

# Community intervention as a response to trafficking in persons in rural communities **ICORural**



Contribution from  
the Government of  
the United States



## **COMMUNITY INTERVENTION AS A RESPONSE TO TRAFFICKING IN PERSONS IN RURAL COMMUNITIES - ICORural**

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# Niñez y adolescencia, *libres y Seguras*

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# Presentation

In 2017, Centro Yanapanakusun took on the challenge of implementing the project ***Niñez y Adolescencia, Libres y Seguras***<sup>1</sup> in the rural areas of Cusco with a community-preventive approach. The main goal of the project, funded by The United States Department of State, was to develop activities, along with the communities, to prevent trafficking in adolescents in Antayaje, Misanapata and Ocollopatata in the province of **Paruro**, Huancarani and **Huacaycancha in the province of Paucartambo, Kcauri, Ccatca, Tinke, Ocongate and Ccarhuayo in the province of Quispicanchi, and in** the district of Cusco.

This work was motivated by two reasons: i) the experience of Yanapanakusun in the communities of origin of the domestic servitude victims; ii) the positive answers that the adolescents gave to the questions in the baseline survey on how much information they had about trafficking in persons. The 57.7% of children surveyed indicate that have received information from their teachers about trafficking in persons. This results opened the question on why, despite having all the information, adolescents continue being victims of trafficking in persons.

In the 90s, girls from rural origins were brought to Cusco to meet the needs of urban families. Their parents used to send them to the city, with godmothers or godfathers, to guarantee the access to a better education. Many times this rupture was definitive, because the foster family did not fulfill the commitment of keeping in contact with the family of origin. For this reason, in 1994, Centro Yanapanakusun began its work with the purpose of providing comprehensive

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1 *Estado de la Infancia en el Perú* (Childhood Situation in Peru), UNICEF, INEI, Lima, February 2011. United Nations considers adolescents to be people between the ages of 10 and 19 years old. This group has specific characteristics and needs related to the process of building their identity, autonomy and personal development.

development to children who are domestic workers through programs that foster the strengthening of their skills, autonomy, identity and rights, in order for them to be the ones that contribute to foster attitudes of respect and protection in the Cusco society that result in better living conditions for domestic workers.

The *Código del Niño y Adolescente (Code of Child and Adolescent)* guarantees the right to work provided that the children work no more than 6 hours a day in activities that do not put their life at risk and that guarantee their right to education at the same time. According to INEI<sup>2</sup>, 2 approximately 2 million children under 18 currently work, some of them even more than 12 hours a day, and they do it in exchange for a roof, food or very low payment. To this date, in Peru, the percentage of illiterate women is double that of men; the political participation of women is not reflected in the access to public positions at the local, district and provincial levels; the access to second level hospitals in rural areas is scarce; high and technical education is only possible in urban areas; cities offer a larger labor supply. Finally, it is necessary to remember that Peru is a stratified society, with socioeconomic and cultural differences that for decades have been used as an argument to justify discrimination. In this context, the answer to why adolescents in rural areas are victims of trafficking in persons seems evident.



2 Instituto Nacional de Estadística e Informática.

## Stages of the *Free and Safe Childhood project*

**Stage one:** The goal of the first stage was to reflect with adolescents, teachers, principals from schools and communal authorities on the relationship that the intervention areas of the project have with trafficking in persons. Most people identified trafficking in persons with kidnapping, transfer and retention of young girls in areas of illegal mining, to work in dubious quality bars. Therefore, they assumed that trafficking in persons is the result of the presence of strangers that deceptively convince adolescents to move to urban areas where they will find well-paid work. Despite the recurrence, this answer does not explain why knowing that this is the most known form of recruitment, adolescents continue to be victims of trafficking in persons.

**Stage two:** An alliance was established with the Communal Assembly to open spaces for dialogue with comuneros and comuneras about work experience outside of the community. The result is summarized in insightful testimonies from men and women who began their participation by pointing out *"I did not know that this was trafficking in persons, I have also been a victim"*. In this way, trafficking in persons ceased to be something foreign that occurs outside the community and that only is related to sexual exploitation. In the workshops, women and men recognized experiences of exploitation in their personal history, including forced labor. From there it was easier to talk about the experiences that their daughters and sons have when they migrate to the city during school holidays. Many of those present asked to have more intergenerational meetings to talk about labor exploitation/trafficking in persons, and thus prevent their daughters and sons from going through the same thing, *"because what one suffers are wounds that last a lifetime."*

While the adults reflected on their personal history, the work with the adolescents sought to know what are the factors that lead them to accept dangerous jobs. The result was immediate. They revealed the pressure they feel from their family to show that they are able to generate income, to live away from home, but above all, to endure the sacrifice. Another interesting fact is the need they have to demonstrate to their peers that they contribute money to their families and that they achieved this thanks to the fact that they endured. What do they endure? They point out that when they are away from home, their "employers" yell at them, make them work many hours, they threaten to "fire" them, they charge them for their room and food, but above all they retain the payment until the last day and if they decide to return before the deal is fulfilled, they simply do not get paid.



Surveys developed by Yanapanakusun during the project show that 70% of adolescents who migrate during school vacations indicated that they do so with a family reference, that is, they arrive to the city through a contact provided by their own parents. The hosts *are godmothers or godfathers* who seem to guarantee the welfare of the family, because they offer opportunities that can contribute to social mobility, but the reality is different. Adolescents do not know that what they are selling is productive capacity and, on the contrary, they feel that they are the ones that should be thankful for the opportunity they are being given. On the other hand, *we have the godmother or godfather*, who usually has a restaurant, metal-mechanic, bakery or hotel in the city, and gets cheap or free labor in exchange for shelter and food or, as one of the testimonies points out, *“when I asked him why he didn't pay me, he said: if I'm giving you a free trade, what else do you want?”*.

**Stage three:** The change in the approach lies, above all, in promoting a vision of prevention that goes beyond the construction of surveillance and security mechanisms, and that on the contrary, it offers active listening and accompaniment for children, families and the community in general. This way of doing prevention made possible to form the Community Accompaniment Groups<sup>3</sup> (GDA) recognized by the Community Assembly and comprised by comuneros and comuneras. The GDAs aim to be closer to families to explain that labor exploitation is a form of trafficking in persons and to ensure that mothers and fathers do not accept the abuse as a way of life and promote in their daughters and sons a life free from every type of violence.

The document you are holding includes contributions from mothers, fathers, adolescents, teachers, community and local authorities from the intervention communities, who contributed to the collective construction of community intervention routes that respond to their socio-economic and political context and that, above all, make visible the role that citizens have in the prevention of trafficking in persons. This effort does not pretend to take away their role to the State, on the contrary, it seeks to strengthen primary prevention as the

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3 *Community Accompaniment Groups (GDA)* have been promoted by the Free and Safe Childhood project, instituted in the intervention communities (*Ocongate, Kcauri, Huacaycancha, Antayaje, Oscollopata*) to lead the prevention of trafficking in persons in rural communities. The formation of the GDAs has allowed the community to be the main actor in reducing possible risk situations that harm the bio-psycho-social well-being of children. Strengthening the community and networking has the objective of preventing risks on certain activities identified as risk situations for children, as well as the exclusion and social stigma of the victims if they are restored to their family and community.

key moment to develop mechanisms that strengthen the capacities of the adolescents to avoid trafficking in persons.

Another central axis of the change in the approach strategy has been to stop seeing adolescents only as possible victims and begin to recognize them as protagonists with the ability to make decisions, generate support networks, contribute to the family and the community. Finally, self-recognition as a victim of labor exploitation and forced labor has not only been fundamental, the project has sought for them to recognize themselves as survivors<sup>4</sup>, in this way the resilience capacity of each of the participants has been valued.

We understand that labor exploitation / trafficking in adolescents will remain in force as long as we live in a moral economy that rationalizes exploitation. We hope that this information will allow teachers, principals, community and local authorities develop actions that contribute to prevent labor exploitation / trafficking in persons, informing victims and perpetrators that trafficking in persons is also the result of social relationships, of abuse and power, in which cheap or free labor is provided in exchange of an alleged better education.

We firmly believe that this way of doing prevention of trafficking in persons not only allows the appropriation of the term and from there propose solutions, but also generates empathy towards children who may have been victims of labor exploitation / trafficking in persons and that, once rescued, they require family and community support. This way of doing prevention opens up more possibilities to build restorative communities that can welcome and support survivors<sup>5</sup> in the development of a life plan and a safer future.

María del Pilar Contreras Bustamante  
Project Coordinator

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4 Hinostroza, T.C.R. (2020). Looks that matter. Role of communities in trafficking in persons from the perspective of women who have gone through a situation of trafficking and residents of communities of Cusco and Puerto Maldonado (Doctoral dissertation, Pontificia Universidad Católica del Perú-CENTRUM Católica (Perú)).

5 *Ibíd.*

# 1.

## Introduction

Trafficking in persons includes, among other purposes, sexual exploitation, forced labor and labor exploitation.<sup>6</sup> The Trafficking Victims Protection Act 2000 of the United States (TVPA<sup>7</sup> and its amendment) and the Palermo Protocol state that trafficking in persons can include transfer, but this is not a requirement for an event to be classified as trafficking in persons.<sup>8</sup> Forced labor includes recruiting, housing, transporting, providing or obtaining a person using force or physical threats, psychological coercion, fraud, deception or other coercive means to force someone to work. Once a person is exploited by such means, **the prior labor consent of that person is legally irrelevant:** the employer is a trafficker and employee is a victim of trafficking. Oftentimes women and girls victims of forced labor, in domestic servitude, are subject to sexual abuse and exploitation.<sup>9</sup>

From the Free and Safe Childhood project we are committed to strengthening the citizenship of women, men, girls, boys and adolescents from the intervention communities, because we consider that no prevention is possible if there is no social subject that stimulates behavior patterns of individual subjects, based on awareness of this crime and a political, social and communal vision.

ICORural includes five phases that we consider necessary to install prevention processes of trafficking in persons in rural areas of the country:

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6 Page 11, National Plan Against Trafficking in Persons. 2017-2021. <https://www.mininter.gob.pe/sites/default/files/PLAN%20NACIONAL%20CONTRA%20LA%20TRATA%20DE%20PERSONAS%202017->

7 <https://www.govinfo.gov/content/pkg/PLAW-106publ386/pdf/PLAW-106publ386.pdf>

8 When the sex trafficking victim is a child, it is not necessary to show force, fraud or coercion in cases of trafficking in persons that involve children under 18 years of age.

9 [https://statictranslations.america.gov/uploads/sites/2/2017/09/2017-JTIP\\_FS6-What-is-TIP-Spanish.pdf](https://statictranslations.america.gov/uploads/sites/2/2017/09/2017-JTIP_FS6-What-is-TIP-Spanish.pdf)

- A. Community Accompaniment Groups (GDA) and the promotion of protective factors in the community.** Consisting of women and men who recognize their leading role in the fight against trafficking in persons; key actors that promote primary prevention activities in their communities.
- B. Local Community System to prevent cases.** We are aware that protection of children and adolescents is everyone's job. The preventive efforts carried out by the GDAs are complemented by the work the District Committee for Citizen Security (CODISEC)<sup>10</sup> performs at the district level, in this way contributes to the work carried out by the State.
- C. Adolescents leading the change.** Adolescents go from an attitude of passive receiver to protagonist, in this way they cease to be “only possible victims” to be social actors of change, with management capacity for their own well-being and their community in the face of practices that root their vulnerability to trafficking in persons.
- D. The radio and its articulating role in the community.** Radio as an ideal instrument for preventing trafficking in persons and linking the educational institution with the community and among all members of the community.
- E. Collective construction of the route for prevention, identification, attention and referral and follow-up of cases.** Tool built collectively in and with each intervention group that broadens the vision on prevention and makes visible the active role that the citizens in the fight against trafficking in persons.

Finally, we are convinced that, without the participation of communities and the work experience of the project's territorial teams, Rural Community Intervention (ICORural) could not be reflected as what it really is: a community social intervention resource that helps to tackle trafficking in persons in rural communities, emphasizes the recognition of trafficking in persons in the individual and communal history and in the appropriation of resources and tools for primary prevention that help to reduce vulnerabilities and improve the protective factors of the community as a response to this problem.

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<sup>10</sup> State Authority responsible for the formulation and implementation of the District Action Plan for Citizen Security aligned to the Provincial Action Plan for Citizen Security, prepared under the results-based, intercultural and district management approaches.



# 2.

## ICORural Target Audience

ICORural is a community social intervention resource to address trafficking in persons from a preventive, community and gender perspective. We offer it as a guide for all those social organizations and NGOs who work with leaders and local authorities and who have identified trafficking in persons as a problem to be addressed from the community, especially in rural areas.





# 3.

## Characteristics of the ICORural

ICORural is the result of the implementation of the community approach as an effective resource for the consolidation of training processes for prevention of trafficking in persons in the rural communities of Cusco.

The most important characteristics of this intervention approach are five:

- a. Women, men, and children actors in the prevention of trafficking in persons.** The involvement of each member of the community is achieved through reflection and training processes that enable: i) the self-recognition as victims of exploitation experiences lived at some point in their personal history; ii) the acceptance of how difficult that stage was in their history; iii) recognition of overcoming of that experience; iv) assuming a role as actors of change that promote actions to contribute to the development of the community. That is why in this intervention we propose to call them "survivors" and not "victims", because in this way we remove the passive role and value their ability to overcoming.
- b. Autonomy and self-determination of the communities.** The communities themselves are the ones that make the key decisions that affect their well-being, develop alternatives and identify solutions that involve all their members. It is important to note that it is necessary to maintain horizontal relationships with the actors and participants in the activities of any intervention, as well as in the construction of this comprehensive resource.
- c. Trafficking in persons as a result of an unequal and inequitable society.** ICORural stimulates reflection on structural problems and social phenomena that root the vulnerability to trafficking in children, such as violence, unemployment, lack of local opportunities for higher education, lack of safe and dignified work, macho culture and corruption, illegal extractive activities, etc.

- d. **Education and promotion of healthy habits in the face of assistance-driven actions.** ICORural promotes community auditing, that is, accountability and / or transparency in information, respects and receives evaluations and feedback from members and allies of the community on the decisions and actions carried out for the prevention of trafficking in persons and other types of violence.
- e. **ICORural promotes coordination** between communal, local and district authorities to implement preventive actions against trafficking in persons at the community and local level.



# 4.

## Legislation on trafficking in persons in Peru

Peru adopted and ratified the Palermo Protocol in 2002, in addition, it developed a regulatory framework on trafficking in persons, articles 153 and 153<sup>a</sup> of the Peruvian Criminal code, which constitutes the legal framework for the development of instruments and policies on trafficking in persons in the country, with an emphasis on criminal law and prosecution to combat this crime. On the other hand, in 2017 the National Plan Against Trafficking in Persons was approved (2017-2021)<sup>11</sup> which considers the structural causes of the trafficking in persons phenomenon in the country. On the other hand, the "profile" of the victim of trafficking in persons in Peru, according to figures from the Observatory of Criminality of the Public Ministry, is a young woman, followed by the childrens' group (as of 2015):

- From 2009 to 2014, 2,241 cases of trafficking in persons were registered in the Public Ministry. Of these, 80% of the victims are women and 48.9% were exploited through a job offer.
- 50.1% of the victims (1959) are between 13 and 17 years old and 21% (822) between 18 and 24 years old.
- 41.6% of the victims (1628) were subjected to sexual exploitation.
- 14.5% of the victims (568) were subjected to labor exploitation.

In this line of analysis, the rural and marginal urban areas of Cusco are recognized as spaces for the recruitment and exploitation of victims of trafficking, for this

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<sup>11</sup>The *National Plan Against Trafficking in Persons (2017-2021)*, established through Supreme Decree No.017-2017 and published on June 8, 2017 (Mininter, 2017)



reason, ICORural prioritizes the strengthening of community organizations so that, together with the different instances of the State, they can identify and provide comprehensive specialized services to children victims of all types of violence, with an emphasis on trafficking and labor exploitation.

We offer ICORural mainly in response to three structural problems: i) the existing approach in Peruvian law that would seem to focus the fight against trafficking in persons in the affected person; that is, it would seem to place the responsibility of emotional recovery, social and work reintegration on the victim of trafficking; ii) while rights of children are recognized, many sociocultural practices do not take into account their opinion and needs, and cancel all political and citizen participation, in other words, the exercise of their rights is annulled; iii) **many local projects with a community component, do not develop their activities for and with the community, but only in the community.**



# 5.

## Risk factors for trafficking in children from rural communities

We know that there are many risk factors in rural communities that expel children out of their places of origin, which can later result in a situation of trafficking in persons. We will look at some of these risk factors below, along with the scenarios that are illustrated through real testimonies of adolescents and young people who have experienced trafficking,<sup>12</sup> which will help us to think on the best solutions to prevent trafficking in and with communities.

- a. **Prevalence of violence.** Before being potential victims of trafficking, many adolescents have often experienced episodes of victimization by their family, their community and / or by the State.

*Two sisters, from a community in the province of Quispicanchi, lived in domestic violence. Both they and their mother received continuous blows from their father. Since the mother did not finish primary education, was always the target of attacks on her semi-illiterate condition. Tired of the violence and the financial need of the family, they looked for work, initially they worked at a local restaurant in exchange for two meals a day. Then, a woman known to her mother offered them to travel to Lima to work in a restaurant. When they arrived to the city, they were taken to a bar, where they realized that they had been deceived. They complained of the situation to the owner of the premises, but he only responded shouting: “You better work in silence! You know what this business is about! Are women good for*

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<sup>12</sup>Pseudonyms will be used to protect the identity of those who gave us their testimony.



something else?” (taken from the testimony of Luisa and Marisol; 17 and 18 years respectively).

- b. Migration and higher education.** Migration towards higher education is the almost mandatory step for those who want to improve their quality of life, but to do so they must face multiple limitations such as higher education centers far away from home, and pressure to earn money and support the family. 72% of adolescents<sup>1313</sup> who leave their community to work during the holidays, get the work reference from relatives or people close to their family, in addition, the more children mobilize, the more exposed they are to be captured and put into exploitation situation.

*Rosa, a teenager from a rural community in Paruro, was captured while moving to Cusco to look for work and prepare to apply to college; she wanted to be a teacher. On the way she met the aunt of one of her schoolmates whom she knew because every year she spent Christmas in the community. The lady convinced her not to stay in Cusco and rather move to Madre de Dios to work as a cook in a mining area. The information was given by a friend of Rosa who commented that on the way no police checkpoint asked them for documents. Rosa's parents filed a report in Cusco. No one has seen her since she left her community. (Taken from the case of Rosa, 15 years old)*

- c. Structural Problems.** There are structural problems that must be cared for by the State, such as violence, unemployment, lack of local opportunities for higher education, lack of secure and dignified employment, macho culture, corruption, illegal extractive activities, etc. These problems deserve priority attention by the State, but also by the communities. The lack of attention to these structural factors, makes invisible some purposes of trafficking in persons such as labor exploitation and forced labor. In this context, children from rural areas, given that their opportunities are limited, are more vulnerable to become victims of trafficking in persons.

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13 Data extracted from the survey carried out in October and November 2019 to students from the intervention schools on labor migration in the vacation period.

*Juan is a teenager who left his community in Ocongate to work in informal mining. He worked while on vacation, but decided to stay one more month even though classes had already started. Juan assumed that his teachers would understand that he wanted to earn some extra money. Juan lives alone in the mine and educates himself, at the same time he supports his younger siblings. What he gets paid is enough for his expenses and to save, however, as he lost the first month of the school year, he almost failed his classes. As a result, Juan points out that the best option is to leave school and work full time. (Excerpt from the testimony of Juan, 16 years old)*

- d. Indifference and inaction from government entities.** The administration of justice system does not generate trust in the population. On the contrary, more by omission than by action, what exists is an “immobilizing caution” that responds to two critical issues: a) the promotion that the State is the one who assumes all the responsibility to attend these cases, which prevents the involvement of citizens in the prevention of trafficking in persons; b) impunity that does not allow to strengthen a culture of reporting, and instead there is no sanction for guilty parties and greater re-victimization of those who report. To this is added that State personnel have a basic knowledge of trafficking in persons, focused mainly from the norm without the cultural approach *that allows to see the machismo, stigmatization, discrimination against victims and the naturalization of exploitation* as other factors that emphasize the vulnerability of adolescents.

*Fatima is a young woman studying in a Basic Alternative Education<sup>14</sup> Four year ago, when she was 16, was sexually exploited in the city of Cusco. That year, after gathering courage and in the face of the threat to which she was subjected (from a trafficker, about posting nude photos on Facebook) she went to the police station to report the situation she had lived. With great fear she narrated each episode, however, at the police station they did not take her report and told her to return with "evidence." (Taken from the testimony of Fatima, 20 years old)*

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<sup>14</sup> Center for Alternative Basic Education, aimed at adults who have not been able to complete their studies and teenagers who need to work during the day.

- e. **Cultural patterns that make trafficking in persons invisible.** Adolescents recognize situations of abuse that put their integrity at risk, however, the threats of which they are victims are accepted as *something they must go through to reach maturity*. Likewise, the macho culture that justifies sexual exploitation in adolescents, with phrases like: “they like that” or “they do it because they like easy money”. They are cultural patterns that look after trafficking and exploitation and in their place they value the *sacrifice and consumption of women's bodies*.

*Richard has worked since he was 10 years old, first on the farm, and since he was 14 years old as a construction worker. His family has always encouraged both activities, both work and study. A year ago Richard started working in a carpentry in Arequipa. His dad learned that in recent months, the owner of the carpentry did not pay his son for the work done, so he decided to notify the communal authority. Despite this, the adolescent spent two months in the carpentry, under strict control and without payment, when he insisted to return to his community and under pressure from the communal authorities, the owner let him go, but only paid him the return ticket. (Taken from the testimony of Richard, 16 years old)*

- f. **Adult-centered culture.** The participation of children in civic and political affairs is established in the institutional formats of the School Municipalities<sup>15</sup> and CONNAS.<sup>16</sup> However, the participation of this age group decreases when it comes to direct participation in community assemblies or in an audience with local authorities. The exclusion of children and adolescents shows that they are assumed more as subjects of protection and guardianship instead of subjects of rights, as mandated by the political constitution. On one side they are pressured to make decisions that have to do with financial, labor

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15 The School Municipality is an organization that represents the students of the educational institution. It is democratically elected by universal and secret vote. It constitutes a training space that promotes in students the exercise of their rights and responsibilities. (RVM No 0067- 2011-ED, Art. 7.1). [http://www.minedu.gob.pe/minedu/archivos/a/007/manual\\_municipios\\_escolares.pdf](http://www.minedu.gob.pe/minedu/archivos/a/007/manual_municipios_escolares.pdf)

16 The Advisory Council for Children - CCONNA is a space for participation of consultative character made up of children between nine (09) and seventeen (17) years old. This space contributes with authorities of the Ministry of Women and Vulnerable Populations at the national level as well as local (District and Provincial Municipalities) and Regional authorities, their objective is to participate in the formulation of public policies on childhood and adolescence, issuing opinions, observations and raising proposals, based on their interests and needs; as well as legitimize public policies on childhood and adolescence, based on the proposals from children.

and social income, and on the other hand they are not allowed to participate in the communal assemblies for being minors, but spaces are not generated for participation or protagonism in which they can express their opinion or their life plan.

*A year ago Lisbeth was elected mayor of the school municipality from her educational institution located in a district of the province of Paruro. It was the first time a teenage girl was chosen democratically by other teenagers. In a meeting of the school municipalities in the province, she pointed out that although adults (teachers and local authorities) listen to her, do not involve her in decisions that affect them: “they tell us that we have rights, but they ignore us when we have an opinion, it is worse in meetings of the community, only adults participate, we are silenced”. (Taken from the testimony of Lisbeth, 15 years old)*

Communities with factors such as those exposed help to maintain and promote situations of risk to trafficking in children. Therefore, from ICORural we promote their inclusion in decision-making spaces, to have adults listen to their concerns, suggestions and alternatives about the future and the aspirations that each of them may have. We also encourage reflection on those situations that naturalize these exploitation practices, to collectively seek solutions that allow building a resilient and inclusive community that gathers the voice of children and survivors of trafficking.

# 6.

## Intervention of the rural communities as a response to trafficking in persons.

ICORural is a community social resource that allows the expansion of the understanding of trafficking in persons in rural communities and thus make forced labor and labor exploitation visible as purposes of trafficking in persons and therefore as practices that are punishable by Peruvian law. These processes of dialogue and reflection have an impact at the individual level because they allow many fathers and mothers, *comuneros and comuneras* and local authorities recognize that their first “work experiences” outside of the community were also trafficking in persons. They also have impact at the collective level, because they broaden the vision and allow each member of the community recognize that the prevention of this crime is not only the responsibility of the State or NGOs, rather involves each citizen in the construction of responses to reduce vulnerabilities and improve community protective factors.

In this logic, ICORural **addresses trafficking in persons from the orality of the protagonists**, which enables mothers, fathers and adolescents to analyze the characteristics of trafficking in persons and recognize that trafficking is not a strange fact that happens only when strangers take teenage girls with tricks to exploit them sexually and that on the contrary, is a historic factor that has made possible and naturalized, for generations, the labor exploitation of children.

Below is the process that organizations and community leaders can use to develop their own preventive work against trafficking in persons in rural communities.



## PHASE 1: The GDA and the fostering of the protective factors of the community

It is important that any intervention is carried out in coordination with local and community leaders, which enables actions to be carried out in full respect for traditional forms of organization. The GDA is comprised by comuneras and comuneros<sup>17</sup> elected in communal assembly, trained to raise awareness in existing social organizations in the community about the context surrounding trafficking in persons, in particular labor exploitation and the forced labor suffered by children when they perform activities outside the family environment.

The GDAs promote the participation of people for the social development of their communities in the prevention of this crime. Their work allows to clarify that trafficking not only occurs through the widespread stereotype that indicates that they are people from outside the communities who come and deceive young women to taking them out of the community, it also occurs through relationships such as patronage that justifies exploitation because it offers / guarantees economic income opportunities and / or access to higher education in urban areas.

Awareness of personal experience, such as a situation of trafficking in persons, motivates many community members to participate in the elaboration of preventive actions against trafficking in persons, so that their daughters and sons do not experience these situations of exploitation; and also generates a broader vision of preventive action that replaces mere surveillance of streets and squares by family accompaniment and active listening to teenagers.

### Graph 1. Dynamic of the GDA in the community

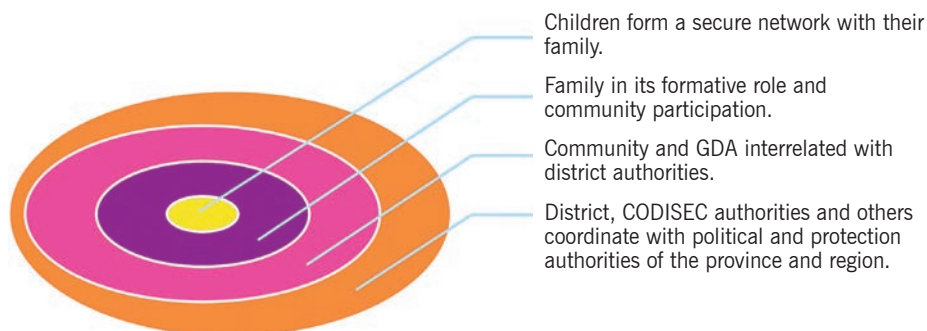


17 In addition, they are mothers, fathers, young people, authorities, members of grassroots organizations, representatives in the communities of the social programs, among others.

## PHASE 2: Local Community System to prevent cases

This system is a set of organized structures, one within another, where the interaction to intervene and support each other, ensures the overall community effectiveness. This Local Community System includes children, families, community and the district.

### Graph 2. Community system to identify, host and refer cases



The actions taken within one of the microsystems require the participation of another in a symbiotic relationship; however, the progress of one does not depend on what happens in the other structures. For example, if the central focus of the community are children, all efforts *in the Local Community System* should focus on ensuring that they have access to participation spaces so that they interact with all the other social structures.

Citizen participation is key to the development of a successful community system. This will ensure that the priorities and well-being of the community are risen in all social structures. If citizens do not feel welcomed, listened to or actively involved in the development of their community, in other words, if the sense of belonging is not promoted, leaders and organizations will not be able to implement community systems effectively, especially at the rural level where traditional ways of tackling problems prevail. It is about influencing the *Communal Assembly* to provide spaces for reflection on trafficking in persons and enable the inclusion of prevention of this crime in community work plans; work to be done in coordination with State entities at the district and provincial level to consolidate the **Route for the Identification and Referral of Cases** of trafficking in children that the community has identified.

On the other hand, the scarcity of participation spaces for adolescents in rural communities is visible, therefore the Community System promotes the development of networks that allow adolescents to work directly with the community to join discussions that go from politics to community development. This approach will enable the consolidation of a communal system that provides and allows to identify possible trafficking situations, as well as support those who are survivors. It will also promote the idea of community as a factor of protection for children in situations of risk of trafficking in persons.

### PHASE 3: Adolescents leading the change

Children are the most vulnerable group to trafficking in persons, therefore ICORural proposes to strengthen those spaces for children-youth participation that already exist and promote others in which they have a voice and vote in community matters such as the definition of aspirations, work, migration and, therefore, the prevention of trafficking in persons.

For this to happen, it is necessary to prioritize actions that strengthen the emotional and communication skills of children, as well as enabling their active participation in the decision-making spaces. Activities that foster such empowerment are based on the recognition of their own organizational practices and the promotion of student organizations (School Municipality, CONNA, Somos Pares<sup>18</sup>) as spaces that encourage their leadership, improve their self-esteem, critical and creative capacity and from where they can encourage prevention actions both inside and outside of educational institutions against trafficking in persons.

Strengthening the socio-emotional skills of adolescents through the practice of artistic expressions such as theater, hip-hop, storytelling music and “batucada” **and the implementation of school radio**,<sup>19</sup> are two strategies that allow

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18 The Somos Pares (We are Peers) strategy aims to strengthen the student body so that it can comply with its function of representing the students and being the articulating axis between the other existing student organizations and the entire educational community. <http://www.minedu.gob.pe/somos pares/municipios-escolares.php>

19 The project worked in the schools with the support of teachers from the high-school curricular areas: Communication; Tutoring; Personal Development, Citizenship and Civics.

adolescents to reflect and creatively present responses to trafficking in persons, from their own practice and perspectives.

The mechanisms proposed by ICORural to promote the adolescent protagonism in the prevention of trafficking in persons are:

- a. Creation of student organizations These are presented as space to lead and promote prevention actions inside and outside schools.
- b. Strengthening social and communication skills to prevent situations that can put adolescents at risk.
- c. Promote the political participation of girls, boys and adolescents in their schools and in the community.
- d. Recognition and appropriation of the *Routes for identification and referral of cases* built with the particularities of each community.

On the other hand, the nuclei of participation for young people who migrate to the cities are different: when they migrate, they go through a process of affirmation of the rural identity as indigenous, for which the cultural organizations are very effective in bringing together a shared origin, leisure activities and urban participation mechanisms. In that sense, cultural organizations work with a protective role, because in the organization of activities, adolescents can rely on other colleagues to talk about their life stories, their culture and their needs. Usually, its members are young people who migrated from rural towns to the city, and maintain contact with their families and financially support them to the best of their ability. This permanent contact can help provide information about other adolescents who have left their towns, thus preventing any situation of exploitation and, in addition, support them to integrate into the city so that they can be protected from situations of violence or trafficking.

## PHASE 4: The radio and its articulating role in the community

Radio remains the most powerful and least expensive means of mass communication to reach rural and isolated populations in Peru. It is a popular form of communication, based on the oral tradition of the rural populations and, thanks to the transistor revolution, even the most remote villages have access to it. Radio also allows messages to be broadcasted in a popular language; one that is not abstract nor theoretical, but that is understood and represents the entire experience and culture of a group of people.

Almost all district municipalities in Peru have a municipal radio from where they inform the inhabitants about issues related to the daily life of the community. Local authorities promote radio programs so that their population is informed and can discern strategies that guarantee access to the rights that correspond to them as citizens from the country.

Through the radio you can promote:

- Opinions that have an important impact on the decisions of rural communities and authorities
- Relations with other social actors in the rural setting, such as municipalities, regional governments, churches and companies that work in the region.
- The leading role of adolescents, through programs led by themselves, from where they dialogue with their peers, gather stories on the labor exploitation suffered by their parents and grandparents, and make the lives of the survivors visible.
- The role that each citizen has in the report routes built with the particularities of each community.

For this reason, ICORural bets on radio as a means to transmit messages that raise awareness for families about trafficking in persons and other type of violence. The station also serves as a space for social cohesion, because it allows citizen participation in a public space from where it fosters reflections and solutions to problems identified by the community.



## **PHASE 5: Collective construction of the route for prevention, identification, attention and referral and follow-up of cases**

Once the first four phases are established, the members of the community are equipped to collectively construct a route and a response plan for possible cases of trafficking in persons. Schools and CEBA are part of this task as actors and allies in the prevention of trafficking in persons within the community.

- The response route and plan have been constructed to be effective in the derivation of situations or cases of trafficking in persons and/or exploitation identified in the community, Schools or CEBA. This tool works with the support of a prevention system installed at the community, local, district or provincial level.
- The route includes two sections, the first aimed at the community and the second at Schools and CEBA as protective and prevention spaces. This separation is made because members of both groups have different but complementary roles. At the communal level, there is more emphasis on awareness of exploitation in the history of each individual. In this way, the idea of collective resilience is strengthened, which means, if a member of the community identifies him/herself as a victim and then a survivor, it can prevent these situations from happening again in their environment. While in Schools and the CEBA is emphasized the preventive role of teaching staff and principals, not to judge or to sanction, rather to empathize with the students and talk about everyday situations that put them at risk for trafficking.
- The approach, that is, the prevention and immediate care of victims and survivors is understood as the actions that the GDA, local authorities, community members, Schools and CEBA, execute on behalf of victims and survivors of trafficking in persons, directly or in coordination with state institutions or with NGOs and civil society (labor or sexual exploitation or any of its purposes). With the purpose of providing security, guarantee physical integrity and information on their rights and information on the status of the proceedings, the measures taken and the evolution of the process.
- The indicators presented in the identification form have been collected from the current bibliography and through fieldwork with mothers and parents, comuneras and comuneros, and local authorities, as well as in workshops with adolescents, teachers and psychology professionals of schools from the intervention localities. It is important to point out that it is not necessary for

one person to have to go through all these indicators or characteristics to be considered a victim of trafficking, on the contrary, these indicators help us to preventively identify and be able to approach the situation in a respectful and non-invasive way.

**Graph 3. The route of attention proposed and the collective approach both for the community and Schools and CEBA**



## 5.1. Collective construction of the route in the communities

In Annex 1 and as an example we present the route built with community authorities of Paucartambo. The Route reveals the fundamental role of the communal president, the neighborhood council, grassroots social organizations, the national police, the health center and the schools; as well as the actions that must continue in the identification, attention, referral, follow-up and reintegration of cases of trafficking in persons.

## 5.2. Steps to address possible cases of trafficking in the community

### STEP 1: Prevention

Community authorities and GDA carry out preventive actions in the community/locality to avoid situations of violence and trafficking in a collective and community way. On the one hand, the GDAs are the actors in charge of monitoring prevention actions within the community. They are shown as close people who intend and are qualified to help within a secure and trustworthy relationship (despite being new or not well known).

- a) GDAs promote the debate on human trafficking within the community assemblies and generate spaces for reflection on the context that surrounds

this crime. In addition, they issue statements on the current situation of the trafficking in the community, district and province.

- b) The GDAs promote joint preventive work with organizations that are in the area, as well as with the local police station, the Health Center (post or facility).

The communal authorities have the responsibility to carry out actions of joint prevention with other district and provincial authorities.

- a) Coordinate with district governments, through CODISEC, to carry out guidance and supervision in cases of forced labor and trafficking in persons, especially during school holidays (from November to March).
- b) They carry out prevention and awareness actions.
- c) Coordinate with district governments to promote initiatives and announcements for the prevention of trafficking in persons in local media and municipal radio stations.
- d) Participate, on behalf of their community, in the current roundtables in the district.
- e) Require local governments to foster formal job creation in the locality.

## **STEP 2: Identification**

Community authorities and GDAs must find a way to properly identify possible situations or cases of trafficking in persons in the community or in nearby towns. For this, a list is offered with differentiated indicators for trafficking in persons, for labor exploitation, for sexual exploitation, and for domestic work. All these aims have been the most recurrent in the intervention areas. Attached, as Annex 2, the identification card that offers indicators to take into account.

However, it is not only about identifying situations or cases of trafficking in persons, it is also important that GDAs and local authorities help the survivor to recognize and give meaning to those feelings and emotions experienced in a situation of exploitation or trafficking in persons. In other words, the indicators not only serve to identify a “victim” of trafficking in persons, they also serve to identify the processes a “survivor” or person affected by a trafficking situation goes through. This process should be conducted with prior preparation and supported by institutions such as the Health Center or private organizations that work on the subject.

### STEP 3: Attention

Its main objective is to provide support, facilitate the expression of feelings and emotions, and listening and understanding the affected person and the family and later make the survivor and the family see that it is possible to assimilate the traumatic experience as a part of their history.

Regarding the approach itself, the GDAs and the community and local authorities fulfill responsibilities that lead to better handling of identified cases.

#### *Responsibilities of the GDA:*

- a. Listen carefully, without judging and without making premature interpretations, to measure how the affected person feels. Generate an environment of trust and security.

#### *Responsibilities of the communal authorities:*

- a. Support the basic needs of children and families at risk, in coordination with other sectors and civil society.
- b. Become aware of an alleged case of trafficking in persons and communicate to the National Police of Peru (PNP) for a possible intervention, in order to avoid secondary victimization.
- c. Suggest the participation of the GDAs.

#### *Responsibilities of local governments:*

- a. Implement local public services and social programs, as well as defend and promote citizen rights.
- b. Implement care and rehabilitation policies and services, such as the ombudsmen for women, the creation of temporary shelter homes, counseling services, mutual aid groups, municipal children's and adolescents ombudsmen, among others.

### STEP 4: Referral

Trafficking cases or situations are referred to the competent authorities and institutions as they are in the locality and district. In this way, community authorities and GDAs will move from the position of passive actors in the community to that of active participants, an essential element to collectively move forward.

Within this step, the GDAs and community authorities fulfill one main responsibility:

- a. Use **the referral route** built to identify trafficking situation, to ensure proper treatment of the case.
- b. Seek support from the psychology service of the health center or from an entity with which they have been working, to protect the possible victim.

### STEP 5: Follow-up and reintegration

The monitoring and reintegration of the victim and/or survivor is understood as the actions that the communal authorities and the GDA carry out in favor of the victim and survivor, directly or in coordination with non-governmental organizations and civil society. This approach proposal considers the minimum standards set forth in the National Action Plan against Trafficking in persons.

In this phase, the psychosocial assistance and social protection of victims and survivors must be guaranteed.

- a. GDAs support the insertion and well-being of affected people that return to their places of origin, accompanying them and fostering safe spaces.
- b. The local government promotes the work insertion of victims through the promotion of employment, employability and entrepreneurship services of survivors through technical training actions for the work insertion and certification of labor competencies through the work programs.

## 5.3. Steps to address possible cases of trafficking in Schools and in the CEBA

Based on the route model **and response** plan built in 2019, collectively with the teaching staff and principals of the Basic Alternative Education Centers (CEBA) Clorinda Matto de Turner, Garcilaso de la Vega y Ciencias, support material has been developed to promote the construction of a *Route for the identification and referral of cases* in the schools of Regular Basic Education and Alternative Basic Education.

The steps to follow for the construction of the Route for the identification and referral of cases in Schools are:

**Table No.1 Steps for the construction of the attention Route in Schools and CEBA**

<b>Step 1</b>	Mapping of allied actors and institutions in the locality. Then they are assigned a number from 1 to 5, according to degree of participation with the educational institution and familiarization with the subject.
<b>Step 2</b>	Identification of roles and functions <sup>20</sup> of each partner and institution to whom would correspond the attention to situations of trafficking in persons, identified in the School or CEBA.
<b>Step 3</b>	Identification of the Route of school violence <sup>21</sup> or others, which will serve as background.
<b>Step 4</b>	Identification of the role of teachers in addressing trafficking in persons. Raise the need to organize the attention in terms of functions and competences, and evaluate how far to go with the report. This should help us to see prevention as the maximum exponent and main teaching role in dealing with trafficking in persons.
<b>Step 5</b>	Identification of the steps on the route of attention in a participatory manner: prevention, identification, attention, referral, follow-up and reintegration, to build the addressing process that each step will take.
<b>Step 6</b>	Present the collectively constructed route for validation with the principal and all teachers.
<b>Step 7</b>	Make the students aware of the route built, so that it is later placed in visible places in the educational institution.

The objective, with this participatory construction, is to recognize the role of the school and each of the members of the teaching and management staff in the prevention of trafficking in persons, to later be spread and used by all the educational community. Annex 3 shows a model of the route built in the Center for Alternative Basic Education (CEBA) Clorinda Matto de Turner with the participation of the principal and teachers of different levels.

The approach, meaning, the prevention and immediate attention of victims and survivors is understood as the actions that teachers directly or in coordination with state institutions or other NGOs and civil society, execute in favor of the victims and survivors of trafficking in persons (labor and sexual exploitation or any of its purposes). With the purpose of providing security, guarantee physical

20 Prevention, Identification, Attention, Referral, Follow-up and reintegration.

21 Between students and between the teaching staff towards the student.



integrity and information on their rights and information on the status of the proceedings, the measures taken and the evolution of the process.

The steps designed for the approaching in the Schools and CEBA are the same for communities, but they have specificities that correspond to the role they have in prevention:

### **STEP 1: Prevention**

The teachers carry out preventive actions in the community/locality to approach situations of violence and trafficking in persons in a collective and community way. The responsibilities of the teachers are framed in generating relationships of trust, respect and supporting students, all of these are aimed at school coexistence and the promotion of safe environments.

- a. Teachers, together with state and private organizations and institutions in the locality, promote the design and implementation of strategies for the prevention of trafficking in persons.
- b. Teachers together with the local police station promote the development of awareness-raising actions, aimed at the educational community, on the context of trafficking in persons and its prevention.
- c. Teachers promote the participation and voice of students in the development of information and awareness, actions aimed at students in situations of vulnerability and greater risk of trafficking and exploitation.
- d. Teachers, through the directorates of the Schools, include the prevention of trafficking in persons in their regulatory frameworks and incorporate the spreading of trafficking in persons prevention strategies in the teacher training processes and principals training.

### **STEP 2: Identification**

Teachers look for a way to adequately identify possible situations or cases of trafficking in persons in the School or in the community. As it was said previously, this step not only seeks to identify situations or cases of trafficking in persons, it also calls upon teachers to help the survivor adolescent to recognize and give meaning to those feelings and emotions he/she experienced while being exploited. That is, they offer indicators that allow teachers to identify the processes that a “survivor” or person affected by a trafficking situation goes through. Acknowledging the person as a survivor and not only as a victim, makes

him/her be accepted as an active subject and person with rights. This process must be conducted with prior preparation and with support of the institutions such as the Health Center of the area or private organizations that work on the subject.

The identification card (Annex 4) consists of two parts. The first must be used at the beginning of the school year, where general data and information of the students will be considered. All this information must be attached to the record of each student. The second part shows the indicators for the identification of possible cases of trafficking in persons. In this way, the teachers can pay attention to risk characteristics of their students. Although we suggest that this card, in its first part, be filled out at the beginning of the school year, we suggest that teachers use it again mid-year, to see if there are any changes.

On the other hand, at the community level (Annex 2) a material will be used to help authorities recognize the indicators presented in children in their localities.

### **STEP 3: Attention**

The main objective is to provide support to the affected student and her/his family, as well as listening and understanding the feelings and emotions that are caused by this experience. Later on, the surviving student and his/her family must be helped to assimilate the traumatic experience as a part of their history and in this way take action so that it does not happen again.

Teachers fulfill responsibilities that must lead to a better handling of the identified cases. When becoming aware of a survivor of trafficking in persons, teachers should:

- a. Listen carefully, without judging and without making premature interpretations, to measure how the affected person feels.
- b. Generate an environment of trust and security.
- c. Gather all the information related to the survivor and her/his case without being invasive.
- d. Provide help to reestablish emotional stability and develop assertive coping strategies that enable the search for solutions to problems that are being experienced.
- e. Inform about the process that follows in the educational institution and inform about the formal process with state instances.

#### STEP 4: Referral

Trafficking cases or situations are referred to the competent authorities and institutions as they are in the locality and district. In this way, teachers will move from the position of passive actors in the community to that of active participants, an essential element to collectively move forward as a community.

Like the GDA, teachers fulfill one main responsibility:

- a. Use **the referral route** once the situations or cases of trafficking in persons they have been identified within the educational institution.
- b. Seek the support of the psychology service of the educational institution or an external entity they work on the issue with.

#### STEP 5: Follow-up and reintegration

Follow-up and reintegration of the victim and/or survivor is understood as the actions that teachers carry out in favor of the victim and survivor, either directly or with the support of a public or private entity. In order to provide him/her with a minimum standard of rights that gives them a comprehensive recovery, for the realization of their life projects, aimed at their social and family reintegration in full exercise of their rights.

This approach proposal has considered the minimum standards set forth in the National Action Plan against Trafficking in persons.

- a. Teachers and principals, including the administration of the educational institution, establish internal provisions that guarantee access, reinsertion, permanence and conclusion of the studies of the victims and survivors of trafficking in persons. If possible, the psychologist makes a home visit to verify that the student complies with the conditions to guarantee the fulfillment of their basic schooling.

# 7.

## Contributions of the ICORural in a social intervention for prevention of trafficking in persons

- A. **The community-preventive** approach allows: i) to generate a direct relationship with the intervention communities, ii) to know structural elements and problems of the communities, iii) to revalue and strengthen traditional strategies, such as community assemblies, or other traditional forms of organization (Ayni, communal calendar, etc.), which contributes to the sustainability of prevention actions.
- B. **The inclusion of adolescents in community** processes of political participation and decision-making, strengthens their citizenship and empowers them, especially women.
- C. **The promotion of adolescents as protagonists** in the prevention of trafficking and all kinds of violence encourages the participation of men -adolescents and adults- in violence prevention strategies.
- D. **The visibility of forced labor as trafficking in persons** reveals the need to implement policies that create dignified and safe job opportunities for adolescents in rural areas.
- E. **The incorporation of comuneros and comuneras** in the fight against trafficking in persons allows the incorporation of educational content on the prevention of trafficking, in social programs, health campaigns, community events or other spaces.
- F. **Show that prevention is the responsibility of citizens** because in this way the inclusion of allies is encouraged, such as local radio stations that recognize the importance of opening spaces for participation for adolescents.

# 8.

## General recommendations

It is necessary to promote that rural communities accompany the processes and social programs, with an emphasis on recovering the mental health of victims/survivors. This could be done in the following way:

- Expanding work spaces with and for the communities of the *Strategy for the Prevention of Family and Sexual Violence in Rural Areas Of the Ministry of Women and Vulnerable Populations*, or the *Community Mental Health Centers of the Ministry of Health*.
- Providing the justice system with the necessary cultural approach so that machismo, stigmatization, discrimination against victims and the naturalization of exploitation are recognized as factors that emphasize the vulnerability of adolescents.
- Establishing networks of the justice system closer to the rural population and investing in training, aimed at its operators, with a gender approach and community and intercultural approach.
- Expanding the vision of prevention, prioritizing primary prevention actions and the inclusion of citizens as key actors of this process.



# Annexes

## ANNEX 1

### **Collective construction of the Route for prevention, identification, attention and referral and follow-up of cases.**

After having identified a route for referral and attention of cases, we could notice that the communal and district authorities were able to agree on which situations should be handled, duties and limits regarding the approach to cases of violence and trafficking in their communities. Thus, every voice could be heard and the subject of trafficking in persons could be placed as a problem that affects the closest circles, such as family members or even daughters and sons.

#### **Prevention**

Everyone united to strengthen our community's organization and eradicate the trafficking in persons. We talk about this subject and define the role they have in the prevention of trafficking:

- Communal president
- Principals and teachers at schools.
- Social programs
- National Police of Peru
- Health Center
- Neighborhood councils and/or GDA
- Local government
- DEMUNA and MIMP

#### **Identification**

We identified cases of:

- Mild violence (the one that does not involve psychological or physical harm)
  - Abandonment of children
  - Disappearance of minors
- To see what we can do, specially:
- During school vacations.
  - When they don't come back, we don't know what happens to them, and then the consequences are worse. All of this is necessary to address the possible cases of trafficking.

#### **Attention**

It is necessary to see each case in a special way, supported by public institutions such as health centers and/or private ones that deal with this subject. The approach for these cases will depend on how much it affects the person. If it is a moderate or severe situation it should be referred immediately.

#### **Referral**

- We inform the communal and local authorities and the National Police of Peru
- Exploitation cases are always referred and reported, they must always be notified. It can be reported and notified to the local authorities:
  - Sub-prefect
  - Justice of the peace
  - DEMUNA
  - Prosecutors present in the area

#### **Follow-up**

We do follow-up and care for our daughters and sons. If we hear about a case, we will take precautions so it does not happen again, all that in agreement with the communal assembly. Our community protects the children by organizing and preventing risk situations.



## Role of the main actors:

ICORural promotes the role that citizens as well as grassroots organizations, communal authorities and the state have in the prevention of trafficking in persons and all sorts of violence. At the same time, it recognizes the role of each actor, established by the law and the Peruvian Political Constitution.

## Role of the communal authorities

- a. From a community-preventive approach, the main role of the communal authorities is to promote measures to prevent situations of violence and trafficking in persons collectively and community oriented. These actions cannot be isolated measures, instead they must be coordinated with other district and province authorities (National Police of Peru, prosecutors, municipalities, alliances, etc).
- b. Receive the reports of cases detected locally.
- c. Related to the protection, the communal authorities must strengthen the community's organization to embrace the survivors of trafficking in persons, planning specific strategies according to their available resources.
- d. If there is a Justice of Peace<sup>1</sup>, its role is to administer communal justice, which sanctions minor offenses (those not including physical or psychological harm).

## The role of principals and teachers at schools.

- a. The main role of the teachers, principals and administrative personnel of Schools and CEBA is to implement preventive measures in their community to approach situations of violence and trafficking in persons and prevent them as part of the school coexistence and promotion of a safe environment.
- b. The cases or situations of trafficking in persons identified within the institution must be referred to the authorities, instances and relevant institutions that can be found in the community and district. Thus, the teachers become active agents of the community.
- c. They must also ensure a minimum standard of rights that allows the victims and survivors a comprehensive recovery (support in achieving their life projects) oriented towards their social and family reintegration, in the full exercising of their rights.

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<sup>1</sup> Law N°29824. Art. I. The Justice of Peace is an entity member of the judiciary, whose members solve conflicts and controversies preferably by means of conciliation and through jurisdictional decisions, as per justice criteria of the community and according to the Peruvian Political Constitution.

## The role of the Peruvian National Police

- a. The local police stations must receive and record each report. They must investigate those cases referred to them.
- b. They must also implement preventive measures together with the schools and other local authorities.

## The role of the health center

- a. If a case is identified as suspected trafficking in persons which requires immediate medical attention, the victim must be referred to a health center to receive primary care.
- b. Health professionals, just like the educators, who in the exercise of their duties take notice of acts of violence must submit a verbal or written report directly, under responsibility, according to article 407 of the Criminal Code and article 326 of the Criminal Procedure Code.<sup>2</sup>

## The role of the GDAs

- a. They are in charge of monitoring the preventive measures within the community, in assemblies or other community spaces.
- b. Regarding the approach, all their actions must be oriented towards creating an environment of trust and safety.
- c. Lastly, the GDAs support the integration and wellbeing of the affected persons who are returning to their places of origin, keeping them company and promoting safe spaces.

## Local government

- a. The local government promotes policies and social programs for the survivor's labor integration.

## DEMUNA and MIMP

- a. Offers protection and promotes children's rights, as well as for their family members (according to Law N°30364).
- b. It also guarantees psychological, legal and social care for the survivors of trafficking in persons.

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<sup>2</sup> *Regulations of the Law to Prevent, Sanction and Eradicate the Violence against Women and the members of the Family Group, art. 15.1.*

## ANNEX 2

### **Form for identifying cases with specific indicators for the purpose of trafficking in persons.**

It is important to mention that it is not necessary for a person (women, men, children) to have to go through every indicator or characteristic to be considered a victim of trafficking in persons. These indicators often help the community leaders, teachers, psychologists and school principals and CEBA to proactively identify and approach a situation which could potentially be one of exploitation in a respectful and non-invasive manner.

#### **a. Higher risk for a child to be object of trafficking of persons**

- She/he has siblings who have left their homes (migrated) from their place of origin to work.
- She/he lives alone or in company of adults that are not his/her family members.
- It is known that he/she has suffered some type of violence.
- She/he contributes to the household economy.
- She/he sleeps during class.
- She/he is a victim of insults, abuse, threats or violence.
- She/he constantly leaves his/her community alone or in company of adults that are not his/her family members.
- She/he educates himself/herself.
- She/he shows signs of being controlled (emotional and physical immobility).
- She/he is fearful or anxious most of the time.
- She/he performs labors not appropriate for his/her age.
- She/he shows distrust of the authorities.
- She/he is unable to quit his/her job.
- She/he has no identity documents.
- She/he depends financially and emotionally from his/her employer.
- She/he cannot communicate or move around freely.
- She/he receives a low or non-existent pay.
- She/he comes from areas or is related to areas where children are exploited (weaving or mining communities).
- She/he has no friends of his/her age outside of school.
- She/he has clothing or objects whose value is not within his/her economic status.

## **b. Higher risk of forced child labor**

- There is proof that they must pay for their food, housing or that these are being deducted from their payment.
- She/he lives in inadequate places (farming, industrial or mechanical facilities).
- She/he lacks warm clothing and work clothing.
- She/he does not have access to his/her income.
- She/he does not have a work contract.
- She/he lives in groups in the same working area.
- The employer cannot present the required documents to employ (supplies, clothing, payroll, contracts, etc.)
- Proof of violation of labor laws.
- She/he depends on the employer for transportation and housing.
- She/he goes to school without having had breakfast (asks or steals food from classmates)
- She/he has dirty hair, unpleasant odors and/or always wears the same clothes.
- She/he works many hours a day during long periods of time.
- She/he has been seen begging for alms in public places and/or means of transport.

## **c. Higher risk of children's sexual exploitation**

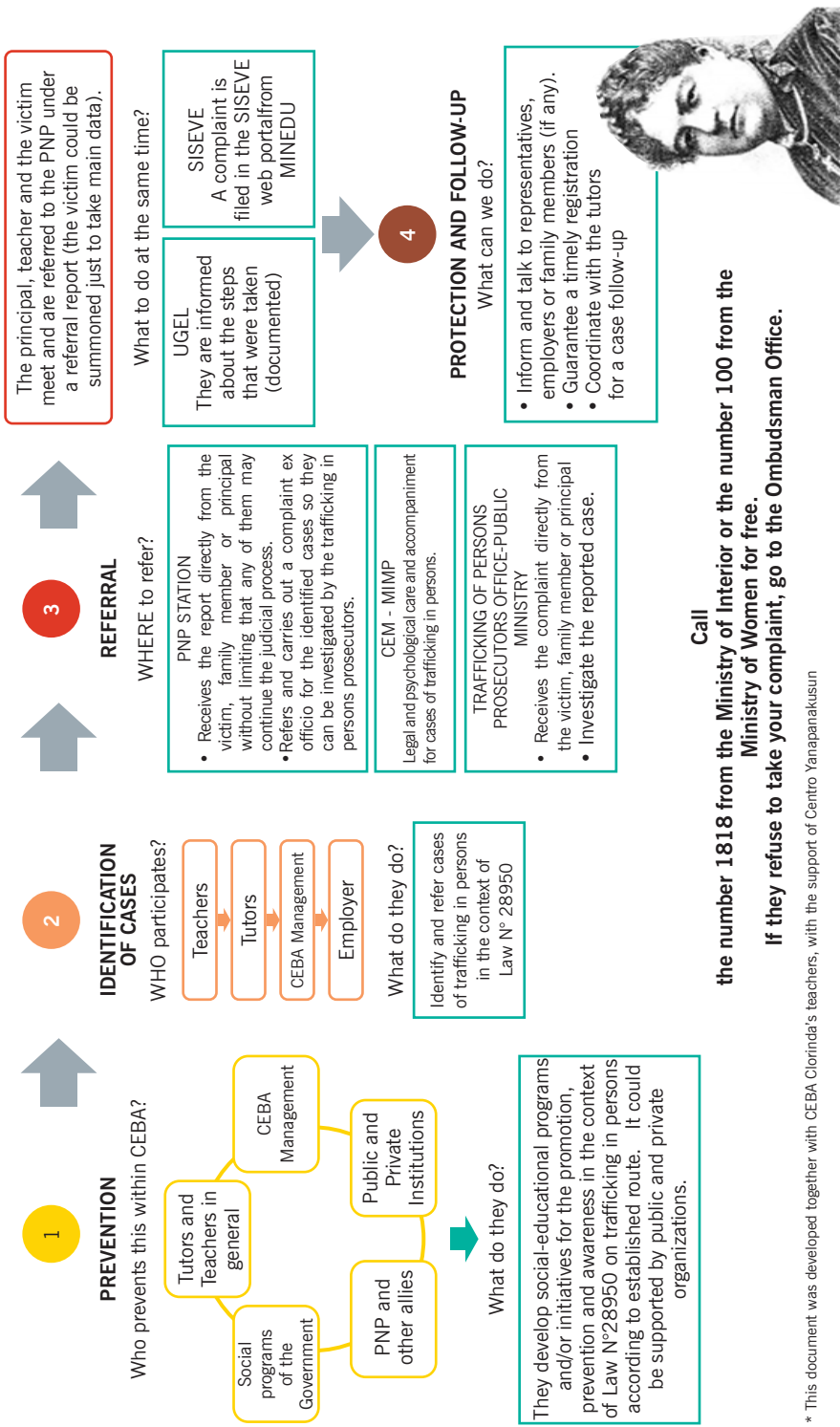
- She/he Sleeps where he/she works.
- She/he is being watched when he/she goes or comes back from school or other places.
- She/he is often sick or with physical ailments: wounds, scrapes, bites, burns or signs of having been beaten on his/her body.
- She/he is tired during class
- His/her clothing is provocative or suggestive.
- Talks about sex or uses the common slang of the clients.

## **d. Higher risk of child exploitation for domestic labor.**

- She/he lives with a family that is not his/hers.
- She/he sleeps in an inadequate space or does not have a private one.
- She/he does not eat with the rest of the family.
- She/he does not leave the house or rarely does it.
- She/he has little or non-existent communication with his/her family.
- She/he states that he/she has not been paid for a month or more.

# ANNEX 3

## ATTENTION ROUTE AND RESPONSE PLAN IN CASES OF TRAFFICKING IN PERSONS AT CEBA CLORINDA – CUSCO \*



\* This document was developed together with CEBA Clorinda's teachers, with the support of Centro Yanapanakusun

## ANNEX 4

### SAFE ENVIRONMENTS AND FREE OF TRAFFICKING IN PERSONS IDENTIFICATION FORM

Date of Application: \_\_\_\_\_

STUDENT'S GENERAL DATA			
Name:			
ID:		Age:	
Gender:		Place of birth:	
Mother tongue:		Date of birth:	
Landline or cellphone number:		Grade and section at school:	
Current address			
Who does he/she currently live with?			
Name	Relationship	Age	



INDICATORS TO BE OBSERVED							
INDICATOR	YES	NO	SD <sup>1</sup>	INDICATOR	YES	NO	SD
<b>Trafficking in persons</b>				<b>Labor exploitation</b>			
He/she has siblings which have left the home (migrated) from their place of origin to work.				There is proof that workers must pay for their food, housing or that these are being deducted from their payment.			
He/she lives alone or in company of adults that are not his/her family members.				He/she lives in inadequate places (farming, industrial or mechanical facilities).			
It is known that he/she has suffered some type of violence.				He/she lacks warm clothing and work clothing.			
He/she contributes to the household economy.				He/she does not have access to his/her income.			
He/she sleeps during class.				He/she does not have a work contract.			
He/she is subject of insults, abuse, threats or violence.				She/he lives in groups in the same working area.			
He/she leaves his/her community alone or in company of adults that are not his/her family members.				The employer cannot present the required documents to employ (supplies, clothing, payroll, contracts, etc.)			
He/she educates himself/herself.				Proof of violation of labor laws			
He/she shows signs of being controlled (emotional and physical immobility).				He/she depends on the employer for transportation and housing.			
He/she performs labors not appropriate for his/her age.				He/she goes to school without having had breakfast (asks or steals food from classmates)			
He/she is fearful or anxious most of the time.				He/she has dirty hair, unpleasant odors and/or always wears the same clothes.			
He/she has no days off or no leisure time.				He/she works too many hours a day during long periods of time.			
He/she shows distrust of the authorities.				He/she victim of sexual exploitation			
He/she is unable to quit his/her job.				He/she sleeps where he/she works.			
He/she has no identity documents.				He/she is constantly being watched, during his/her daily activities			
He/she depends financially and emotionally from his/her employer.				She/he is often sick or with physical ailments: wounds, scrapes, bites, burns or signs of having been beaten on his/her body.			
He/she cannot communicate or move around freely.				He/she is punished with fines to impose			
He/she receives a low or non-existent pay.				He/she is tired during class.			

<sup>1</sup>SD means “not defined”, meaning when it cannot be observed or is not clear.

INDICATORS TO BE OBSERVED							
INDICATOR	YES	NO	SD <sup>1</sup>	INDICATOR	YES	NO	SD
He/she comes from areas or is related to areas where children are exploited (weaving or mining).				His/her clothing is provocative or suggestive.			
He/she has no friends of his/her age outside of school.				He/she talks about sex or uses the common slang of the clients.			
<b>Exploitation in domestic labor</b>				<b>Exploitation with the purpose of begging and other crimes</b>			
He/she lives with a family that is not his/hers.				He/she begs for alms in public places and/or means of transport.			
He/she sleeps in an inadequate space or does not have a private one.				He/she is part of large groups children with one same caretaker (guardian)			
He/she does not eat with the rest of the family.				He/she has traveled overseas with adults.			
He/she does not leave the house or rarely does it.				He/she transports and/or sells illegal drugs.			

## Risk factors regarding trafficking in persons

At schools, we can identify risk factors regarding trafficking in persons in children, adolescents and young adults. Some of these factors make it impossible for this group to make decisions about their own futures nor to live in safe environments. Some of these factors are:

- A. Structural risk factors:** These are the contextual social conditions that affect the financial, political and/or educational situation of a person. Some of them are:
- Poverty and/or economic inequality.
  - Gender inequality,
  - Underage status.
  - Lack of employment opportunities or precarious employment opportunities.
  - Poor education quality and/or low education level.
- B. Sociocultural risk factors:** They are associated with the cultural system, which includes symbols and practices shared by diverse social groups. These types of factors are related to the way of thinking of the different cultural groups. Some of them are:
- Cultural or phenotypic discrimination
  - Machismo and gender stereotypes.
  - Proclivity to assume risks.
  - Proclivity to assume sacrifices.

- e. Acceptance of child labor.
- f. Acceptance of temporary immigration

**C. Family risk factors:** They are related to the family's environment and history of a person. Some of them are:

- a. Family abandonment.
- b. Lack of love and affection.
- c. Lack of parental care.
- d. High birth rate (large families).
- e. Family violence.
- f. Lack of communication.

**D. Psychological risk factors:** They refer to the circumstances surrounding or affecting the person's personality. Some of them are:

- a. Low self esteem
- b. Physical or psychological abuse background.
- c. Sexual abuse, prostitution or criminal background.
- d. Lack of life projects

## Consequences of trafficking in persons

Trafficking in persons is a crime which effects are deep, diverse and hard to attend. Knowing the consequences of trafficking in persons allows us to become aware of the gravity of this problem, specially to raise awareness among the teaching community about the urgency to deconstruct the prejudices and stigmas that fall over the victims and survivors. On the other hand, knowing the consequences of trafficking in persons leads us to be able to see the characteristics present in the victims and survivors of this problem and crime, so we can then identify these cases in the educational areas. There are different types of consequences of trafficking in persons: psychological, social, family, health and others related.

**A. Psychological consequences:**

- Low self esteem
- Distrust in his/her own skills
- Anxiety
- Anguish
- Aggressiveness
- Depression
- Apathy

- Isolation
- Fear

**B. Family consequences:**

- Rejection and isolation
- Shame
- Denial
- Guilt
- Prejudice and stigmatization
- Lack of protection and abandonment

**C. Social and labor consequences**

- Rejection
- Prejudice and stigmatization
- Loss of networks
- Social reinsertion deficiencies
- Threats by the traffickers
- Debts
- Decrease in the possibilities of having an employment relationship.
- Lack of protection from the state
- Revictimization in the services and in their community.

**D. Health consequences:**

- Sexually transmitted diseases
- Diseases as consequence of poor nutrition
- Physical scars or bruising as a result of beatings
- Psychoactive substances dependency (alcohol or drugs)

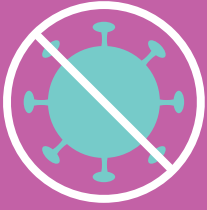
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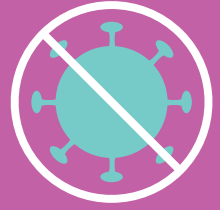


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# FOLLOW THESE SIMPLE RECOMMENDATIONS TO AVOID SPREAD OF **COVID-19**



**WASH YOUR HANDS**



**WEAR A MASK**



**DISINFECT YOUR HANDS  
WITH ALCOHOL**



**MEASURE YOUR  
TEMPERATURE**



**DISINFECT YOUR  
FOOTWEAR**



**KEEP SOCIAL  
DISTANCING**