



**Toolkit on Forced Labour and Slave work
for youth workers, facilitators and
educators**



SCI Schweiz

Global Education Lab series #2

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Introduction



Background to the toolkit

This educational toolkit for young people was developed by the participants of Global Education Lab #2: Forced Labour in Bern, Switzerland in 2025. The skillshare, organised by Service Civil International (SCI) Switzerland and financed by Movetia, brought youth workers, educators and activists from all over the world to learn together and to share their experiences in the field of education. This toolkit was created to help educators, youth workers and advocates in raising awareness around the concept of forced labour among young people in a way that is simple, relatable, and actionable.

As forced labour pushes 27.6 million people into work they cannot refuse - across agriculture, construction, domestic labour, fashion, and sexual exploitation - often through trafficking or extreme control, young people must engage critically with the issue and contribute to collective efforts to end it.

This toolkit equips educators, youth workers, and facilitators with clear concepts, practical methods, and structured activities that help young people understand the complex global issue of forced labour and engage in critical reflection, discussion, and action.

The role of this toolkit

- **Raise awareness:** Help young people understand forced labour, its various forms, and its links to global supply chains.
- **Inspire action:** Equip youth with ideas and tools to address the direct impacts of forced labour.
- **Connect to global issues:** Show how forced labour is linked to other global challenges such as: social inequalities, poverty and economic insecurity, forced migration and displacement, and global supply chain exploitation.
- **Empower change:** Encourage youth to make informed choices and take action in their schools, communities, and everyday lives to promote social justice and challenge exploitation wherever they encounter it.
- **Critical thinking and critique of power:** Encourage youth to think critically, investigate current practices, question power structures, and drive meaningful solutions.
- **Support for youth workers, educators, and activists:** Provide guidance and resources to help them navigate the topic of forced labour effectively.

Basic terminology

What is forced labour?

According to the ILO Forced Labour Convention, 1930 (No. 29), forced or compulsory labour is defined as “all work or service which is exacted from any person under the threat of a penalty and for which the person has not offered themselves voluntarily” (ILO, Forced Labour Convention, 1930 – No. 29).

This internationally accepted definition is grounded in three key elements:

Work or service: This covers all types of work, services, or employment, whether official or informal, with or without a contract, in the public and private sectors. It also includes behaviors like prostitution and begging that might not be legally recognized as "work" in some national settings.

Menace of any penalty: This includes a wide variety of threats or punishments, such as direct or indirect coercion, financial or legal fines, or the loss of rights or privileges, that are used to force someone to labor. Fundamental is centering the experience of the person that is suffering from this treatment.

Lack of voluntary consent: This includes the inability of the worker to freely consent to performing specific tasks as well as the possibility of no longer consenting to tasks they were performing in the past. More simply, it refers to limitations on an employee's freedom to leave a work situation that is not beneficial for them freely and at any time.

What are the main indicators of forced labour?

The ILO's indicators of forced labour provide practical guidance for identifying situations in which work may be taking place under coercion. Rather than offering a strict checklist, the indicators highlight common patterns, such as deception, restriction of movement, intimidation, or abusive working conditions, that, individually or in combination, signal a risk of forced labour. These indicators are designed to support practitioners, inspectors, service providers, and other stakeholders in assessing cases objectively and consistently, always with reference to the definition established in the ILO Forced Labour Convention, 1930 (No. 29) and further elaborated in the ILO Indicators of Forced Labour (2025).

Abuse of vulnerability: Exploiting a worker's precarious situation (e.g., indocumented migration status, low access to education) to impose unfair work conditions.

Deception: Making false promises about wages, job type, living conditions, or other terms to lure workers in.

Restriction of movement: Workers' freedom to move is limited through physical barriers, surveillance, or penalties for leaving.

Isolation: Workers are cut off from family, community, or outside support, making escape or seeking help difficult.

Physical and sexual violence: Use of violence, including assault or coercion, to enforce work under the threat of harm.

Intimidation and threats: Threats (e.g., deportation, denunciation, loss of wages) used to control or coerce workers.

Debt bondage: Workers are compelled to work to pay off a debt, often under conditions that make repayment nearly impossible.

Retention of identity documents: Confiscating passports, IDs, or other documents to prevent workers from leaving.

Withholding of wages: Delaying or refusing payment to bind workers to their job.

Abusive working and living conditions: Substandard, unsafe, or degrading housing and working environments imposed by the employer.

Excessive overtime: Forcing workers to work far beyond normal hours, often without proper compensation or rest.

What are the main indicators of forced labour?

Forced labour is a labour-related human rights violation defined by the ILO as work performed under threat of a penalty and without the worker's free consent. It focuses on the conditions of work and the coercion used to keep someone in that work, and can occur with or without movement or recruitment.

Modern slavery, by contrast, is a broader umbrella term that encompasses forced labour along with other severe forms of exploitation, such as human trafficking, debt bondage, forced marriage, and slavery-like practices.

Human trafficking, meanwhile, refers to the process of recruiting, transporting, or harboring a person through coercion, deception, or abuse of power for the purpose of exploitation. Trafficking may result in forced labour, sexual exploitation, or other abuses, but it is defined by the act of recruitment and control, rather than the labour conditions themselves. In essence, forced labour describes the exploitation in the workplace, trafficking describes the process that leads to exploitation, and modern slavery captures both alongside other forms of extreme control over a person's autonomy.

How definitions of forced labour vary across countries

Not every country uses the exact same definition of forced labour, although most align with the ILO Forced Labour Convention (1930, No. 29). In Brazil, for example, forced labour is defined in the Penal Code (Article 149) as ‘conditions analogous to slavery’ (also popularly known as slave labour) and includes not only coercion and lack of consent but also degrading working conditions and excessively long or exhausting working hours. This broader approach reflects ILO guidance, which encourages considering extreme work environments and degrading conditions as key indicators of forced labour.

What is Global Education?

Global Education teaches young people about the world and how everything is connected. It’s about understanding global challenges, like climate crisis, inequality, and cultural differences, and learning how to work together to solve them. It helps young people to see how everyday choices (such as products they buy, among many others) can affect workers or the environment in another country. It helps them see their role as global citizens who can make a difference.

Why is Forced Labour an important topic in Global Education?

Forced labour is a key topic in Global Education because it helps draw the connections between human rights, social justice, and economic systems across countries. Understanding forced labour helps students recognize the exploitation behind global supply chains, the social and economic inequalities that allow it to persist, and the legal and ethical frameworks designed to combat it. Teaching about forced labour also fosters critical thinking, empathy, and active citizenship, encouraging learners to question consumption patterns, advocate for workers’ rights, and support policies that promote decent work worldwide.

A critical thinking approach to forced labour

A critical thinking perspective encourages learners to question dominant narratives about modern slavery. This approach asks questions such as: What does freedom look like? Can willingness truly determine the boundary between free and unfree labour? And to what extent is genuine freedom possible within an unequal socioeconomic system?

By raising these questions, critical approaches challenge binary understandings of freedom and unfreedom. They highlight how structures of race, caste, gender and other social markers shape experiences of labour exploitation. This helps educators move beyond individualised explanations and focus on the broader systems that enable forced labour to persist.

Importantly, critical thinking frameworks also recognise that workers are not passive victims. They emphasise the agency of labour movements and the many forms of resistance organised by workers facing severe exploitation.



Guidelines: How to work with youth on Forced Labour

These guidelines aim to support educators, facilitators, and activists in engaging youth on the topic of forced labour. This is essential in fostering awareness, critical thinking, and action towards sustainable alternatives. The following list may provide some inspiration for self-reflection around Global Education practice.

Do

1. Understand positioning:

- Check your own position on the topic, make sure that you are aware of your own role (as an educator, activist, etc) and that you highlight it to the group as well
- Be mindful of the different personal experiences in the space
- Make sure you are speaking from a perspective that centres marginalised voices
- Make sure the intervention has a multiplier effect

2. Challenge power structures

Encourage yourself to share the information you have but also to hear what participants have to share from their perspectives. Make sure to highlight where the structural inequalities lie and the responsibility that comes from privilege.

Keep in mind that:

- Forced labour could happen to anyone
- Certain social inequalities may need an extra focus to raise awareness and sensitivity.
- Many people don't realize that they're under forced labour conditions.
- Bring a global perspective and show the perspective of people living in forced labour conditions too.
- Use de-constructive arguments, examples of resistance as good practices.

3. Connect with your audience:

Providing information about forced labour may contrast with the reality of many people's lives. Encourage them to think critically and connect it with their own realities.

- Show them local ethical alternatives.
- Case studies: Present real-world examples to contextualize abstract concepts.
- Create community or actions groups, to engage people to explore the issues.
- Comparison of working conditions in different environments.
- Provide context and background information.

4. Raise awareness

Inform to bring about change and invite to take actions. Present the problem but also the efforts that are being done by many.

- Provide accessible methods to learn skills they can use forward.
- Provide use of tools to track down companies that have labour issues.
- Breaking down processes and motivating on a sequential level.
- Show what decent and dignified working conditions means, explore utopias.

5. Feedback and accountability

Be open to new approaches and ideas suggested by participants or collaborators. check how participants are doing from an emotional point of view and, if necessary, offer emotional support.

- Gather feedback from participants to assess the effectiveness of the session.
- Reflect on what worked well and what could be improved for future sessions.
- Celebrate participants' contributions and insights to encourage ongoing engagement.

Do not

1. Reproduce power structures, violence or stigmatization of people.
2. Re-victimize and retraumatize those who are/were enslaved
3. Rely solely on emotions; the subject matter can be emotional but always support arguments with facts.
4. Show too graphic content without warming about before (i.e. physical or psychological violence, abuse of power or degraded working conditions)
5. Spread hate or engage in divisive rhetoric.
6. Promote a "White or global north Saviorism" complex (i.e. white people need to save people of color and indigenous people from forced labour), instead highlight examples of local resistance and how it can be supported.
7. Ignore the historical context of colonialism.

8. Impose your own ideologies on participants, instead give them the tools to develop critical thinking and to make up their own mind.
9. Dismiss the impact of globalized capitalism on local communities. Do not paint capitalism as something that is controlled by a specific group of people. instead show that it is a system.
10. Assume that everyone understands basic concepts, the terminology will be new to some people.

Educational methods

Lesson 1 - Introducing Forced Labour

Time: 90 Minutes

Aims:

- Introduce the concept of forced labour.
- Raise awareness among participants around the factors of vulnerability that may lead to workers being subjected to forced labour.
- Illustrate how local cases of forced labour are connected to global supply chains.
- Encourage participants to reflect on policies and actions to address forced labour, including the role of global frameworks such as Sustainable Development Goals 8.7.

Materials:

- Printed copies of the case studies.
- If a video is to be shown: Projector, computer and sound system.

Methodology:

1. Icebreaker (10 min):

- Begin by asking participants, "What does forced labour mean to you?"
- Gather 3-4 initial impressions from the participants to understand the existing knowledge or assumptions in the room.

2. Reading case studies (15min):

- Divide participants into groups and hand out real examples of forced labour from around the world. Below we suggest some case studies taken from articles, but feel free to create your own from news/reports etc. Each group will have time to read the case study they are given and briefly discuss the points that stand out to them. Make sure that in their reflections, participants identify:
 - What are the main indicators of forced labour observed in the case?
 - What are the reasons why the workers ended up being enslaved? (factors of vulnerabilities)
- Case studies suggested (see below):
 - Example 1: Modern slavery at Nestlé's coffee supplier
 - Example 2: Forced Labour and Exploitation of Migrant Workers in Italy's Agricultural Sector
 - Example 3: Domestic workers in Morocco
- Other sources you can use to create examples of case studies from Amnesty International:
 - ***"Qatar: Security guards subjected to forced labour".*** 7 April 2022 (Link: 23.11.25)
<https://www.amnesty.org/en/latest/news/2022/04/qatar-security-guards-subjected-to-forced-labour/>
 - ***Cambodia: 'I was someone else's property': slavery, human trafficking and torture in Cambodia's scamming compounds. "Executive Summary" Page 8: (Link: 23.11.25)*** <https://www.amnesty.org/en/wp-content/uploads/2025/06/ASA2394472025ENGLISH.pdf>

- Presentation of case studies (25 min):
 - Each group briefly summarises their case study to the big group. After presenting the case studies, ask participants for their observations on what they heard or saw.

3. Exploration and explanation (20 min):

- Explain the main reasons workers are enslaved, highlighting factors of vulnerability (see indicator 'abuse of vulnerability' from ILO).
- Define forced labour and explain its various forms.
- Highlight other examples of economic activities where forced labour is present.
- Explain how this violation is connected to corporations across different regions and countries through supply chains.

4. Policies discussion (20 min):

- Discuss the relevance of the Sustainable Development Goals, with a focus on SDG 8.7, which aims to end forced labour, modern slavery, and human trafficking.
- Invite participants to reflect on the roles of governments, businesses, and civil society in addressing forced labour.
- Focus on the question "What policies or measures could be implemented to prevent forced labour, ensure enforcement and repression of violations, and provide assistance to victims?"

Key Points to address:

- Forced labour is a human rights violation and a global issue.
- It exists in multiple sectors and can be hidden within supply chains.
- Understanding the causes and consequences is essential to designing effective policies.
- SDG 8.7 provides a framework for action to eliminate forced labour.

Case Study 1: Modern slavery at Nestlé's coffee supplier

Background

Nestlé, one of the world market leaders in the coffee trade, has been promising "zero tolerance" for the use of slave labour by any supplier along their supply chain for years. Nestlé has major sustainability programmes, including the Nescafé Plan (the global brand's most important sustainability programme) and the Nespresso AAA programme. In 2019, Nestlé switched completely to certified coffee in Brazil, one of the biggest hubs of coffee production in the world. Nestlé works through large cooperatives like Coaabriel, which is a direct supplier to Nestlé and an official partner of the Nescafé Plan. In June 2025, Public Eye (a Swiss NGO) in collaboration with Repórter Brasil uncovered exploitative working conditions on Brazil's coffee farms operating in Nestlé's supply chain.

What happened?

The investigation centers on two workers, Juran dir dos Santos (50) and José Ademilson de Jesus Lima (36). Both men, from the impoverished northeastern state of Sergipe, were recruited by an agent who promised regular employment and good wages (R\$120/day, about 22 euros, significantly above Brazil's minimum wage). After a 2.5-day bus journey covering 1,200 kilometers, they arrived at the remote Mata Verde farm on April 18, 2023.

Initially, conditions seemed acceptable, and the workers spent two days celebrating. However, the situation quickly deteriorated when they were moved to substandard accommodation. The workers endured:

- Rotten wooden floors with water stains
- Thin mattresses placed directly on the floor
- No beds, doors, sinks, or showers (only two hoses with cold water)
- Drinking water tanks filled with silt and crawling with insects
- Frequent power cuts and unusable toilets
- Rubbish under the house attracting rats and creating stench
- Inadequate food consisting mainly of sausage, rice, and beans

The work itself was brutal: workers rose at 3:30 AM, worked 12-hour days stripping coffee cherries by hand in hilly, steep terrain under the burning sun, while suffering insect stings and headaches. They were paid R\$16 (2.90 euros) per 60-kilo bag harvested, managing only about three bags daily instead of the promised R\$120. This amounted to just 75% of the statutory minimum wage. Meanwhile, the farm owner sold processed coffee to the Cooabriel cooperative for R\$645 per bag—40 times what workers were paid.

Debt Bondage and Threats

The farm owner imposed illegal deductions for boots, protective clothing, work gloves, harvest baskets, and even drinking water bottles. Workers were also forced to repay bus transportation costs (R\$350) in instalments and charged exorbitant prices for inadequate food. They were kept in the dark about deduction amounts and never received employment contracts.

José Lima's first week's earnings of R\$220 were reduced to just R\$130 after deductions. The situation worsened when workers discovered that security guards and the farm manager carried weapons. The farm owner threatened that "no one is leaving the farm until their debts are paid off" and would close off the village entrance if anyone tried to escape.

Escape and Aftermath

After 14 days, Lima planned an escape, secretly filming conditions and informing labour authorities and federal police. On May 1, 2023, Lima, dos Santos, and 12 other workers escaped in a van arranged by a villager, paying for the ride with money borrowed from friends and relatives. They fled just hours before inspectors arrived at the farm.

The labour inspection found 24 points meeting Brazil's criminal criteria for "slavery-like working conditions," including degrading conditions, debt bondage, and threats of violence. However, the 10 workers present during the inspection received only about 900 euros each in compensation, plus travel costs. Lima and dos Santos, having already

escaped, weren't eligible and had to file a separate lawsuit, eventually receiving R\$7,000 (about 1,275 euros) each—nearly ten times less than their claim.

Systemic Problems

The investigation reveals that modern slavery remains widespread in Brazilian coffee production, with the sector seeing more rescued workers than any other over the past decade (316 cases in 2023 alone). The practice has historical roots, as coffee cultivation was "essentially based on slavery" during the colonial period, and many producers still don't respect human rights. Workers are predominantly Black men from impoverished regions, while farm owners are mostly white.

Key systemic failures include:

- Weak enforcement: Of over 2,679 employers reported for modern slavery between 2008-2019, only 112 were convicted, usually receiving suspended sentences.
- Inadequate certification: Audits by sustainability certifiers like 4C often occur months before harvest or with advance notice, failing to detect violations. The Mata Verde farm was certified until the inspection revealed abuses.
- Lack of supply chain transparency: Coffee companies like Nestlé publish supplier lists with cooperative names but not individual farms, making accountability nearly impossible.
- Insufficient prevention: Nestlé shifts responsibility for labour compliance to producers rather than ensuring living wages or conducting meaningful oversight.

Sources:

<https://www.publiceye.ch/en/media-corner/press-releases/detail/modern-slavery-at-nestles-coffee-supplier>

<https://stories.publiceye.ch/modern-slavery-coffee/>

Case Study 2: Forced Labour and Exploitation of Migrant Workers in Italy's Agricultural Sector

content warning: mentions of bodily harm, death

Background:

In Italy, despite legal efforts to combat forced labour, nearly half a million migrant workers continue to face exploitation, particularly in the agricultural sector. These workers, mostly from vulnerable communities, are subjected to inhumane conditions under a system known as *caporalato*, where illegal recruiters and supervisors, known as *caporali* (gang masters), exploit migrants for cheap labor. This exploitation is deeply intertwined with global supply chains, where Italian agricultural products are sold worldwide, often without transparency regarding how they were produced.

The Issue of Forced Labour in Italy's Farms:

In June 2023, Satnam Singh, a 31-year-old migrant worker from India, died on an Italian farm. He had come to Italy hoping for a better life but found himself trapped in inhumane conditions on a tomato farm, working off the books. Satnam was paid far below the minimum wage, just €3.50 for a 300 kg box of tomatoes, and had to endure unsafe working conditions.

One day, while operating a poorly maintained wrapping machine, Satnam's arm was severed and his legs crushed. Instead of helping him, his employer left him by the side of the road, where he bled to death. This tragic incident exposed the widespread exploitation of migrant workers in Italy's agricultural sector, where many workers face abuse, low pay, and dangerous conditions.

Like Satnam, thousands of workers live in deplorable housing and are subjected to exploitation by employers who withhold portions of their wages under the guise of "fees" for transportation or meals. With no legal protections and the constant fear of deportation, these workers have little recourse against the exploitation they face.

Satnam's death is a shocking reminder of the systemic exploitation that continues in the shadows of Italy's agricultural industry, where cheap labour is the hidden cost of the produce sold globally.

The Caporalato System:

The exploitation of migrant workers is perpetuated by the Caporalato system. This illegal system involves outsourcing recruitment, transport, and supervision of farm workers to caporali, who exploit the vulnerability of migrants by offering low-wage jobs with few or no rights. This system has spread across Italy, from the southern regions of Sicily to the northern Alps.

Because of the unregulated nature of this system, farm owners can evade responsibility, leaving workers vulnerable to abuse. Caporali often use psychological manipulation, intimidation, and violence to maintain control over workers, making it difficult for them to escape or seek justice.

The Caporalato system is a Criminal offence under Italian law (Art. 603 bis Penal Code).

The Legal and Economic Context:

Despite efforts by the Italian government to address forced labour through stricter laws and expanded penalties, experts argue that punitive measures alone are not enough to combat the exploitation of migrant workers. In 2011, Italy introduced a criminal offence for labour exploitation, but experts believe that the focus should now shift from solely punishing perpetrators to addressing the systemic economic factors that enable exploitation.

Many migrant workers fear seeking help due to their immigration status. As the far-right government of Prime Minister Giorgia Meloni pushes for stricter immigration controls, migrants' fear of deportation creates an environment where they are unwilling to report abuses. Trafficking victims, who are often coerced into forced labour, are particularly vulnerable to this climate of criminalisation.

Sources:

<https://www.theguardian.com/media/article/2024/jul/20/satnam-lost-his-arm-and-was-allegedly-left-to-die-on-the-roadside-this-is-the-horror-of-exploitation-on-italian-farms>

<https://www.aa.com.tr/en/europe/italy-faces-rising-problem-of-modern-slavery-experts-say-demands-systemic-approach/3291672#>

<https://www.collectiveaidngo.org/blog/2025/2/25/what-is-caporalato-and-how-can-it-affect-people-on-the-move>

Case Study 3: Exploitation of Sub-Saharan Domestic Workers in Morocco

Background:

Many sub-Saharan domestic workers, mostly from Ivory Coast and Senegal, face exploitation and modern slavery in Morocco. Lured by promises of better job opportunities, they find themselves trapped in abusive, exploitative conditions with no legal protections. These workers are often undocumented, leaving them vulnerable and unable to defend themselves against mistreatment.

The Issue of Exploitation:

Awa, a 33-year-old woman from Ivory Coast, arrived in Morocco in 2021 after being promised a monthly salary of €686 for domestic work. However, upon arrival, her passport was taken, and she was forced to work long hours without pay to repay the cost of her flight. She was subjected to poor living conditions, including being fed scraps of food, and had to work without days off. Awa's situation is far from unique, many sub-Saharan workers endure similar forms of modern slavery.

Yasmine, another Ivorian domestic worker, faced similar abuse. She was forced to sleep on the floor and care for children without rest or vacation. When she complained, she was verbally abused. Like Awa, Yasmine was also subjected to physical and mental abuse, making it nearly impossible for her to escape her situation.

Role of Trafficking Networks:

Awa's recruitment was facilitated by human trafficking networks that promised a better life but exploited her once she arrived in Morocco. These networks lure women with false promises of high-paying jobs, but once they are in the country, workers are forced into illegal labour without contracts or legal recourse. Exploitative recruitment agencies often advertise sub-Saharan women as cheap and docile labour, perpetuating the underground trafficking market.

Legal and Economic Context:

Despite Morocco's 2018 labour law aimed at improving conditions for domestic workers, enforcement is weak, particularly for foreign workers. Many face an undocumented status due to the complex work-permit process, leaving them vulnerable to exploitation. National preference laws also prioritise Moroccan workers, pushing foreign workers into informal and unregulated labour markets, where they are deprived of legal protections.

Impact on Workers:

The physical and psychological toll of exploitation is severe. Workers like Awa and Yasmine suffer from health issues due to long hours, poor food, and constant stress. Despite these harsh conditions, they have no choice but to endure, as they lack the means to escape their exploitation. For these women, domestic work in Morocco becomes a trap, where the promise of a better life turns into a nightmare of exploitation and modern slavery.

Source:

https://www.lemonde.fr/en/international/article/2022/07/28/the-plight-of-sub-saharan-domestic-workers-in-morocco-i-was-told-i-would-not-be-paid-for-the-first-few-months-while-i-paid-off-my-plane-ticket_5991774_4.html

Lesson 2 - Simulation of a Trial concerning a forced labour case

Time: 120 Minutes

Aims:

- To provide participants with exposure to the complexities of a real legal case involving forced labour
- To raise awareness concerning legal arguments used both to establish and to refute the occurrence of forced labour, while taking care not to present the two positions as equivalent
- To encourage participants to gain an introductory understanding of how to handle legal arguments on the subject of forced labour.
- To enable participants to perceive that definitions are dynamic, living constructs that must be understood within concrete contexts rather than in abstract isolation.

Materials:

- Printed copies of the case

Methodology:

1. Introduction (5 minutes)
 - Start by dividing the participants into three groups—the prosecution, the defense counsel, and the judges—and explain the role assigned to each group as well as the amount of time each will have to present their arguments.
2. Preparation of arguments (30 min):
 - Hand out copies of the case to the participants and give them about 30 minutes to read it and prepare their arguments. You can encourage them to explore Human Rights Conventions, national and international law.

The case study

On July 10, 2024, a worker named Gaspar Silva was hired to work on a cattle ranch performing general services, with a monthly wage of 2,000 dollars. The worker commuted daily from his home, which was quite modest and located near the ranch.

At the ranch, he worked under a hot sun of 35 degrees Celsius, without any protective equipment. The only available bathroom was located in the main house of the ranch, which meant that, since Mr. Gaspar worked in different areas of the property, he had to relieve himself in the bushes.

His workday lasted approximately 10 hours. Food was occasionally provided by the employer, usually arriving around 1:00 p.m., 2:00 p.m., or sometimes as late as 2:30 p.m. The drinking water available was taken from the river that crossed the property, and it was not clean.

After two months, Mr. Gaspar resigned from his job.

3. Debate (65 min):

- Begin the debate, which will be structured as follows:
 - 15 minutes for the prosecutors
 - 15 minutes for the defense
 - additional 10 minutes for prosecutors
 - additional 10 minutes for defense
 - 10 minute break for the judges to deliberate
 - finally, the judges' group will read the verdicts
- NOTE: participants are encouraged to use international legal conventions or domestic statutes as persuasive arguments, but the idea is that the decision is based on international ideas, not on a single country's legal system.

Key Arguments that participants are expected to develop

In support of the characterization of the situation as forced labour

- Conditions constituted an abuse of vulnerability.
- Lack of adequate personal protective equipment.
- Consequences of unprotected exposure to the sun - Articulate argument with work environment, since climate change has increased the dangers of unprotected work.
- Degrading work conditions such as no clean water, no toilets.
- A reconsideration of the notion that forced labour occurs solely in situations where freedom is restricted in the narrow sense of physical freedom of movement. This involves articulating how the absence of dignity and the pressures of economic necessity operate as markers of a broader, more substantive lack of freedom

Against characterizing the situation as a case of forced labour

- The restriction of freedom is essential for characterizing forced labour.
- The working conditions were poor, but not poor enough to constitute forced labour.
- Employer did not impose penalties for leaving or for refusing tasks.

4. Debriefing (20 min)

- In a plenary, participants discuss what happened during the session. You can use three questions to guide the conversation:
 - How did you find the session?
 - What is something new you learned about the legal systems to prevent forced labour?
 - How did you feel in your characters? Was it easy? Was it hard?

Lesson 3 - Interactive Exhibition - Forced labour in history and resistance

Time: 3 hours (two sessions of 90 minutes each)

Aims:

Look at some examples of forced labour during colonial history and historical examples of how people have resisted in the past. Participants bring examples of what they are familiar with and knowledge is created together. The exhibition can be divided into different topics/areas that can be changed depending on what you want to achieve with the exercise.

Notes:

The two sessions can either be done consecutively, in a longer three-hour session with a break, or they can be split over two different days.

Materials:

Have available different types of materials that participants can use to create the exhibition:

- paper, pens and markers
- scissors
- rope
- post-its
- coloured cardboard
- phone screens can also be used as tools to show videos etc.

Methodology:

PART ONE (90 MIN):

Introducing the topic (10 min):

- talk to your neighbour, "What do you already know about the topic?" "What is something you'd like to learn about more?"

2. Presenting the exercise (10 min):

- Give an introduction to interactive exhibitions as a method, what are the aims of it and why do we want to make it cooperatively. Tell participants that we are exploring with this session.
 - The exhibition can be divided in different parts. Here is a suggested layout we have thought of, feel free to adapt to better suit your needs:
 - The history of forced labour;
 - The impact of war on forced labour (e.g. military service and conscription, kidnappings, child fighters in paramilitaries);
 - Resource extraction, production and forced labour (e.g. agriculture, construction, manufacturing, mining, resource extraction, fishing)
 - Carework, domestic work, and forced labour (childcare without passports, human trafficking)
 - Participants will work on a topic in a smaller group, they can choose what topic they want to work on.
 - NOTE: Tell participants that when researching, they should keep an eye out for interesting resistance movements that they think might be worth exploring. In the following section (part II), we will be doing deep dives into resistance, so be prepared for that!
 - At the end of the two sessions, participants will attend the exhibition and each group will present their installation.
3. Research (60 minutes):
- Groups create the different installations in the space with whichever medium they prefer.
4. Halfway debrief (10 minutes):
- Reflect on what was done until now:
 - how is the process going?
 - What did you like/What did you struggle with?

PART TWO (90 MIN): On These Shoulders We Stand

1. Introducing the second part of the exercise (5 min):
 - looking at the examples of forced labour you researched before/yesterday and especially the ones that you flagged as interesting for the resistance movements, which one do you want to expand further as a group?
2. Research and final touches (20 min):
 - Ask participants to continue their research from the previous section by preparing an example of a resistance movement the group can learn from.
 - Here are some guiding questions to help highlight important elements
 - Who is or was in the movement and how did it come to be?
 - How do or did they organise?
 - What are their achievements?
 - What strategies and tactics that they used have worked?
 - What impact do their achievements have on life today?
3. Curators present the exhibition (30 minutes)
 - Allocate a specific amount of time for each group. The aim is not to get an extensive presentation but to clarify the elements of the exhibition that visitors can explore on their own.
4. Participants explore the exhibition (20 min)
5. Final debrief (15 min):
 - debrief the experience with the following questions:
 - how did you find the method?
 - How was the research process?
 - What stood out to you?
 - What will you do with the information you have learnt?

Sources and additional reads

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