exceptions, and it varies by state), and getting a part-time job is usually encouraged – especially by parents! But in both countries those jobs come with controls about what children can and can't do, the hours they can work and whether it can interfere with their schooling.

There is also support in place for employees – children or otherwise – who aren't being paid properly. Stringent safety laws exist to protect workers on the job, and children who are employed are not allowed to do dangerous work." [2]



# What's the difference between 'child work' and 'child labour'?



### Activities

78. Create a collage of photos to describe the jobs that you do around the house and/or the work that you help your parents do. There is an example on the previous page, see if you can guess what jobs we are referring to.

These kinds of jobs can be called 'child work' and whilst they may be boring at times, they help us to develop the skills and attitudes of hard work and lay the foundation for employment in the future. Not only this, they help us to develop the skills to maintain our homes as adults.

79. On the scales, weigh-up the positive and negative factors of 'child work'.



## Chapter 4. What is child labour?

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80. Match each of the positive factors to some of the skills that you think they help to develop. For example, helping to make dinner can develop chopping skills, flavour mixing and identifying cooking temperatures.

Job	Skills
Cooking	Flavour mixing, identifying cooking temperatures.

## Chapter 4. What is child labour?

81. The following chart compares child labour and child work. Choose one of the factors and explain to your peer what you think this factor means.

Child Labour	Child Work
Work burdens the child, too heavy for child's age and capabilities.	Work is appropriate to child's age and mental capacities.
Child works unsupervised or supervised by abusive adults.	Supervised by responsible and caring adults.
Very long hours of work, child has limited or no time for school, play or rest.	Limited hours of work, does not hinder child from going to school, playing or resting.
Workplace poses hazards to child's health and life.	Workplace is kept safe and child friendly, does not pose hazards to health and life of the child.
Child is subject to psychological, verbal or physical / sexual abuse.	Child's physical, emotional and mental well-being are nourished even in the work environment.
Child is forced by circumstances or by coercive individuals to work.	Child works voluntarily to participate in the family responsibility of maintaining the household.
Limited or no positive rewards for the child.	Child is justly compensated materially and psychologically.
Child's work is excluded from legislation, social security and benefits.	Child's work is regulated by law or governed by family / community norms and values.
Child's work is used for exploitative, subversive or clandestine operations or disguised illegal activities.	Child's work serves as a vehicle for social advancement and improvement in the child's quality of life.

[Fig. 2]

## Chapter 4. What is child labour?

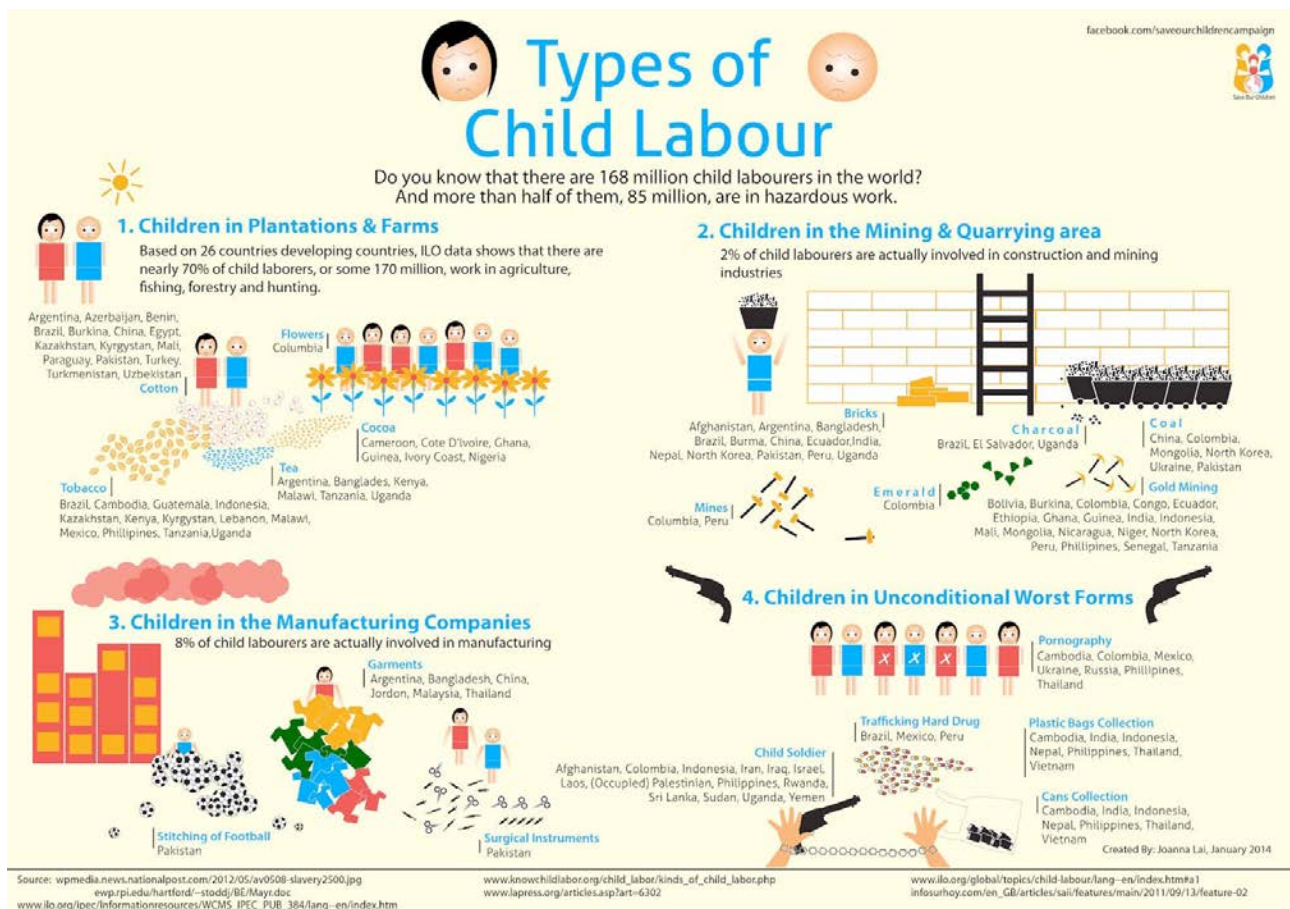
82. Split into groups. Create a script and record a one minute video demonstrating one or more key differences between child work and child labour.

# Hazards in child labour

Many of the jobs that children who have been trafficked into are extremely hazardous. Looking at the infographic on the previous page, complete the following activities.

## Activities

83. For each of the four categories in [Fig. 3], rank them from most hazardous to least hazardous.



[Fig. 3]

## Chapter 4. What is child labour?

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84. Within your ranked list, for each category, label the different types of hazards that children will face while completing this work (hazards can be environmental, physical, emotional, or health based).
85. Consider why the largest proportion of child labourers (70%) are working on plantations and farms. What reasons do you think account for this number?

### Extra for Experts

86. Pretend you have been asked to SPEAK OUT against child labour practices. Create an infographic for your school to demonstrate what child labour is and what hazards are involved.

## Chapter 4. What is child labour?

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# A case study

Child labour in our  
chocolate

5





# Child labour in our chocolate

## In this section, we will explore:

- Exploring child labour in cocoa through the lens of ‘The Dark Side of Chocolate’ documentary
- Learning the process of transforming cocoa into chocolate
- Taking action: speaking up for change in the cocoa industry

## Chapter 5. Child labour in our chocolate

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### The dark side of chocolate

Watch the following documentary to learn about what has happened in child trafficking in cocoa industry. (Documentary runs for 46min).



<https://www.youtube.com/watch?v=7Vfbv6hNeng>



Scan to watch "The Dark Side of Chocolate"

87. Create a timeline to demonstrate the *six vital stages* in the movement of children from their homes to the cocoa plantations.

# Perspectives

## The Trafficker

88. Even though it is clear that trafficking children is wrong, the trafficker defends his actions when he is interviewed here. The following chart has three themes. Place at least one comment from his interview under each of the following themes (some comments may fit two themes).




[Fig. 2]

89. How does this trafficker act as an enabler in human trafficking? Connect the dots between enabling human trafficking and the actions of this individual.

Everybody does it	It makes money	Not my responsibility

## Extra for experts

90. Below is a quote by Molière, do you agree and/or disagree that this quote applies to this situation? Get ready to share your thoughts with the class.



It is not only for what we do that we are held responsible, but also for what we do not do.

(Molière)

izquotes.com

The image shows a portrait of Molière on the left, a black background with white text on the right, and the website 'izquotes.com' in the bottom right corner.

[Fig. 3]

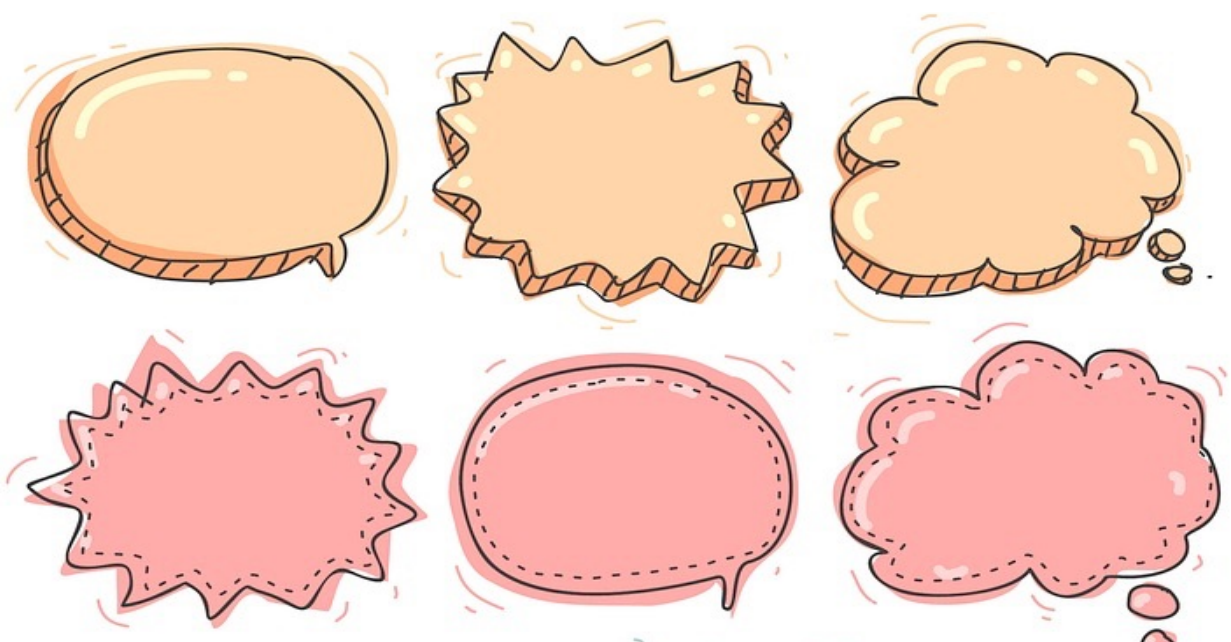
## The Victim

91. This young boy is tearful as he waits to be collected and transported to a cocoa plantation. What might he be thinking about at this moment?



[Fig. 4]

92. In each of the thought bubble place a thought that you think might be running through his head, or what would be running through your head in his situation.



### Extra for Experts

93. Align these thoughts with the themes of geographical isolation, poverty, culture and other influences that we have learned about in previous chapters.

## Chapter 5. Child labour in our chocolate

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This infographic shows some of the hazardous work that is undertaken by children working in the cocoa industry. As we learned in chapter 2, people who work in slave-like conditions work without protective equipment or training and are particularly vulnerable to injury and serious harm. For children in Australia and New Zealand, burns, cuts and deep wounds are cared for by medical professionals and quality medicines. This means that our injuries rarely lead to sickness that prevents us from undertaking our daily tasks. In nations where poverty is rife and safe medical care is not available, injuries and sickness can perpetuate the cycle of poverty.



[Fig. 5]

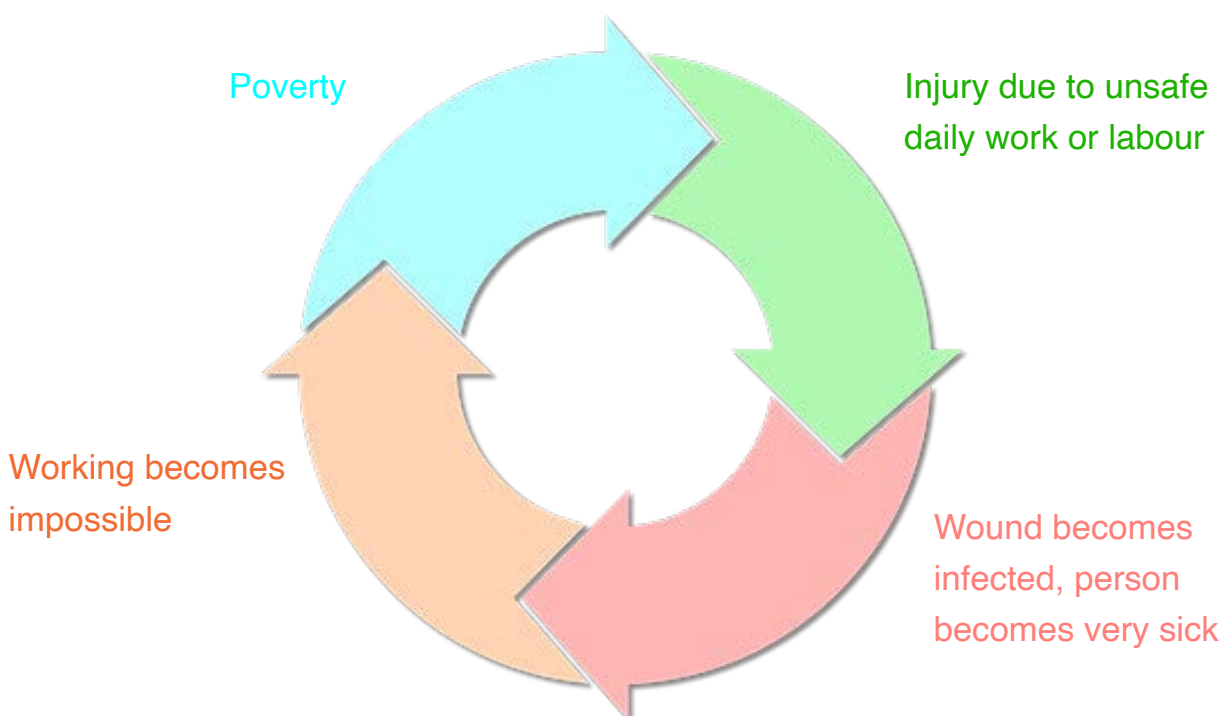
## Issues of health

Early on in the documentary Miriam is pulled from a bus that is about to take her to the border of Ivory Coast.

When Miriam is being interviewed, the camera pans down her legs. Although there is no mention of why the cameraman does this, let's explore this together.

### Activities

94. What does the imagery of her leg show?
95. Why do you think the cameraman has decided to include this shot in the documentary? What do you think this could convey about Miriam, or about her life?
96. Often people who experience poverty have a lack of access to proper medical care. The following chart offers one example of a cycle of poor health and poverty. Copy this cycle into your workbook and expand on each of the four factors, explaining why they connect to the factor before and after.

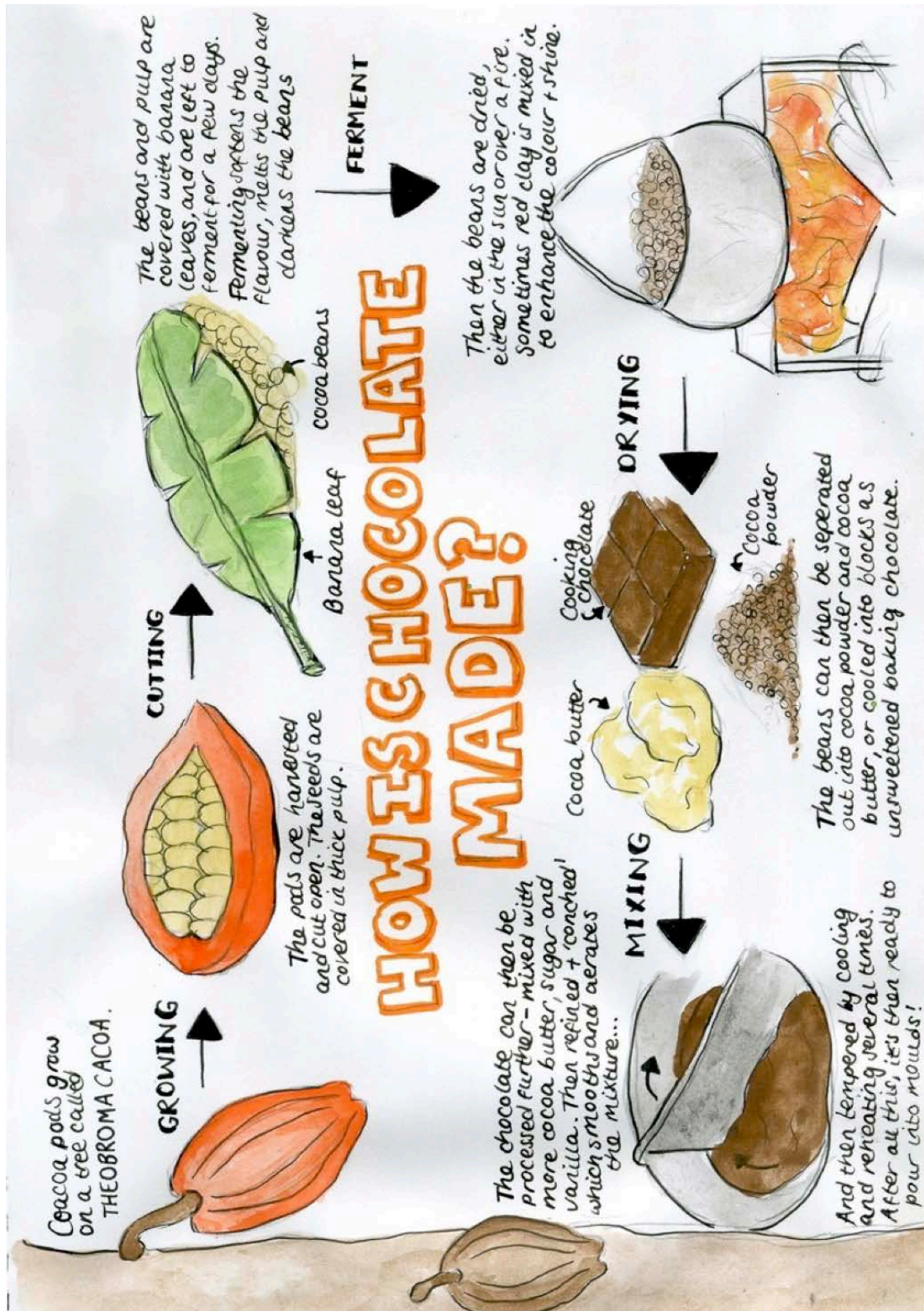




### Extra for experts

97. After Miriam is interviewed, she is taken back to her village. But this may happen again unless her family and village realise the harm that this work causes for children and their communities. Create a pamphlet that Miriam could take home with her that highlight the realities and dangers of the work in the cocoa plantations.

# Did you know that cocoa beans are actually bitter?



[Fig. 7]

# So *how* does cocoa become the chocolate that we love?

## Activities

98. On the arrow, list five of the steps in the process to turning cocoa into chocolate.



99. Now, place an asterisk (\*) on each of the steps where children may be working.

# Why do cocoa farmers force children to work on their farms?

Before we can answer this question, we need to consider the amount of money that farmers earn from their cocoa production and how much control they have in the sale of their cocoa.

As we saw on the documentary, there is a relatively small number of companies purchasing cocoa from farmers in Ghana and Ivory Coast, however there are many cocoa farms. In West Africa alone, there are between 1.5 and 2 million cocoa farms [1].

With only a few cocoa buyers this means that there is a lot of competition, and if cocoa farmers want to sell their product, they need to have the cheapest and best product on the market.

Cocoa farmers can band together to strengthen their bargaining power, but without this they have very little say in the amount of money that they receive for their cocoa. This means that many cocoa farmers and their families live in poverty.

The chocolate bar on the previous page shows the total amount of money made by the farmer in the sale of a bar of chocolate. Lets analyse it in more depth.

## Chapter 5. Child labour in our chocolate

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### Activities

100. Place a red circle around the total amount that cocoa farmers receive.

101. In a \$3 bar of chocolate, how much would the farmer receive?



[Fig.9]

## Chapter 5. Child labour in our chocolate

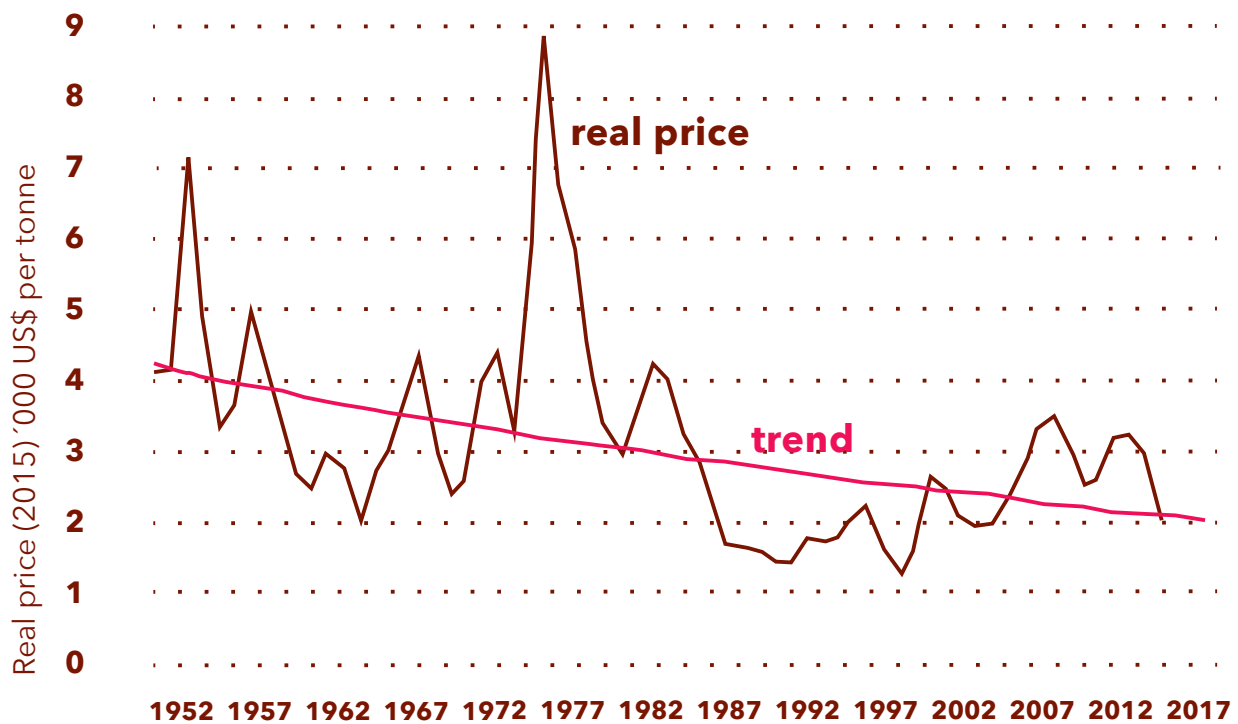
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102. The graph below shows a trend, that over a long period of time the price of cocoa has slowly reduced. However, within this time period there were increases and decreases:

- a. what was the price per tonne in 2007?
- b. the last plot on the graph is around 2015, what was the price then?

### Long-term cocoa price trends

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Source: LMC 2018<sup>36</sup>

[Fig. 10]

# There's a lot of work in growing cocoa

Watch the following video and closely observe the work that the farmers are undertaking.



<https://www.youtube.com/watch?v=Khdz2Stp2ZQ>



Scan to learn more  
about cocoa

### Activities

103. Consider each of the tasks that farmers and child labourers undertake. What resources do you think will be required? List them in the table below.

Tasks	Resources

[Fig. 12]

104. Go back to activity 98. Do you think that the cost of growing the cocoa has gone up or down over time? What does this mean for farmers?



# The realities of cocoa farming

Just like any other type of work, cocoa farming requires resources and employees, this means that there are costs to making the cocoa. As you can see on the graph, the price of cocoa is decreasing over time and this has only gotten worse in recent years. The farmers are struggling to make money from their cocoa harvests and as a result many cocoa farmers live in poverty. In their poverty, farmers look for child workers as they are cheap labour.

## Activity

105. Each of the following statements is one part of the conversation on child labour in cocoa. For each of the pictures below identify who is likely to share this viewpoint by placing the statement beside their images (some of the viewpoints may be shared).



Victim



Trafficker



Farmer



Parents

# Statements

“I do not have enough money to pay local workers, children are cheaper”

“If I don't transport the children someone else will”

“It is cost-effective for my own children to work on the farm”

“We get paid by the plantation owners to take the children over the border”

“If my children do not work, we will not have enough money to buy food”

“At home there is not enough food, so I have to help provide money for food”

“If people from this town say that they don't transport children, then they are lying, everyone does it”

“It's common for children to work on cocoa farms”

“The children's parents need the money too, that's why they sent them here”

“The children will come to work on another farm anyway”

“The children must work, we have debts that we must pay off”

“I have taken several children across the border”

“I have to help my family. We are poor”

“Work is hard to come by I have to take the opportunity that I get”

# The biggest contributor to child labour and human trafficking is extreme poverty

The main reason young boys are trafficked and farmers use child labour in cocoa growing is because the farmers are not earning sufficient wages to have a basic living income. A living income is the amount needed for basic housing, food and essentials, and savings for those small unforeseen expenses. It will also allow families to send their children to school.

*A living income for farmers in Ivory Coast is around US\$14.92 per day [2]. Currently cocoa growers earn US\$7.42 per day [3]! No-one is exactly sure, but most experts say an increase of two times what farmers are currently paid for the cocoa would get them close to a living income.*

We think chocolate companies have a responsibility to seriously address the key issues that contribute to children being trafficked to work on cocoa farms. Large global chocolate companies and producers hold a lot of power within the industry, much more so than the cocoa farmers and farmer collectives in places like Ivory Coast, West Africa, which is the largest producer of cocoa in the world.

# Chapter 5. Child labour in our chocolate

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## References

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3. Ibid.

## Figures

1. Snapshot taken from: DocumFeed. (2014, June 9). The Dark Side of Chocolate (Full Documentary) [Video File]. Retrieved from <https://www.youtube.com/watch?v=15dJwA-xaVA>
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3. Infographic of a quotation by Moliere. Retrieved from <https://www.azquotes.com/author/10245-Moliere>
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8. Snapshot taken from: DocumFeed. (2014, June 9). The Dark Side of Chocolate (Full Documentary) [Video File]. Retrieved from <https://www.youtube.com/watch?v=15dJwA-xaVA>

All images are sourced from <https://www.pixabay.com> unless otherwise stated.

**Time for  
change**

**6**

# What you wear can change the world



Find how your favourite brands score on the Baptist World Aid brand finder.

<https://baptistworldaid.org.au/resources/ethical-fashion-guide/#row4>



Sign up to the *Be Slavery Free* mailing list.


<https://beslaveryfree.com>



Calculate how many slaves work for you at *slaveryfootprint.org*

<http://slaveryfootprint.org/>

# Social media can change the world



*Ask the big chocolate companies to uphold a living income for cocoa farmers.*

## Activity

106. Create an Instagram post that asks chocolate companies to ensure a living wage for all workers in the chocolate supply chain.

- What types of images or elements would you use to create this image?
- What tags could you use to help connect the post? Start with  
#beslaveryfree #cadburyaustralia #marschocolate  
#lindtchocolate #hersheychocolate #ferrerochocolate  
#nestlechocolate
- Mention the chocolate companies in your post:  
@cadburyaust  
@mars\_chocolate  
@lindt\_australia  
@hershey\_australia  
@ferrerochocolatesaustralia  
@nestleanz
- How many likes or reposts can you generate?

Have fun  
helping us  
spread the  
word

**No-one should ever be enslaved  
and child labour must end!**



**BE SLAVERY FREE**

**[www.beslaveryfree.com](http://www.beslaveryfree.com)**