



Radio microprograms

To prevent trafficking in persons from schools



Contribución
del Gobierno de
Estados Unidos



To prevent trafficking in persons from schools

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Niñez y adolescencia, *libres y Seguras*

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Presentation



The radio programs in your hands are the result of the work carried out in 9 schools of Paruro, Paucartambo, Quispicanchi and 3 CEBA in the district of Cusco; within the framework of the project **Free and Safe childhood** funded by the U.S. Department of State and promoted and developed in Cusco by Centro Yanapanakusun.

The project team worked with students, teachers, psychologists and principals with three objectives: i) promote the students' prominence through their leadership in school radio programs; ii) promote reflection spaces about the students' exploitation experiences, including those related to forced labor; and iii) promote prevention of trafficking in persons from schools.

The result proves that is not enough for adolescents to know the causes, means and purposes of trafficking in person, it is also paramount that victims and traffickers recognize the prevalence of labor exploitation and forced labor as the most invisible and current modalities of trafficking in the region. Testimonials collected within the framework of **Free and Safe childhood** show that 70% of adolescents who leave their communities looking for income and better education do so protected under family ties that look to secure a job and a safer stay, but in the end are spaces for labor exploitation and forced labor.

Giving the mic to students has allowed us to know their living context; to understand why, in spite of having information to avoid trafficking, they are still falling victims of this crime. As one of the adolescents said: *"we are not recognized as actors in the School, nor in the community; activities we like are rejected because they are understood as a waste of time; for some things we are adults but for others, we are irresponsible"*.

We are aware we live in a moral economy that rationalizes the exploitation of children and that one way of fighting against this threat is to listen to them to make socio-cultural practices visible, such as "padrinazgo" (godmothers and godfathers) that use cheap labor in exchange of an alleged better education. In this context, these radio programs do not intend to be the only mechanism to prevent trafficking in persons, but they aim at presenting, in a simple manner, topics that are familiar to students, like the ones, in some way, highlight their vulnerability before the trafficking in persons.

We are ready. We may begin.

María del Pilar Contreras Bustamante
Project Coordinator



How to use this guide?



This guide is a contribution to draft, with the students' involvement, School Radio programs aimed at preventing trafficking in persons. The seven programs contribute to the development of social, emotional and communicational skills and to reflect on topics that have been identified by adolescents with problems that affect them and are not often included in the traditional processes of prevention against trafficking in persons.

Each program has three moments:

- **Live:** Dialogues are proposed. These should be developed by students who will act as program presenters
- **Recording:** Pre-recorded micro-stories and spots, duly identified are saved on the attached USB.
- **Two views:** This moment is devoted to interviews and activities that have to be developed by the students and prompted by teachers.

Also, it establishes radio techniques:

- **Control:** Student in charge of musical interludes and sound effects during broadcast.
- **Presenter:** Student running the show. There must be two people
- **Music Interlude** Is the music that identifies the program and divides the different moments of the show.
- **Background music:** Music that goes down and accompany the voice of presenters.
- **Fading off:** Sound that goes down softly until vanishing.
- **Merge:** To fade off a sound while another is raising in volume.
- **Typical Template:** Musical break that identifies the program in the beginning and at the end.
- **Typical musical interlude:** Every program has a melody used between one section and another, it is brief, not the same as in the beginning and end of the program.
- **Sound effect:** It is a sound accompanying the narrative. For example: bells ringing.

- **Transfer:** It is a musical interlude indicating the passing of time.
- **Texts in capital letters:** technical indications and emphasis needed for the quoted text.

Suggestions to develop programs in radio program format

1. **Motivation Dynamic.** To stimulate the group you may use the guide “Kusca: Unity for action” included in the same Toolkit.
2. **Reflection about the chosen topic:** You must chose the show you want to work in. Then, share the pre-recorded micro story and work with students in four segments:
 - i) Reconstruction of the story: What do you remember about the story? Which characters are part of this story?
 - ii) Comparison with reality: Do you think similar cases happen in your community? (Give time for them to tell similar stories).
 - iii) Analysis of causes and consequences: What are the causes for this situation? What are the consequences?
 - iv) Proposals for action: What can we do to prevent this type of situations?
3. **Organization for production** Even if the scripts we propose are complete, the magic resides in their adaptation to the specific context where you work. It is the teacher’s decision if pre-recorded moments are used or if he decides to drive students to recreate the stories considering the elements of their cultural context.
 - i) Ask your students to identify the purpose of the program and then link the topic with the context they live in: What cases of trafficking in persons are presented by the program? Have you seen this type of cases near you?
 - ii) Ask them to identify the ideas that call their attention the most of the program. Then, ask if there are missing ideas from the topic to be included, if considered as needed.
 - iii) Foster the agreement about the aspects that may be improved and help in the role distribution to produce and broadcast the program.
 - iv) Do not forget that besides broadcasting the program, students should invite their listeners to develop the proposed activities.

Let’s do it! You are ready to produce radio programs through School Radio or municipal or local broadcasters.





PROGRAM 1:

I am a person with identity rights and duties





INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND

MELISSA: Greetings boys and girls welcome to the program¹ Hello Cesar, how are you?

CÉSAR: Hello Melissa, I am doing great. Hello friends... We are so pleased to be here with you and to share this space where you will learn many useful things for life and, mainly, for your well-being!



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

MELISSA: Indeed. Today, we will start with a program about trafficking in persons. This radio program will have seven issues. We have considered important to address this topic since is an existing problem in Peru and also in our region ... Is a social problem that mainly impacts the poorest sectors, women and children.

CÉSAR: Trafficking in persons is also known as modern slavery and exists in many ways, such as forced labor, labor exploitation and sexual exploitation. Also, it is considered a crime because aims at slaving or exploiting an individual by the use of force, physical threat, psychological domination or deceit. In the next programs we will further explain about this problem and its modalities.



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

MELISSA: Today, in our first session we will talk about the construction of our identity. Who we really are? How do we self-define? Identity has different elements and to build it is very important because it helps us to know who we are, where do we come from and where are we going forward. This strengthens us as people and is one of the main pillars to achieve our goals in life.

¹The name of the program may vary, according to each School



CÉSAR: It is true, the safer we are and the more we know our rights, more protected we will be before trafficking in persons and before any other situation that may affect us. To acknowledge and build our identity helps us also to value and respect our individuality to make decisions, to look after ourselves, to choose what we want and is good for us.

MELISSA: Now, grab a notebook and a pencil to note down the ideas that called your attention and the questions you may have, this will prevent you from forgetting them and you will be able to discuss them with your teacher.



JOYFUL MUSIC INTERLUDE FOR A BRIEF PERIOD OF TIME AND GOES TO THE BACKGROUND

CÉSAR: So, we will like to start with this question ... listen carefully: What do you think people will answer to this question: **“Who are you?”** Get ready and look for answers from boys and girls like you... pay attention to the answers and note down your favorite answers!



RECORDING



BACKGROUND MUSIC BLENDS WITH SURVEY

VOICE: Answer fast and with the first idea that comes to mind: (SLOWLY AND STRONGLY SAID) “Who ... are... you?”

BOY 1: I am a guy with dreams and goals.

GIRL 1: I am a woman, student, daughter, sister...

BOY 2: I am a human being with rights and duties

GIRL 2: I am a student and I speak Quechua

BOY 3: I am a teenager with a family and a story.



BRIEF MUSICAL INTRODUCTION RISES AND GOES TO BACKGROUND



RECORDING



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

VOICE 1 (OLD WOMAN): I am Antonia... I am Peruvian

VOICE 2 (YOUNG MAN): I am Édgar... I am Bolivian.

VOICE 3 (YOUNG WOMAN) I am Teresa ... I am Colombian

VOICE 4 (CHILD): I am Felipe... I am from Cusco



MELISSA: While building our identities, there is something else that is really really important and are our “values”, those principles and qualities that are expressed in our way of being and makes people looking at us in a certain manner; for example, when we say: “Juan is honest” or “Mirtha is hard-worker” or “Lucila is empathetic”.

CÉSAR: Well boys and girls ... let’s do an exercise. What values do you think you have? Answer yourself. Maybe you are honest, respectful, caring, brave ... note it down.

MELISSA: Values are those principles or qualities that identify ourselves and that we have been building within our family, school, or our society. They determine our way of relating with the World and are the ones allowing you to have a healthy coexistence.



TYPICAL MUSIC GOES UP, STAYS AND GOES DOWN

CÉSAR: So far, we have seen that we are people with an identity we build little by little, and that we have values, principles that help us to relate with other people, but we are also are human beings with rights. We are all born with rights and we cannot waive them. Uhmmm, but, do you know what rights are?

MELISSA: Rights **are basic standards and agreements** that adopt or create our governments to develop and live well, in harmony and with dignity. **Human rights** also protect us from any situation of abuse,

exploitation or violence that someone would try to exercise against us.

CÉSAR: All rights are stated on documents called **agreements, laws or public policies** and can be national or international. One of the most important documents on human rights is the **Universal Declaration of Human Rights** approved by the United Nations in 1948.

MELISSA: This document states 30 fundamental Human Rights that signatory states must abide by. Peru has signed this covenant; therefore, we all must follow it. Among the most important rights, we find the right to life, to freedom and safety of people and **that no one shall be held in slavery or servitude.**

CÉSAR: In Peru, there is another very important document that is the **Peruvian Political Constitution approved in 1993**, it is known as the “Magna Carta” and is the mother of every law in our country, the rights of every Peruvian **are stated on there, regardless our age.**

MELISSA: By saying All, we are talking about boys, girls and teenagers who have specific rights internationally recognized and subscribed by our governments to promote their development and wellbeing. In Peru, these rights are stated on the **Code of children and adolescents** and when we say “subscribed by our governments” we mean that the Government of Peru has committed to respect them and to enforce them.

CÉSAR: This document states that children and teenagers have the right to have their moral, psychological and physical integrity respected; together with their **free development and wellbeing.** Therefore, they shall not be submitted to torture, or cruel or diminishing treatment.

MELISSA: The right to freedom of opinion and speech of children and teenagers on matters that concern them is also recognized. But, do you think these rights are respected? Let’s hear, what do you think boys and girls?



RECORDING



MUSIC PLAYS AND MERGES WITH BOYS' AND GIRLS' VOICES GIVING THEIR OPINION

VOICE: Do you think the right to a free development and well-being of teenagers is respected?



(3 OR 4 BRIEF ANSWERS FROM GIRLS AND BOYS GIVING THEIR OPINION/ COMBINE WITH SOME WHO SAY YES WITH OTHERS THAT SAY NO)



-
- CÉSAR: Based on the opinions we just heard, some girls and boys believe that their rights are respected but others believe they are no and that reflects reality, but who are in charge of enforcing these rights for children and adolescents? The code states the Government, the family, public and private institutions must guarantee and enforce children's and teenagers' rights.
- MELISSA: Indeed Cesar. But maybe you are wondering, why do we need rights? Rights are very useful since governments draft action plans, make political decisions and allocate budgets based on them, together with creating institutions that enforce these rights, thus, children are protected and can properly develop.
- CÉSAR: ¡Ah...! But Melissa, is good to remember that we not only have rights but also **duties**. Indeed, **DU-TIES**, because adolescents and all of us must respect and obey our parents or guardians; we also have the right to study and help with house chords, according to our age
- MELISSA: Teenagers are subjects of rights, they are valuable beings with an identity that make them unique and also similar to others, they are able to express how they feel and what they think, they can make proposals to live better and to have a better development and that they have the rights of being heard and, mainly, to be protected from any situation that threatens their well-being and development.
- CÉSAR: You are right Melissa, teenagers have the right of living with dignity and, even if it is the obligation of the Government, family and society to enforce the rights of children also teenagers may organize to work towards the respect of these rights, are they have been currently doing, organized from the schools.
- MELISSA: Well, we have finished today's reflection sequence about the topic of today: "I am a person with identity, rights and duties" Now please listen a very important message for you. We will be right back with this session activity.



PLAY SPOT 1

CÉSAR: (BELL SOUND) That bell reminds us that is the time to share something with you. Do you have pen and paper at hand? if not, go quickly to look for them, it is time to note the activities for today and then you will show them to your teacher.



SUSPENSE MUSIC GOES UPC/ONTROL, REMAINS AND GOES TO BACKGROUND

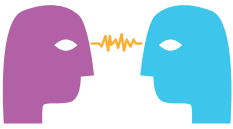
MELISSA: **Activity 1:** Please draw a genealogical tree on your notebook: Find out the names of your parents, grandparents (on your mother's and father's side) and state this information on a graph. Note down the most relevant information you learnt from your parents or grandparents, then discuss it with a classmate.

CÉSAR: **Activity 2:** Read the Political Constitution of Peru from 1993 and identify at least three articles related to the right of **identity for individuals**, please copy them down and share this information with your family.



BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE





TWO VIEWS:

Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.

Questions addressed to the Dean of the Association of Psychologists:

1. *Could you please explain what identity building means? (maybe with some examples)*
2. *How important identity is for teenagers in their life?*
3. *Sometimes, teenagers deny their identity or do not recognize, of being children of parents who speak quechua, or coming from the mountains or having dark hair, why is this?*
4. *Can building identity protect teenagers from Human Trafficking or Labor or sexual exploitation risks?*
5. *Finally, how to prevent from the families, schools and from their own life to avoid falling into labor exploitation situations or trafficking in persons situations?*

Interview to the representative of the School Municipality of Quispicanhis:

1. *Do you think is important for teenagers to know their rights? why?*
2. *Do you believe that the right of teenagers to be protected and to their free development and well-being is fulfilled?*
3. *Do you believe that today teenagers can freely express their feelings and thoughts? why?*
4. *What would you recommend teenagers to avoid falling into the hands of traffickers and exploiters?*



PLAY SPOT 1

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE

Spot 1: I am a person with identity, rights and duties



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

VOICES: Who are you? Who are you? (MANY VOICES WITH ECHO)



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

VOICES: (DIFFERENT VOICES OF BOYS AND GIRLS THAT READ FRAGMENTS OF EACH TEXT) We are teenagers, men and women with identity, values, rights and duties...

We have the right to be protected, by the Government the society, by our families in any situation, that may impact our lives and our development.



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BOY: Teenagers have the right to a dignified life, to a healthy environment, free development and well-being.

GIRL: We also have the right to be protected from any physical, labor and sexual exploitation.



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BOY: By knowing our rights we can demand their enforcement!



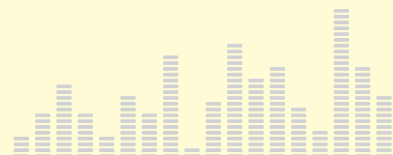
BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BROADCASTER: "Qaparisunchis, teenagers united against exploitation"



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.





PROGRAM 2:

Trafficking in persons has a female face



**INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND**

- MELISSA: Greetings boys and girls welcome to the program² Hello Cesar, how are you?
- CÉSAR: Hello Melissa, I am doing great. Hello friends... We are so pleased to be here with you and to share this space where you will learn many useful things for life and, mainly, for your well-being!

**TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND**

- MELISSA: Today, we will talk about a very important topic; a problem related to submission relations established between men and women, from families, the society, history and that repeat in every spacer where we coexist. We are talking about violence against women.
- CÉSAR: Violence against women is the manifestation of a macho society that impacts women's well-being and development. This form of violence refers to all those types of violence that socially exist against women just because they are women or because female sex is considered to be inferior and subordinate to the male sex.
- MELISSA: Do you think society treats men and women equally? Do you believe it provides them with equal opportunities for development? What types of violence against women exist and how does this impact their lives and families? Do you think there is a relationship between violence against women and trafficking in persons? In Today's program we will answer some of these questions.

**BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND**

- CÉSAR: Now, grab a notebook and a pencil to note down the ideas that called your attention and the questions you may have, this will prevent you from forgetting them and you will be able to discuss them with your teacher.

²The name of the program may vary, according to each School



Please, sit tight and hear Rosa's story, a young girl who run away from home tired of the physical and psychological violence from her father...

MELISSA: Rosa, seeing her dreams of studying cut short, living in an environment of constant violence, had to face a difficult situation. She decided to look for a job and run away. However, things did not go as she expected. Do you think her situation improved? Do you think she could study as she dreamed? Listen to Rosa's story closely and find out what happened!



RECORDING



MUSICAL INTERLUDE MERGES WITH ENVIRONMENTAL SOUNDS OF A RURAL HOUSE

ROSA: (BEGGING) Mommy... please, I want to go to school like my cousin Jacinta... please, talk to dad, please.

MOTHER: (FEELING SAD) Daughter, please do not insist, you know how your father thinks... if I raise this again, he will get angry.

ROSA: (CRYING) But mom, I want to go to school, I want to study high school and then go to university (A DOOR OPENING SOUND)

FATHER: (ANGRY/ IN THE BACKGROUND COMING CLOSER) University???? What are you saying? Are you crazy?!?!? (FIRST PLANE) I will kick those ideas out of your head!! (HITS ARE HEARD LIKE ON THE BODY) You studied primary school! You are a woman! What else do you want?

ROSA: Dad, don't hit me! (CRYING)

MOTHER: (BEGGING)
Please Rolando, leave her alone... do not hit her anymore...!

FATHER: Stay out of this woman! I will hit you too for not raising your daughter properly!

MOTHER: Aaaahhh... let me go ... don't hit me!! (FADES AWAY)



TRANSITION MUSIC INTERLUDE, STAYS AND GOES TO BACKGROUND

ROSITA: (SAD) My friend, I cannot stand my dad any longer... he hits me, insults me for nothing, just like with mom. He does not let me go to school. I am about to turn 14 and I would like to finish my studies. (DETERMINED) I am getting a job and running away, please help me!!!

FRIEND: Of course Rosita (ENCOURAGING) I will talk to my cousin who works in a house in Cusco to help you finding a job...be patient ... I will help you.

ROSA: Thank you very much!!! Please, let me know as soon as possible!!!(FADES AWAY)



BRIEF TRANSITION MUSIC / STAYS AND MERGES WITH THE EFFECT OF AN OPENING DOOR

FRIEND: Rosita... it is great you arrived ... I thought you weren't coming... Did you bring all your stuff?

ROSA: (OUT OF BREATH) Yes, only my backpack. I didn't know how to leave the house, my dad was in and my mom was at the door, but I am here now.

FRIEND: The lady should be here soon. She is a friend of my boss, anything you need, you call me, alright? Everything will be fine.

ROSA: Thank you my friend... I will finally get rid of my father... I can't believe it! and I will be able to work to pay for my studies!

FRIEND: The lady is there, she told me her car was black... (FADES AWAY)



TRANSITION MUSIC INTERLUDE, STAYS AND GOES TO BACKGROUND

LADY: Come in Rosa, leave your things here. I will tell you your duties, you will clean everyday inside and outside the house, you have to also do laundry.

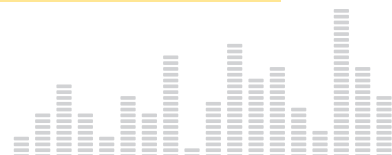
ROSA: Ma'am, please do not forget that I would like to attend school, even if it is at night.

LADY: (STERN) We will discuss about this later on... you are still on probation ... I want to see how do you work.

ROSA: Do not worry. I am going to do a good work. You will not regret this.



TRANSITION MUSIC



ROSA: Ma'am ... (NERVOUS) I would like to know ... three months have gone by and you haven't paid me or told me how much are you paying me for my work. Also, I work all day and you haven't given me time to study.

LADY: (FORCEFULLY AND WITH AUTHORITY) Let me see Rosa... I told you that you will be on probation... I need to make sure you do a good job. Let's wait one more month so you learn everything there is in the kitchen. Also, I give you housing, food which costs money... But if you do not like it, let me know and I will look for someone else.

ROSA: (WITH FEAR) No ma'am, do not look for someone else. I need to work.

LADY: Then do it and do not make me regret my decision of hiring you. (FADES AWAY) Now hurry up with your chores, you need to cook.



TRANSITION MUSIC INTERLUDE, STAYS AND GOES TO BACKGROUND



CÉSAR: So... what do you think about Rosa's story? She was a girl of barely 14 years old that run away from home, tired of her dad's violence ... Therefore, she looked for a job and by her contacts found an opportunity as a maid in Cusco city.

MELISSA: You heard what happened, months went by without payment, and her dream of studying was not attained either. Do you think it was fair to work without pay? Is it justified not to get paid since she had housing and food? Why do you think Rosa saw herself in this situation? What do you think about this?

CÉSAR: All of these questions have a single answer. Rosa was a victim of trafficking in persons in the modality of domestic servitude. She was recruited due to her vulnerable and in need situation and then she was trapped.



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

MELISSA: Rosa lived in an environment marked by patriarchal violence, or macho violence, that prevented her to develop and exercise her right to education. She had to face violent situations and of abuse generated by her father, who thought women are below men and he exercised his “power” to submit the will of the women in his house: Rosa and her mother were victims of violence against women.

CÉSAR: Violence against women is a situation that may occur in public and within the family or at a personal level. Also, this type of violence occurs under a “system” of dominance relationships that is culturally accepted. Men’s attitude towards women may end in physical, sexual or psychological damage, impacting their life or development.

MELISSA: What types of violence can you identify in Rosa’s case, based on the story you just heard? We could stated that one of the forms of violence she experienced was the physical one, when she was hit by her father when expressing her desires and dreams.

CÉSAR: She was also a victim of psychological violence when her father insulted her and made her believe that for being a woman she did not deserve to study? Does this situation ring a bell? Do you know of families that prefer to have the son studying rather than the daughter?

MELISSA: Rosa was an adolescent and had the right to be taken care of protected in her life... Do you think that if Rosa’s brother requested to study, would he had received the same treatment? Definitely not, right?

CÉSAR: Another form of violence exercised against Rosa was trafficking in persons, under the modality of domestic servitude ... The lady who hired her, abused her by not giving her a salary and by making her work more than six hours, which is the legal limit for a 14-year-old adolescent... taking advantage of her vulnerability, of the situation she was on...

MELISSA: But violence is like a chain with many links that cannot be easily broken. All the situations experienced by Rosa in her childhood and teen years, definitively deepen her vulnerability and fragility. Under these conditions, usually, people have few options to chose and are more likely to experience repeated situations of violence in their lives.

CÉSAR: If we go back to Rosa’s case, she was forced to accept the work in the city since she was in a vulnerability situation, she, apparently,



did not have any other choice and ended up falling into another situation of violence and of trafficking in persons known as domestic servitude.

MELISSA: Trafficking in persons is a social problem and is also one of the worst forms of violence, which mainly impacts women. Based on statistics from the Public Ministry's Criminality Observatory (2015), 8 of every 10 people Victims of trafficking are women. We can state then that this social problem, called trafficking in persons or modern slavery has the face of a woman.



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

CÉSAR: Sexual violence against women, mainly girls and adolescents is, unfortunately very common nowadays. This situation places women in a higher vulnerability situation and make them prone to fall in trafficking in persons networks in the modality of sexual exploitation.

MELISSA: Sexual violence refers to any act of a forced sexual nature by the aggressor or non consented by women and includes imposition of forced sexual intercourse and sexual abuse by force or intimidation... This type of violence is very common in our country and most of the times occurs inside the house and by people known by the victim.

CÉSAR: In Peru, in 2019, according to the Peruvian Police statistics more than 4900 rape cases of girls and adolescents. Also, between January and September 2020, 710 cases of girls under 14 years old got pregnant in Peru, according to Ministry of Health's statistics. Statistics also state that everyday 4 girls become mothers after a sexual assault.

MELISSA: Another alarming data of violence against women are disappearances. Based on Ombudsman's Office numbers, in 2020 2557 disappearances of girls and female adolescents have been reported nationwide.

CÉSAR: Another form of violence against women is "sexual harassment". Harassment refers to behaviors when aggressors ask sexual favor by using work dominance or under the promise of a reward...

MELISSA: There are also more subtle ways of harassment that are done daily when "jokes" laden with sexual connotations or indirect opinions or those badly called "compliments" when double entendre are said,

usually with sexual meaning that impact women ... let's hear some examples...



RECORDING



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

TEACHER: (IN A SEDUCTIVE VOICE) If your body was an exam I will give you an A.



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

YOUNG GUY: (MOCKING) ... Uhmhhh, cherry pie, I would like to be the apple you are biting into



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND



MELISSA: What does it make you feel these phrases? Have you heard or said something similar? We live in a macho society in which it is thought that women are made to satisfy the desires of men... or that they are the property of their partner and are there to "fulfill" them... machismo is one of the main causes of violence against women. What other macho beliefs do you know? Note them down in your notebook

CÉSAR: Violence against women is a social problem that generates deaths, disappearances, prevents full and equal development of women and, on the contrary, places them in a vulnerability situation and higher risk to women before different dangers that exist in the society...



MELISSA: Women that were sexually abused, harrassed and victims of different forms of psychological, physical and sexual violence just for being women, may be more prone to fall into trafficking in persons and they are the most exposed to become victims of sexual exploitation.



ALARMING MUSIC INTRODUCTION GOES UP AND FADES AWAY

CÉSAR: The conditions in which women live, especially those in rural areas, where there is extreme poverty, poor development and difficulties in accessing their rights, with a high presence of machismo and inequitable relationships in families and in the community, place them in conditions of vulnerability that place them at greater risk, such as trafficking in persons

MELISSA: The reality shows us that violence against women is a problem that increases on a daily basis. Alarming numbers show that this is a social problem that is the basis of many other problems, such as labor exploitation, sexual exploitation and forced labor... What do you think we could do to change this situation?

CÉSAR: We need to create a supportive circle to protect women within families, in our communities, within schools and in the society, the first way of doing so is allowing and respecting their right to education ... no woman should be left without education.

MELISSA: We could also promote, strengthen and value the participation and opinion of women within the family and in every areas where she develops. Also, we could favor the access to information and orientation about sexual and reproductive education to avoid, in this manner, unwanted pregnancies or sexually transmitted diseases and HIV.



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

CÉSAR: And you? What do you think you could do to change this reality, where trafficking in persons has a woman's face? What could you do to improve the relationship between men and women in your community and your school? What do you suggest for this relationship to develop within a framework of respect?

MELISSA: What do you think we can do from schools, from the media and society so that women can live with dignity and free from all forms of violence? And like this we start closing this sequence of the

program. We will be back briefly with the application ACTIVITY, but before, please listen carefully this message that is for you...



PLAY SPOT 2



MUSIC INTRODUCTION OF BELLS / BRIEF

CÉSAR: Attention, pencil and paper to note down the activity of this session...

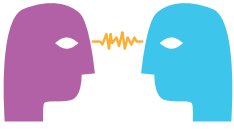
Activity 1: Pose 3 or 4 questions to a young woman that had to look for a job before turning 18 years old. Draft the questions highlighting the reasons that drove her to work and when questions are clear, carry out the interview. Then, write down the questions and answers in a sheet of paper and share it with a classmate and ask for his opinion on the case.

MELISSA: Activity 2: Answer this question in writing: In your own words, how would you define violence against women? What forms of violence against women exist in your community? Write at least three proposals to eradicate violence against women.



BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE





TWO VIEWS:

Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.



A member of an entity or organization that advocates for women's rights

- 1. What forms of violence against women are most frequent in Cusco?*
- 2. What is the difference between sexual violence and sexual harassment?*
- 3. What is the relationship between violence against women and trafficking in persons?*
- 4. What is sexual exploitation and who are the most impacted people?*

Interview of a teenager (woman) that have taken part in the radio:

- 1. Do you think machismo exists in our region?*
- 2. What forms of violence against women do you know in your community?*
- 3. Do you think in the school machismo and violence against women are addressed? Why?*
- 4. What would you recommend teenagers to avoid falling into the hands of people and rings practicing sexual exploitation and trafficking?*



PLAY SPOT 2

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE

Spot 2: Trafficking in persons has a female face



BRIEF SUSPENSE MUSIC INTRODUCTION STAYS AND FADES AWAY

VOICE 1: What do the following situations have in common?



BRIEF SUSPENSE MUSIC INTRODUCTION STAYS AND FADES AWAY

ROSA: (BEGGING) Dad, I would like to study high school, please enroll me in the school...

FATHER: (ANGRY) School? What for? Women only need to read and write. Learn to cook properly and to look after your brothers... what school?



BRIEF SUSPENSE MUSIC INTRODUCTION STAYS AND FADES AWAY

MAN: (WHISPERING) Little niece, come and let's go to play... (CONVINCING) I will buy you nice sneakers afterwards. This will be our little secret, do not tell your mom. (FADES AWAY)



BRIEF MUSICAL INTRODUCTION AND GOES TO THE BACKGROUND

TEACHER: (IN A SEDUCTIVE VOICE)Uhhmm, Student, if your body was an exam I will give you an A.



BRIEF MUSICAL INTRODUCTION AND GOES TO THE BACKGROUND

GIRL: All of these situations are forms of violence against women, exercised against them just because they are women.

BOY: Violence against women place them in a disadvantage situation that prevents their development and make them more prone to become victims of trafficking in persons.

GIRL: Learn more about this and stop every form of violence against women.



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BROADCASTER: "Qaparisunchis, teenagers united against exploitation"



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

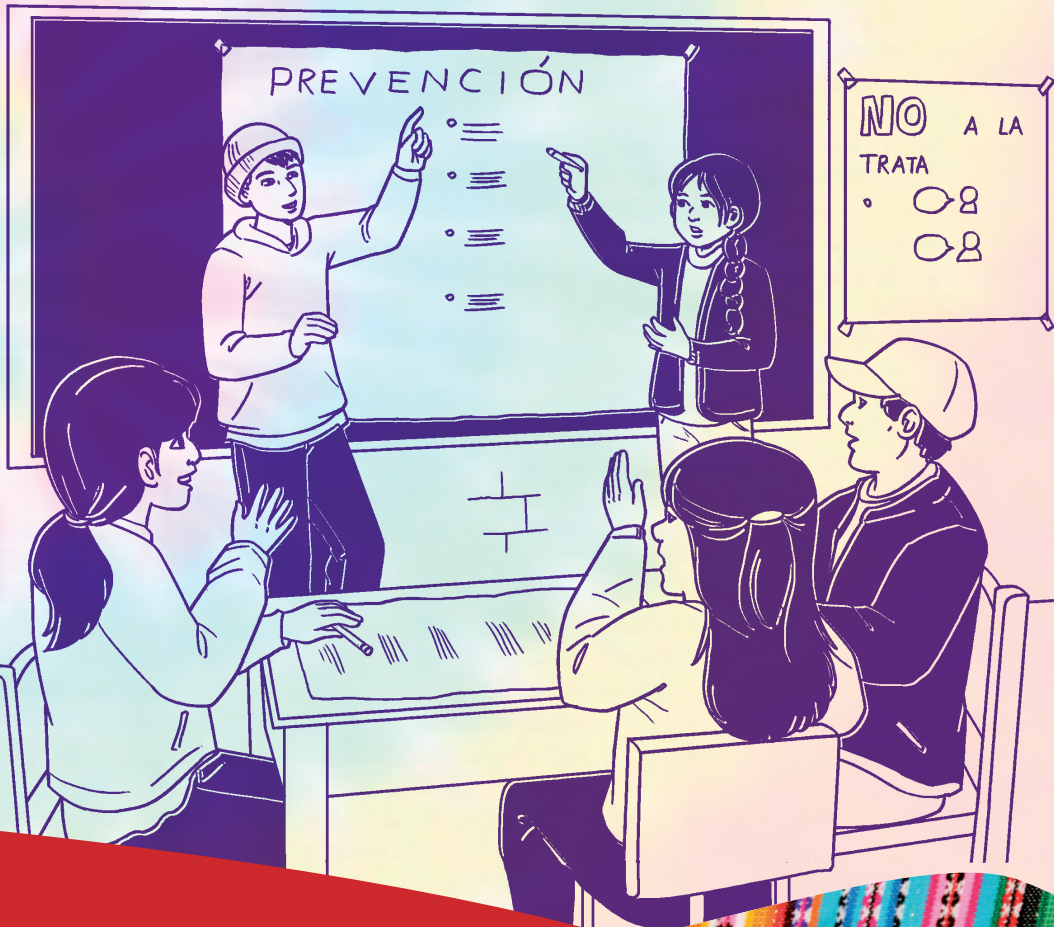
VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.





PROGRAM 3:

United we are stronger before trafficking in persons





INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND

MELISSA: Greetings boys and girls welcome to the program³ Hello Cesar, how are you?

CÉSAR: Hello Melissa, I am doing great. Hello friends... We are so pleased to be here with you and to share this space where you will learn many useful things for life and, mainly, for your well-being!



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

MELISSA: I tell you that today in the program we will talk about a problem that affects us a lot, here in Cusco and throughout the country. I am talking about **trafficking in persons**. Ahhh, but attention, attention, do not mistake “trafficking” with “good treatment” that is something different. Trafficking in persons is a crime with different forms, such as forced labor, domestic servitude and sexual and labor exploitation.

CÉSAR: That's right Melissa, trafficking in persons, also known as modern slavery, is an activity punishable by law, because it seeks to enslave or exploit a person by force, physical threat or psychological domination, through fraud or deception. Trafficking is done against people of any age, but is most common that occurs against women and children.

MELISSA: But ... how does this situation happen? How could we identify a trafficking in persons situation? And, above all, how can we avoid becoming trafficking victims? In today's show we will talk about this and more!!



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

³The name of the program may vary, according to each School



CÉSAR: Now, grab a notebook and a pencil to note down the ideas that called your attention and the questions you may have, this will prevent you from forgetting them and you will be able to discuss them with your teacher.

Make yourself comfortable and listen to Carmen's story, an adolescent that was victim of trafficking in the city of Cusco and that had to face situations she never imagined ... Pay attention!



RECORDING



MUSIC RISES, STAYS ON AND MERGES WITH THE DRAMATIZATION

CARMEN
NARRATOR:

I am Carmen and let me tell you what happened when I was 14 years old. Back then, I wanted to keep studying but my parents did not have enough money, because of this, I decided to work in Cusco, to achieve it I asked my aunt for help. My mom was weary to let me go but she accepted in the end. I remember how happy I felt and I got myself ready for the trip ... and the day came...



TRANSITION MUSIC

MOTHER: As soon as you arrive, you call your aunt Teófila who will pick you up from the station, then you know, you can call my friend Juana's cellphone.

CARMEN: Yes mom, I will do it.

MOTHER: Look after yourself, my dear daughter. Say bye to your dad and go to the bus station.



MUSIC INTRODUCTION STAYS AND GOES TO BACKGROUND

CARMEN
NARRATOR: *I arrived to the station and climbed quickly to the bus. I sat next to a lady that after a while she started talking to me.*



SOUND OF TRAVELING BY CAR

- WOMAN: What is your name darling? Are you traveling alone to Cusco?
- CARMEN: My name is Carmen. I will see my auntie in Cusco.
- WOMAN: Mmhhhh are you going to look for a job?
- CARMEN: Yes ma'am ... I want to save money to study.
- WOMAN: iAh...! Ah... wouldn't you like to work in Huaype? I own a restaurant and need someone to help me with the customers.
- CARMEN: (HESITANT) I don't know, I do not know that area ma'am ... (CURIIOUS) But, how much do you pay?
- WOMAN: Look, since it is a mining area, there are a lot of customers... I pay 800 soles a month.
- CARMEN: Eight hundred soles? Wow!!



MUSIC

- CARMEN *She told me she was going to interview other girls in Cusco and if I accepted, she will hire me because I seemed like a good girl.*
- NARRATOR: *After a lot of hesitation I said yes, but that we needed to talk to my aunt and she accepted. Upon arriving in Cusco, the lady convinced me to first drop her stuff. Once there, she said the bus was departing and if I missed it I will lose the job. They made me climb up quickly and that we will call my aunt along the way, but then they said there was no signal. And that was the beginning of my nightmare.*



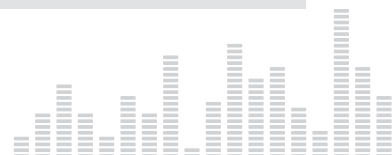
TRANSITION MUSIC

- MOTHER: (CRYING) Lieutenant governor, please, my daughter went missing while traveling to Cusco I need to file a complaint. (IN ANGUISH) Please, tell me what to do.
- MAN: (CONCERNED) Of course, I will help you. Please give me your daughter's information (VOICE FADING AWAY)



TRANSITION MUSIC

- MOTHER: (BEGGING) Lieutenant Governor, please tell me if you have heard anything from my daughter. Two months have gone by and I have no news from her.



LIEUTENANT: Ma'am, we are working on it. We are coordinating with the Police. We should not lose hope.

MOTHER: (IN TEARS) How has she disappeared like this ... it seems that she has vanished (VOICE FADES AWAY)



TRANSITION MUSIC / EFFECT OF SIRENS / DOGS BARKING

CARMEN NARRATOR: *The entire time I was with those people, they made me work in a bar for more than twelve hours a day, serving drunks. Two months have gone and I did not receive any money as promised (IN TEARS) and when I complaint, the lady would say that if I wanted any money I had to “be” with the men. I lived scared. I was watched all the time, they told me that if I tried to escape, they would kill me. One day the police arrived and rescued me and the nightmare was over.*



EFFECT OF SIRENS / VOICES / TRANSITION MUSIC

LEADER: (KNOCK ON THE DOOR) Mrs. Paula, we have good news, the Police found your daughter and rescued her.

MOTHER: Thank you Lord! But, where is she? (CONCERNED) Rescued from where? I want to see her!



EFFECT OF POLICE CAR SIREN COMING CLOSER / CAR NOISE

MOTHER: (CRYING) My darling, I have looked for you for so long...

CARMEN: Mommy ... (CRYING) they tricked me mommy ... I didn't know how to escape...

MOTHER: (EXCITED) What matters is that you are already here thanks to the Police and the authorities of the community that helped me not to lose strength or faith (VOICE FADES AWAY)

CARMEN: The Police found me mommy, they took me out of that place and then a lady, the psychologist from the Ministry for Women came to see me. She was nice to me, she heard me and I told her everything that happened.



TRANSITION MUSIC

CARMEN
NARRATOR:

For a while, it was very hard to overcome memories, I was scared of leaving the house, I thought that the lady will be outside waiting for me to take me away, again I also felt guilty, but I overcame it with the support from the Psychologist of Female Emergency Center and social workers that supported me and my family.



TYPICAL SHOW MUSIC INTRODUCTION



MELISSA: What do you think about Carmen's story? Do you know any similar story? What do you think lead Carmen into that situation? Carmen was a 14-year-old teenager in a difficult family economic situation, and also wanted to keep studying and that is why she decides to work in the city

CÉSAR: Peruvian law states that the minimum age for dependent work is 18 years, but given the complex reality of our country, many children are forced to work. Therefore, the New Code for Children recognizes the right to work as from 14 years old, but it also established that it should be done in conditions that ensure their well-being, development and education.

MELISSA: Child labor is illegal, but is very common that under the image of "sponsorship" children from as from 10 or 12 years old with people close to their family, who exploit them and turn them into victims of abuse and blackmailing.

CÉSAR: Carmen's case is that of a teenager who was forced by circumstances to work to help her family. She was a victim of trafficking in persons and was subjected to forced child labor, because she was held under threat and against her will. She fell into the hands of the so-called "traffickers" who take advantage of the need and aspirations that many adolescents have.

MELISSA: Trafficking in persons is a "crime" and under Peruvian law is punishable by imprisonment, as is robbery or swindling. In our region, trafficking in persons generally takes the form of labor



exploitation or forced labor, so how can we identify a situation of trafficking in persons if so many boys and girls work for a living?

CÉSAR: It is important to know that trafficking in persons is an **act** that submits someone by using force, fraud or coercion.

MELISSA: Could we say it in simpler words?

CÉSAR: Of course. Listen, if an adolescent is **forced** to give a service **by force by deceits**, then is a victim of trafficking in persons. It doesn't matter if they accepted the job or if they were not transferred to another area. Many trafficking in persons situations occur within the locality one lives.

MELISSA: Let's see... to better understand it, what if we analyze Carmen's case, the teenager from the story we just heard? She was captured and recruited for an "alleged job" and in her case she was taken to an area where she was retained and submitted to forced labor. It is important to know that employers shall not retain workers by the use of force and threat or psychological violence.

CÉSAR: Carmen was a victim of trafficking in persons by being forced to render a service against her will and through the use of violence. Even though, in the case of Carmen, for being a minor, the modality of trafficking was child labor exploitation.

MELISSA: And, who do you think was guilty of what happened? Her mother that let her go to work? Carmen that decided to look for a job? Perhaps it was the aunt who did not go to the terminal to wait for her, or the lady who abused the needy and vulnerable situation of the teenager? What do you think? In your opinion César, who is guilty?

CÉSAR: I think we should blame the lady who tricked Carmen. She is the only guilty one ... Because no one is looking to fall in a deceit or labor exploitation situation; therefore nor Carmen nor her mom or the auntie are guilty... they are victims...

MELISSA: Now, pay close attention to the following information that will help us to better understand this trafficking in persons problem in our country. According the Seventh Alternate Report about Trafficking in persons 2018-2019⁴ published by Capital Humano y Social.

⁴This publication presents a balance of the civil society about the progress of the Government before the trafficking in persons crime during the years 2018 and 2019.



ALARMING MUSIC IN THE BACKGROUND

- CÉSAR: 8 of each 10 captured people for trafficking in persons are women and 4 out of 10 victims of trafficking are underage.
- MELISSA: In Cusco, 6 of each 10 victims suffer labor labor exploitation and only 2 suffer sexual exploitation. Another interesting data is that 6 of every 10 alleged victims were men and 3 were women.



ALARMING MUSIC IN THE BACKGROUND

- CÉSAR: Young women and children are the most impacted by this crime. What could you infer from all of this?
- MELISSA: It is true, we usually say that those who recruit are strangers, but the testimonials of victims and survivors confirm that trafficking is not always exercised by an unknown person, who takes you to a place you do not know... It can also be a relative, a person known to the family, such as the so-called godfathers and godmothers.
- CÉSAR: Furthermore, Melissa, maybe the exploitation and trafficking situation occur within the locality you live. For example, if you are a minor and an aunt, or a godmother, takes you to her house with the offer to help you and make you study and doesn't do it, and on the contrary, forces you to do house chores such as cooking, washing, cleaning and does not pay you for it, and when you complain, she threatens to throw you out of the house, then you are being a victim of trafficking in persons in the form of domestic servitude.
- MELISSA: Then, to face this existing threat in our region and in our district, we need more prevention activities to protect us and protect adolescents in the community. Some recommendations for you as follows:



AGILE MUSIC INTRODUCTION, KEEPS ON AND GOES TO THE BACKGROUND

- CÉSAR: Be well informed about trafficking in persons and the forms of child labor exploitation that exist, share this information with your family and friends.



MELISSA: If you suspect that you may be a victim of trafficking or know of someone close to you living in a risk situation, do not be silent, talk to someone you trust, contact local authorities or Supporting Groups or GDA that exist in the communities.

CÉSAR: You are right Melissa, in the communities there is often only the police station, so adolescents should seek support from the Support Groups, groups that are made up of parents, who have the necessary training to support adolescents.

MELISSA: This makes me think that it is necessary for the communities to organize themselves, for the Accompaniment Groups to visit the families in need, to listen to the adolescents to find out what they experience when they go out in search of work. If we all get organized, we may set agreements that protect children.

CÉSAR: I think that is important that students submit proposals to prevent trafficking in persons in their community and at its school. Remember that it is not only about watching out for strangers, it is more important to talk in families.

MELISSA: Above all, to listen, since the closer we are, stronger we will be to face trafficking in persons.

AGILE MUSIC INTRODUCTION, KEEPS ON AND GOES TO THE BACKGROUND

CÉSAR: So, what have you learnt so far? Is everything you learned useful? We are certain that this is the case, and please do not hold on to the information, share it with your friends and family. Someone may need it!

MELISSA: So, this is the end of this section and we will briefly share with you the activities for this session, but first, hear an important message for you.

SPOT ON THE TOPIC / MERGES WITH BELLS SOUND

CÉSAR: Do you have pen and paper at hand? if not, go quickly to look for them, it is time to note the activities for today.

Activity 1: Ask your mom or dad to tell you about their first experience working outside their community. Write the story down and verify if your parents experienced a labor exploitation situation

MELISSA: **Activity 2:** Talk to your parents and with your family, create some rules or agreements to protect from the risks of trafficking or labor exploitation.



BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE



Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.

Questions for the District Attorney specialized in trafficking: Andrónika Sanz

1. *Do we know how many people by year are victims of trafficking in Peru?*
2. *Who are the most affected people by Trafficking? (Are teenagers also victims of trafficking?)*
3. *What to do in a case of trafficking? Where to go?*
4. *What is the role of the community to prevent trafficking in persons?*



Interview to Carmen from Quispicanchis GDA or a community leader:

1. *Why are there many adolescents as trafficking in persons victims? Maybe is because of the lack of dialogue on this topic?*
2. *Which actions are being carried out by Quispicanchis to prevent trafficking? How does population get involved?*
3. *Do you think is important to act from the family, community and schools to prevent trafficking situations?*



PLAY SPOT 3

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE

Spot 3: United we are stronger before trafficking in persons



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

VOICE 1: (MAN) Do you want to work? I need a girl for my restaurant. Urgent! ... (MYSTERIOUS) Let's go to the city ... you will let your family know later. (PERSUASIVE) I will pay you well!



BRIEF TRANSITION MUSIC

VOICE 2: (WOMAN) ... Don't you worry my friend... I will help Francisca to study so she can become someone in life... Also, I will pay her something for helping out at home (CHANGE) come on Francisca, grab your things...

GIRL: (SUBMISSIVE) Ok, godmother...



ALARMING MUSIC STAYS AND GOES TO BACKGROUND

BOY: If they offer you a job, be well informed before saying yes! Find out about the place, conditions and the amount to be paid.

GIRL: And, if you accept the job, ask for a contract and give your family or anyone you trust the address, phone number and the name of the person who hires you.



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BOY: Prompt information is the best protection against labor exploitation and trafficking in persons.



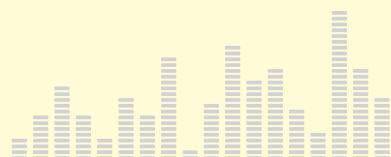
BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BROADCASTER: "Qaparisunchis, teenagers united against exploitation"



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

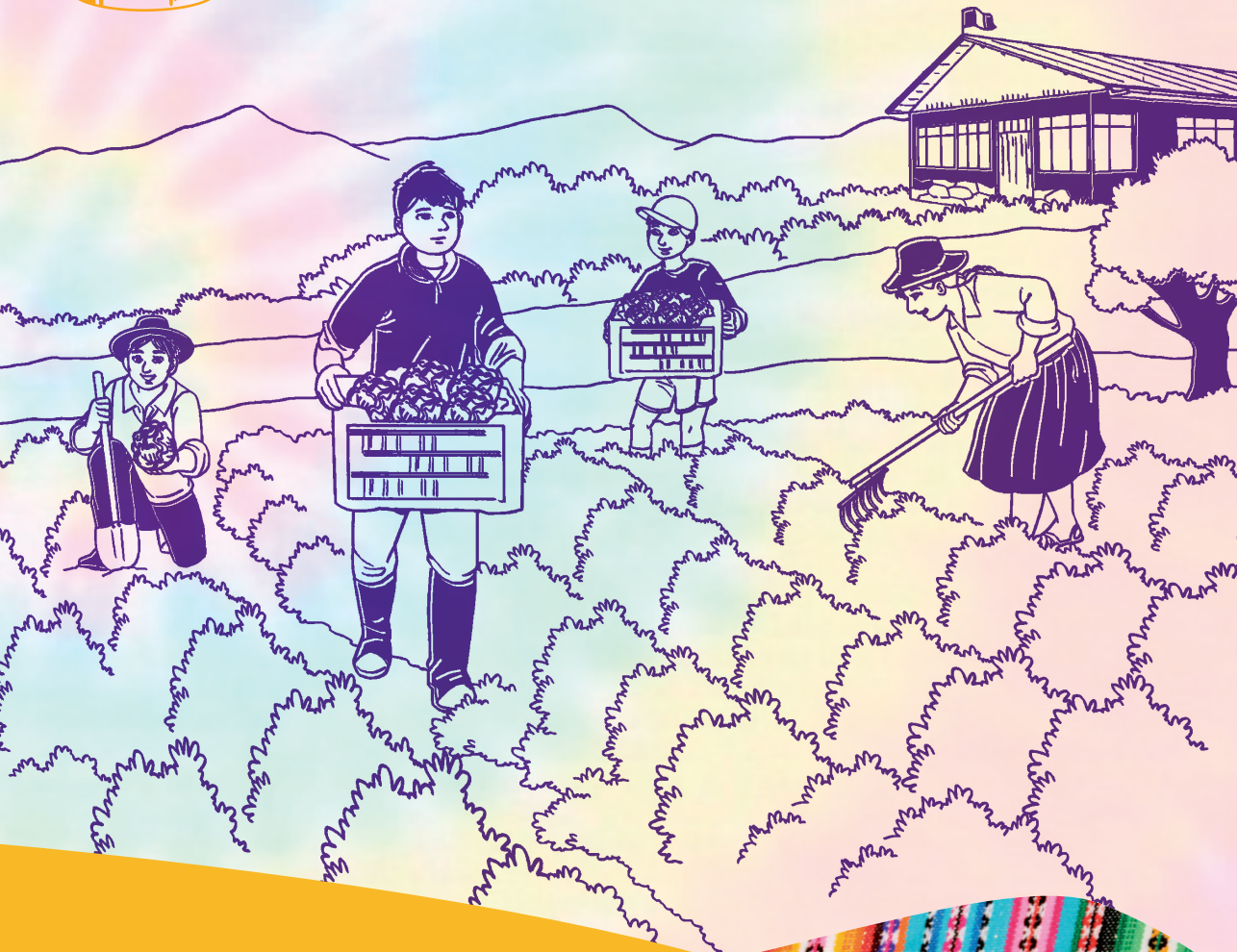
VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.





PROGRAM 4:

In the face of trafficking: We can change the story!





INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND

MELISSA: Greetings boys and girls welcome to the program⁵ Hello Cesar, how are you?

CÉSAR: Hello Melissa, I am doing great. Hello friends... We are so pleased to be here with you and to share this space where you will learn many useful things for life and, mainly, for your well-being!
So, what is today's topic?



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

MELISSA: Today we have an important program... we will see how trafficking in persons is present in our history, the history of our people, of our parents, of our grandmothers and grandfathers, in short, of our country.

CÉSAR: I have some questions I have been pondering about. For example: Will the history of our ancestors influence the experiences we have today? Does trafficking in persons exist when our parents and great-parents were adolescents? How would the exploitation story of our peoples may have impacted our life? In today's show, we will find the answers to these and other questions.

MELISSA: And now we will start the program: **In the face of trafficking: We can change the story!** Pay close attention boys and girls. Get a pencil and notebook ready to note down the most important ideas and also any doubt that may arise, so you do not forget them and you could dialogue with your teacher.

CÉSAR: Make yourself comfortable and listen to the story of Rubén, a teenager who traveled to the city in search of better opportunities, however, life gave him surprises he never imagined. Pay close attention because we will discuss the matter later..

⁵The name of the radio show may be adapted to each school





RECORDING



MUSIC / MERGES WITH PLAY

RUBÉN: (SOUND OF NEWSPAPER / TALKING TO HIMSELF) Here there is an ad to work on heavy machinery, right what I am looking for. I will call.



PHONE CALL EFFECT

WOMAN: (EFFECT OF SPEAKING OVER THE PHONE) Hello.

RUBÉN: Hello? Good morning ma'am, I am calling about the ad. Is the job still available?

WOMAN: Good morning, yes, the job is still available but you need to hurry up, other young candidates have already called and my husband is waiting for them.

RUBÉN: Ok, great! I will go right now. I will be there in 10 minutes.



TRANSITION MUSIC WITH STREET SOUND AND CARS UNTIL MERGING WITH ENVIRONMENTAL SOUND OF AN OFFICE

MAN: (STERN) Good morning. Yes?

RUBÉN: Good morning sir, my name is Rubén. Is it here where the job is offered? I just called over the phone. Your wife answered and told me to come.

MAN: Yes, it is here.

RUBÉN: I have experience and if you hire me, you won't regret it.

MAN: Look boy, we only work with responsible and serious people if you keep the job you also need to stay as guardian of the materials, in that little room.

RUBÉN: (BEGGING) Please, sir, trust me. I am responsible, I will do my best. I need to make money to help my parents. No problem since after CEBA I can also be the guardian. I have came her since I would like to complete my studies and then I will like to go to university.

MAN: Uhmmm, let me think (PAUSE) I don't know, alright then, fine! Since you are the first arriving I will give you the job, but you need to give me your papers as a guarantee to trust you with the machine and the little room.

RUBÉN: Yes sir, don't worry, here there are. You will not regret this.

MAN: Alright César, you will start today. Welcome to the business.



**BRIEF TRANSITION MUSIC, MERGES WITH DRILLER SOUND/
GOES DOWN AND STAYS ON THE BACKGROUND**

RUBÉN: Sir, last month you said you will pay me, now you owe me two months. Could you give me my salary and my papers? I need the money to send it to my parents.

MAN: Geez! Don't you see I am busy? I am very busy now! Stop bothering me!

RUBÉN: But...

MAN: You have told me that you are going to work one more month... besides, you should pay me. You are practicing with me, learning and gaining experience. This is funny, on top of teaching him, putting a roof over his head and giving him a machine and he even wants to get paid? (ANGRY) Get out!

RUBÉN: But sir, please! I need the money. My parents...

MAN: (CURT) You are not going to tell me what to do. I will not give you your ID back until you pay me for the room rent, water, electricity ... who pays that? (ANGRY) The machine also wears out! You have to pay with your work, as you promised. Stop wasting my time and go to work!!



TRANSITION MUSIC TO THE BACKGROUND

RUBÉN: (VOICE WITH ECHO / EFFECT OF THINKING) I have to leave... This man is not going to pay me and on top of that he has my national ID. I will have to run away. I will look for help, otherwise I will not be able to leave.



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY



CÉSAR: So... what do you think about Rubén's story? How would you call this situation that you experience.. abuse, exploitation, deceit? Which situations lead Rubén, in your opinion, to fall in labor exploitation?



MELISSA: Many adolescents, like Rubén, are forced by circumstances to go out in search of work and are driven by aspirations and dreams of being able to help their families financially, to study a career and to progress.

CÉSAR: Rubén had a lot of illusion of getting a job to help his family with money, even though at his age it was not his responsibility. That's what pushed him to the city... Like Rubén, all of us are always looking to get ahead and improve ourselves.

MELISSA: And, do you believe Rubén was a victim of child labor exploitation? one of so many forms that exist of trafficking in persons.

CÉSAR: Let's analyze this, Melissa. You tell me, did they take advantage of Rubén, he was deceived and threatened. Do not forget these are the main characteristics of forced labor.

MELISSA: Of course, the boss made him work without payment, but not only that, he also said that Rubén should pay since the boss was training him and giving him housing.

CÉSAR: This man was breaking his promise, in the beginning he said he will give him the job and free housing and that he could study. But, the worst of all were the threats, the boss started charging for using the machinery and the water and electricity expense. This is trafficking in persons

MELISSA: all of this reminds me of the stories that I have heard so many times, many underage minors are submitted to child forced labor and labor exploitation, a practice that is considered a crime.

CÉSAR: ...but these are not recent stories, are ones lived in the past In our country there is a long story of exploitation that impacts us and makes us think that living in that manner is normal, because is the only way to change our life, to achieve success. We also have stories of submission and exploitation; slavery stories when human beings were sold as objects to be exploited in different manners ... and then in the middle of the XXth Century we lived stories where many poor people and peasants were the servants of the land owners or "patrones"...

MELISSA: We also have patriarchal and macho stories in which women were subjected to male power and they did not enjoy the same rights as men ... For example, only 150 years ago, women were not allowed to pursue superior studies... They could not vote, can you see César? women could not vote to elect our authorities and not even to run for office. I cannot imagine what it was for women to live

back then, with conditions that today seem unacceptable. I would like to listen to the song **Corazones rojos** from “Los Prisioneros”.



FRAGMENT OF CORAZONES ROJOS SONG FROM LOS PRISIONEROS (*It says: you are a second-class citizen, without privileges and without any opinion...*)

CÉSAR: It is true, women have been historically discriminated. This is a topic we should discuss with our parents, because they have stories of abuse and labor exploitation, which story do you know from your mom or dad? Maybe your mom or an aunt when was a girl or teenager had to work in her godmother’s house for no pay ... does it ring a bell?

MELISSA: Or maybe, one of our grandmothers was given at 13 or 14 years old in marriage to a man they did not know to serve him, to cook for him or to do the laundry and, of course, to give him children.

CÉSAR: All are stories of labor exploitation and forced labor; of course, back then, they were not called like that ... and it was considered as normal to exploit and abuse the poorest ... and maybe these stories from our grandparents are within ourselves, like internal voices that impact our beliefs, attitudes and behaviors.



RECORDING



MUSICAL INTRODUCTION RISES AND GOES TO THE BACKGROUND

VOICE 1 (MAN) “You must suffer to achieve something in life”.

VOICE 2 (WOMAN) “Suffering makes us stronger”

VOICE 1 (MAN) “To be successful in life, one needs to be humble, to know how to obey”



MUSICAL INTRODUCTION RISES AND GOES TO THE BACKGROUND



MELISSA: How many times have we heard our parents or even neighbors saying these statements. Maybe, unwillingly, through those beliefs our parents take us to accept labor exploitation and forced labor that today are modalities of trafficking in persons and are punishable by law.

CÉSAR: It is paramount to change that way of thinking or feeling, we need to change that way of seeing life. In our communities and our country we do not only have stories of mistreatment and exploitation, we also have stories of hope, fights and big transformations ... one of them were, for example, the peasant fights for the land, when the property was concentrated in a few of landlords and landowners that subjected peasants to humiliating treatments...

MELISSA: There also are transformation stories that changed the path of women's lives, it is the case of María Trinidad Enríquez, a woman from Cusco that in the middle of XIX Century, when women could not attending college, she decided to do it and had to ask for a special permit to the government to study and she achieved it. Thanks to her fight, nowadays many women can study if we want to.

CÉSAR: These fights, this collective movement that today allowed the universal vote, that the land belongs to who works in it and that women can study. Therefore, we should reflect on these changes and understand that a different life is plausible.



EFFECT OF WOMEN DEMONSTRATIONS / MERGES WITH MUSIC

MELISSA: History changes and evolves, and to a large extent these changes are generated by us, by the communities themselves, but in order to change history, we must first imagine what we want the future to be like.

CÉSAR: We are part of a story with values and costumes and knowledge, but also with deep scars, to know them and talk about them within family will allow some release and to heal old wounds. Our story is written everyday, at every instant, with our decisions and actions.

MELISSA: So, if I accept, if I decide on something, this action takes me down a path ... and if I don't it takes me down another one. Today's actions and decisions build our tomorrow.

CÉSAR: Which story would you like to create for you, your family and your community? Which story would you prefer not to repeat in your life? Would you like stories like Rubén's to keep repeating themselves or would you like to totally change them? Well, and with these questions we reached the end of this sequence when we approach the topic of trafficking in persons and exploitation from history. We will come back with today's session activity, but before that, we have an important message for you!



SPOT 4 ON THE TOPIC / MERGES WITH BELLS SOUND

MELISSA: Do you have a pencil and a notebook at hand? if not, go quickly to look for them, it is time to note the activities for today.

Activity 1: Interview an elder in your family or community and have him or her telling you how and where did they work as children back in their time? What was the difference between jobs for men and jobs for women? Were women allowed to study? Note down the answers.

Then, answer with a couple of ideas to this question: What would you change in the story you were told? how? Share the story and the answers with a classmate.

CÉSAR: **Activity 2:** Prepare a poster with 5 recommendations to avoid falling in labor exploitation. Place the poster in a public place in the community.



LIVE

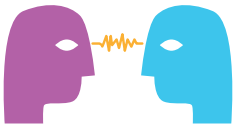


RECORDING



BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE





TWO VIEWS:

Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.



Interview 1: to a psychologist about how the history of our parents and grandparents impact our life. Can family stories repeat themselves or can we change them?

Questions for the School psychologist or a local institution.

1. *How important our forefathers' story is in our lives?*
2. *Authoritarianism or machismo lived in families could make boys and girls more prone to exploitation situations? Why?*
3. *Many victims of trafficking or exploitation have made decisions pressured by statements that appreciate holding on or bearing any situation. What could you recommend us to make better decisions?*
4. *What do you think it could be done to avoid repeating labor exploitation stories that happened in the family?*

Interview 2: A survivor (Fiorella)

1. *What helped you to escape that situation and become a survivor?*
2. *Which lessons have you learned from this hard experience? how did your life change?*
3. *What could you recommend boys and girls to avoid falling in trafficking situations?*



PLAY SPOT 4

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE

Spot 4: In the face of trafficking: Yes we can build a different story!



GIRL: Which of these beliefs you identify with?



MUSICAL INTRODUCTION RISES AND GOES TO THE BACKGROUND

VOICE 1: (OLD MAN) "To accomplish something in life, one needs to suffer"

VOICE 2: (OLD WOMAN) "Suffering makes us stronger"

VOICE 1: (OLD MAN) "To be successful in life, one needs to be humble, to know how to obey"



MUSICAL INTRODUCTION RISES AND GOES TO THE BACKGROUND

BOY: Some beliefs may limit and weaken our will and our response before trafficking in persons hazards.

GIRL: Beliefs are part of the story we receive, but those that do not contribute to your well-being, you can change them! Every day we could create a new story.



BRIEF MUSIC INTERLUDE/STAYS AND GOES TO BACKGROUND

BOY: Change your limiting beliefs and you may change your life!



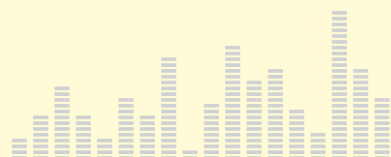
BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BROADCASTER: "Qaparisunchis, teenagers united against exploitation"



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

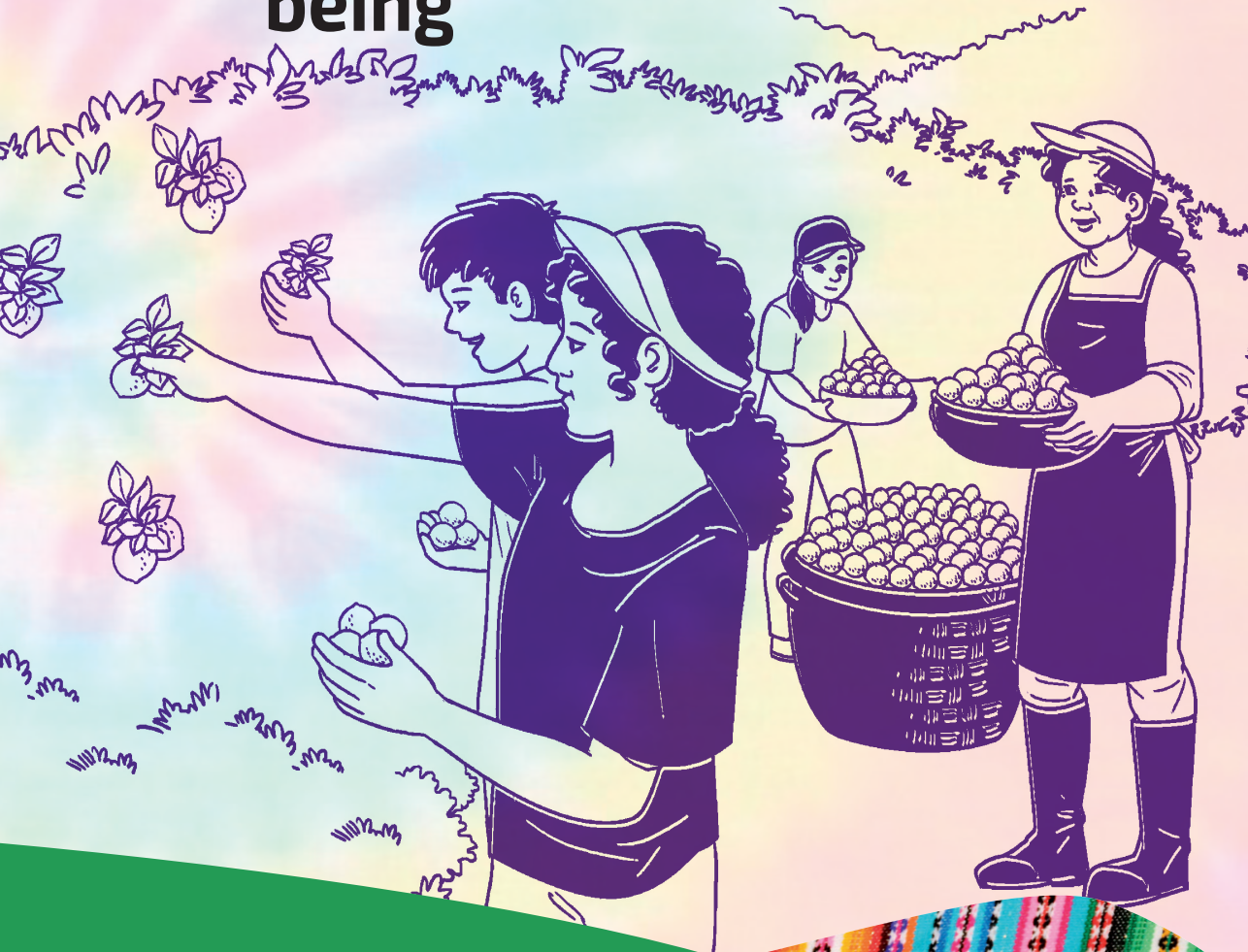
VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.





PROGRAM 5:

**I work without
compromising my
development or well-
being**





INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND

- MELISSA: Greetings boys and girls welcome to the program Puriyninchis⁶Hi, César. How was your day?
- CÉSAR: Great, Melissa. Good morning to our listeners. It is a pleasure to be here with you today and to share this space in which useful life-hacks and for your wellbeing will be learned. So, what is today's topic?



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

- MELISSA: Today, we will talk about child labor exploitation that is one of the forms of trafficking in persons, we will learn how to recognize a similar situation and, mainly, who to avoid becoming victims of exploitation.
- CÉSAR: Many people today, especially adolescents in rural areas, are victims of forced labor and neither they nor their families are aware of it; many others are tricked into exploitation and are unable to identify the risks. This is how we start today's show (*state the date*).
- MELISSA: Now, grab a notebook and a pencil to note down the ideas that called your attention and the questions you may have, this will prevent you from forgetting them and you will be able to discuss them with your teacher.
- Please, sit tight and listen to Édgar's story, a 17-year old looking for a job and accepted an offer in Lima without notifying his family. Can you imagine going that far away without telling anyone? Let's hear the story.

⁶The name of the program may vary, according to each School





RECORDING



MUSIC INTRODUCTION / MERGES WITH SUSPENSE MUSIC

- ÉDGAR: Good morning sir, I have seen on the papers that you are looking for someone for the waiter position.
- MAN 1: Ah, hello, hello, unfortunately you are late boy. The position has just been filled.
- ÉDGAR: Oh, no!



TRANSITION EFFECT

- UNCLE: (APPROACHING) Édgar? Is that you? What are you doing here? Have you come alone? I am your uncle Julián, your dad's cousin, do you remember me? We used to have a couple of beers with your dad on Sundays...
- ÉDGAR: (SHY) Uncle Julián, how are you doing? I am here alone, I am looking for a job, but I arrived too late, the job was taken.
- UNCLE: Sure, it is hard to find a job these times. Don't lose hope. I could help you if you want me to.
- ÉDGAR: Really? How?
- UNCLE: I know someone who employs youngsters, he take them to Lima and pays really well. The two sons of my compadre when with him and they have been working for two years in Lima and making some money. Would you like me to put you in touch with him?
- ÉDGAR: (HESITANT) Oh, well, could be, what should I do?
- UNCLE: Let's see, I should better call him, he is always asking me to recommend young workers.
- ÉDGAR: Great uncle, thank you! I was lucky for having found you!



TRANSITION EFFECT / MERGES WITH RESTAURANT SOUND

- MAN 2: (APPROACHING) Hello Julián! Great to see you! Is this your nephew, the one that wants to work?
- ÉDGAR: Yes sir, good morning. I am Édgar...

MAN 2: How old are you?

ÉDGAR: 17 sir

MAN 2: We are needing people for a new restaurant that will open in Lima, but you would need to travel as soon as possible so others do not beat you to it, you know, there are a lot of people that are waiting for a chance.

ÉDGAR: Ahhh and how much do you offer?

MAN 2: Ufff, a big salary, 1400 soles a month, only because you are Julian's nephew.

ÉDGAR: (EXCITED) Wow, but I have no family there. Where would I stay? How could it be arranged?

MAN 2: Don't worry, you will have a roof over your head and food on your plate. You will not spend in anything.

ÉDGAR: Oh, that will be fine, when would I start?

MAN 2: If you want, right now, you only need to sign a contract.

ÉDGAR: (SURPRISED) Right now?

MAN 2: Yes, it has to be now since we need to arrange the trip that has to be immediately.

ÉDGAR: (HAPPY) Yes, yes, sure ... but I need to let my family know

UNCLE: Don't worry Édgar, you better call them from Lima to give them the good news. If you call them now they may not let you travel. (FADES AWAY)



MUSIC / MERGES WITH SOUND OF A CLOCK

MOTHER: (CONCERNED) It is almost 10 at night and our son does not appear. Maybe he got the job?

FATHER: But he is not answering the phone. I have called him many times, this is strange. Édgar is not like this, man! He always let us know.

MOTHER: Why don't we go to the police to report he is missing, my friend told me that the sooner the better...

FATHER: Yes, let's go.



TRANSITION MUSIC

POLICE: (STERN) We have your son's information. Don't worry, we will start looking for clues as soon as possible to find your son.





TRANSITION MUSIC

VOICE: Days and months went by and Édgar did not appear, uncle Julián ignore Édgar, he received a contact fee, as he had done with other youngsters. Time went by, but Edgar's parents did not give up hope of finding him, and they always went to the police station to find out and ask them to keep looking for him. One day, while they were working, they received a very important call.



EFFECT OF TELEPHONE RINGING

POLICE CAPTAIN: Ma'am, I am Sheriff Ramirez ... we found your son!

MOTHER: (HAPPY) You found him? How is he captain? Please, tell me!
(FADES AWAY)

VOICE: Édgar's parents couldn't believe it They were very happy with the news. The officer told them how they have rescued Edgar and other young boys of barely 15 years old that worked in a sort of garage, forced to work inside manufacturing great amounts of clothes, day and night, without being able to sleep or to eat ... thanks to this raid, Edgar finally was reunited with his beloved family. Thanks to this seize, Édgar was finally reunited with his dear family.



TRANSITION EFFECT

MOTHER: Our little boy, we were worried without any news from you...

ÉDGAR: Mommy, daddy, thanks for not stop looking for me.

FATHER: How would be stop! you are our son.

MOTHER: Our dear son, we love you so much.

ÉDGAR: Me too mommy, I love you so much!!

VOICE: Edgar returned home thanks to the work of the police who did not stop looking for him. The Prosecutor's Office of the region was in permanent coordination with Edgar's family to carry out the medical and psychological examination, and to support with the complaint process. The Ministry for Women and Vulnerable Populations allocated a psychologist to accompany the emotional recovery process of Édgar and his family.



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

CÉSAR: What do you think about corruption, Melissa? Do you think it also favor trafficking? Some authorities show a lack of interest in addressing this problem, a lack of interest that hides personal interests. All of the above factors, together with the lack of information on this problem, favor the existence of trafficking in persons and child labor exploitation.

MELISSA: forced labor, labor exploitation and domestic servitude are the consequence of an economic, political, social and cultural structures that operate in a moral economy that allows the rationalization of exploitation.

CÉSAR: The behavior of traffickers and consumers will be hidden to the extent that society has the same views as the trafficker; that is, to the extent that we as citizens accept and naturalize these practices.



BRIEF MUSIC STAYS AND FADES AWAY

MELISSA: In the country, we have a legal framework that protect our children. If you are an adolescent and you are forced to work, you and your family must know the law to avoid falling prey of child labor exploitation.

How can one differentiate between proper child labor and child labor exploitation? As follows, we share some recommendations and mandates demanded by the new code for children on minor labor.

CÉSAR: Peruvian legislation prohibits child labor, in accordance with the Code of Children and Adolescents and Convention 138 of the International Labor Organization (ILO), but given the socioeconomic context of the country, the law states that adolescents over 14 years of age may work, but not more than 4 or 6 hours a day, and always with the consent of their parents.

MELISSA: And as long as the work does not involve risk or danger, does not affect their educational process, is not harmful to their health or to their physical, mental, spiritual, moral or social development. Therefore, schools principals should do the follow-up so the work does not impact the attendance or school performance.

CÉSAR: But the reality in which we live means that minors continue to be subjected to forced child labor, which is why it is important that community authorities, families and adolescents organize and work to prevent this from continuing to occur.



MUSIC INTRODUCTION STAYS AND GOES TO BACKGROUND

- MELISSA: César, what could the adolescents do to protect themselves?
- CÉSAR: They could promote meetings with their parents to discuss the forms of child labor that exist and reflect on the experiences they had when they were young, so they could recognize the risks their children run when they leave the community in search of work.
- MELISSA: You are right, like this, the community may suggest protection and prevention measures before trafficking in persons. The better informed and prepared they are, better protected they will be from labor exploitation hazards.
- (CHANGE) And this is how we have reached the end of this sequence ... we will be back shortly with the activity of this session, in the meantime, we would like to invite you to hear an important message for you.



SPOT 5 ON THE TOPIC / MERGES WITH BELLS SOUND

- CÉSAR: Do you have a pencil and a notebook at hand? if not, go quickly to look for them, it is time to note the activities for today.
- Activity 1: Create a school radio program that reflects on labor exploitation and contributes to the fight against trafficking in persons, so you can share what you have learned with your community. Use voices, sound effects and music.
- MELISSA: Activity 2: Write the characteristics of a suitable work for adolescents in small pieces of paper, in clear writing. Verify to write a characteristic in each piece of paper. Share each characteristic with a different person. Tell them what characteristic is about.



BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE

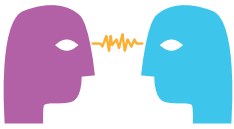


LIVE



RECORDING





TWO VIEWS:

Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.



Interview 1: *An specialist in Trafficking and labor rights about what a dignified work is and how to identify an exploitation situation, together with what to do to avoid falling in the hands of traffickers. Also talk about the social factors that push children and adolescents to become more vulnerable.*

Questions to the Head of Work Directorate

- 1. What is labor exploitation?*
- 2. Who are the most frequent victims of labor exploitation?*
- 3. What do regulations state on children and adolescents work? Which should be the conditions? Which laws protect children and adolescents from labor exploitation and who are responsible to enforce them?*
- 4. What other more familiar forms of trafficking or labor exploitation exist nowadays and we do not realize about them?*
- 5. What could we do to prevent labor trafficking situations?*

Teenager working at Qosqo Maki Bakery

- 1. Have you ever been a victim of trafficking in persons? Or, do you know anyone that have been a victim of trafficking?*
- 2. What helped you to escape that situation and become a survivor?*
- 3. What would you recommend to families and society to prevent children and teenagers from becoming labor exploitation victims?*



PLAY SPOT 5

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE

Spot 5: I work without compromising my development or well-being



EFFECT OF A CONTEST / VOICES / CONTEST MUSIC

- VOICE: Welcome to the teenage protagonist contest! Now is Marina Capcha's turn and the question is: What are the recommendations stated on the code for Children and Adolescents regarding child labor?
- A: The work of adolescents between 14 and 17 years of age should not exceed 4 to 6 hours per day.
- B: Work shall not disturb the regular attendance to school.
- C: Work cannot be damaging for the teenagers' health or physical and mental development.
- D: All of the above.



EFFECT OF CLOCK GOES UP / STAYS AND GOES TO THE BACKGROUND

- HOST: And the answer is (SUSPENSE) letter ...
- MARINA: D! (WINNING MUSIC AND GOES TO BACKGROUND)
- HOST: Right answer!!! D! One point for Marina who with this answer just won the contest (FADES AWAY)



AGILE MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

- GIRL: Did you know that Peruvian law forbids child labor for minors under 14?
- BOY: If you are a teenager and reality forces you to work, inform yourself well about your rights and decide, with the support of your parents or a person you trust.
- BOY: Avoid becoming a victim of child labor exploitation ... Inform yourself and make a good decision!



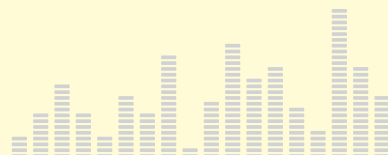
BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

- BROADCASTER: "Qaparisunchis, teenagers united against exploitation"



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

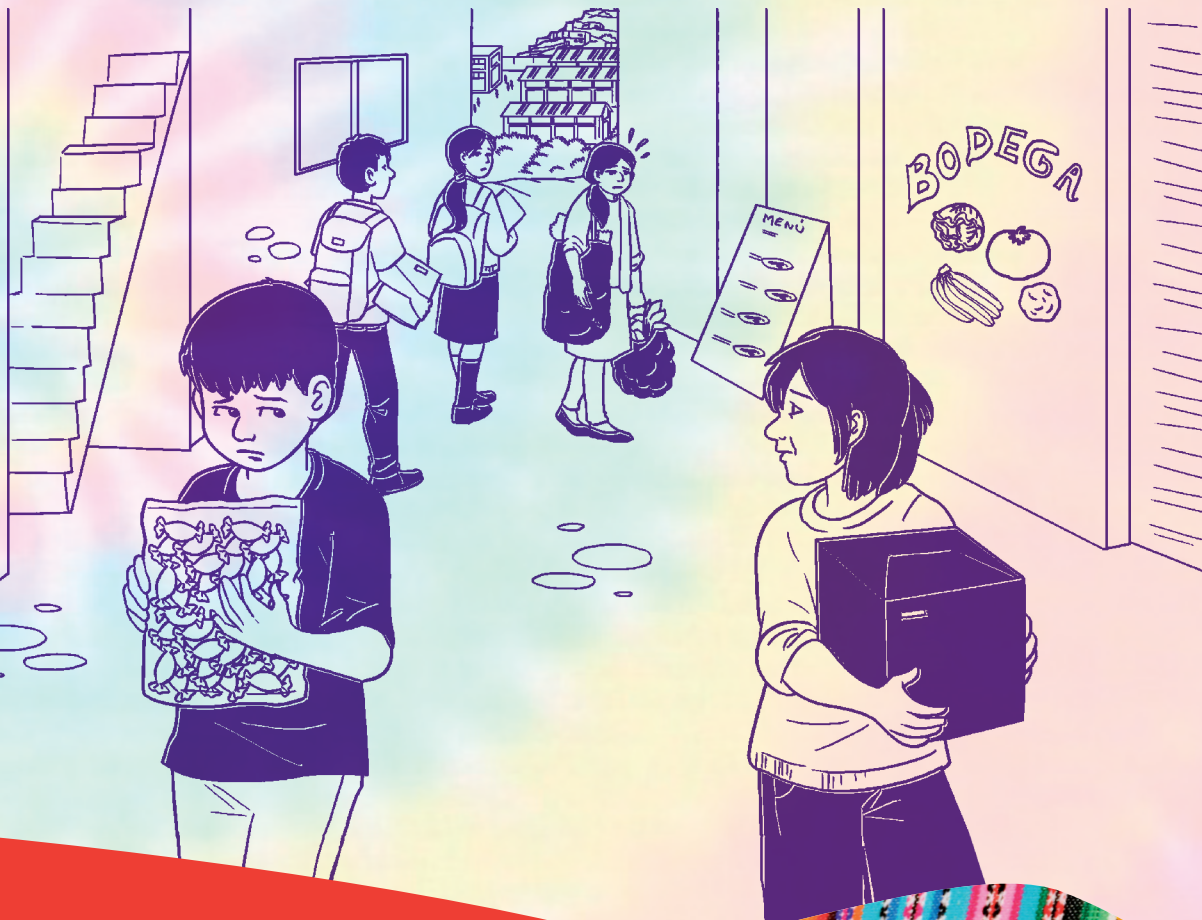
- VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.





PROGRAM 6:

Stop naturalized forms of forced child employment





INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND

MELISSA: Greetings boys and girls welcome to the program⁷ Hello Cesar, how are you?

CÉSAR: Hello Melissa, I am doing great. Hello friends... We are so pleased to be here with you and to share this space where you will learn many useful things for life and, mainly, for your well-being!



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

MELISSA: Today in the program we will talk about **child forced labor**. César, did you know that this child exploitation modality is a type of **trafficking in persons** and therefore is a crime? Let's talk about those forms of trafficking in persons that we assume as normal and that, therefore, remain invisible as practices that affect the lives of adolescents... but why do we say they are naturalized?

CÉSAR: Melissa... what happens is that the people who engage in these forms of trafficking are committing a crime and believe that it is normal to take advantage of cheap labor, taking advantage of minors who think it is normal to work long hours or accept mistreatment because the person who gives them work is their uncle or godfather. Today we will discover the various trafficking stories that exist in our locality and why we call them naturalized forms of forced child labor.



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

MELISSA: Now, grab a notebook and a pencil to note down the ideas that called your attention and the questions you may have, this will prevent you from forgetting them and you will be able to discuss them with your teacher.

Sit tight and listen to some testimonials of adolescents ... what is the common denominator of these stories?

⁷The name of the program may vary, according to each School





RECORDING



MUSIC RISES, STAYS ON AND MERGES WITH THE TESTIMONIALS

BERTILA: I am Bertila, I am 17 years old. When I was 13 years old, my godmother took me to Cusco to work in her house and help in a store she owned. She told my mom that she would pay me for my work, and that she would make me study at night, but she didn't. Every day, I had to cook, take care of her children, wash clothes, run errands until late, so I never made it to class on time and if I did, I would fall asleep in the classroom. I had to stop studying. Thus, months went by and she did not pay me. He would tell me that he would give me my payment when I went back to my mom's house, so I wouldn't spend it and when I asked him to go back to my mom's house, he would always tell me that I had to pay him the fare that she had paid or that I had to pay him for the rent of the room. She wouldn't let me out, have friends, until one day I put an end to that story. I run away.



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

FELIPE: I am Felipe, I am 16, when I was 10 my dad died leaving my mom and 4 little brothers alone. My mom sold fruit on the highway and the money she earned was not enough. On day, my uncle Carlos who lived in Cusco told my mom that he could take me to his place to help around the house. He told me that he would help me to study. So I went to live with my uncle. A few days after that, he told me I had to sell candy, so that we could collect money for my studies. Every day he went out very early in the morning to sell candy and the money he gave him was spent drinking. I did that for many years and he never let me study, and if I did not give him money, he will beat me up. One day, I came across an organization of street working children and learned that what my uncle was doing with me was child labor exploitation. It was then that I escaped and reported him, and now I work on my own and I have started school.



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND

REBECA: I am Rebeca, when I was 14, I was offered a job in the city as kitchen's helper as recommended by a friend of my mom's and I accepted happily since I wanted to keep studying. I started working 6 hours a day, then 8 and then I barely slept ... my timetable did not leave me time to study. I was paid less than half of what I was offered, the lady said that the business was going bad and that I should be patient, but time went by and they even stopped paying me; she said that I should be grateful that I had a roof and food. When I wanted to leave, he told me that if I left he would report me to the police because money was missing from the till every day. Because of fear, I was there almost for two years, until one day I escaped.



MUSIC INTRODUCTION GOES UP AND THEN TO BACKGROUND



CÉSAR: What do you think about these testimonials? What do you think Bertila's, Felipe's and Rebeca's stories have in common? We can briefly summarize each story ... Bertila was taken by her godmother to the city to help in her house and study in exchange of a payment the godmother never complied with ... she prevented her from studying too and, knowing that she had no place to go, threaten her with kicking her out of the house.

MELISSA: Felipe, before his father's death was taken by his uncle with the offering of receiving help with his studies ... he forced him to work selling candies and give him all his candy sales money ... he did not make him study as promised... He did not make him study as promised and, the more he complained, the more he beat him.

CÉSAR: And Rebeca's story, who accepted to be a kitchen's helper in the city, she worked long hours without being able to study and she got paid only half of the offer ... When she said she wanted to quit, she was threatened to be accused of theft.

MELISSA: What do you think these stories have in common? How many similar stories do you know? How many similar stories have you experienced? Do you know what these stories have in common? All of these are forms of child forced labor, a very common modality of trafficking in persons.



- CÉSAR: And very invisible Melissa, if you see the numbers we mentioned the other day, they state there is a high percentage of sexual trafficking victims, but there is little information about labor exploitation trafficking and have you noticed the amount of cases that are similar to the testimonials we just hear?
- MELISSA: We have mentioned that the Peruvian Law allows minors older than 14 years old to work but as long as their right to education, health and a fair price is respected. However, in our reality, since the past, it has been considered as normal to have children working as from 10 or 12 years old, either for their own community or moving away to cities under the protection of their godmothers or godfathers, which has allowed and keeps allowing in many cases to have people close to the family to exploit, abuse or blackmail committing the crime of trafficking in persons through forced labor.
- CÉSAR: Trafficking in persons is a global problem and a crime. This is stated on Act 30251, which defines the type of the trafficking in persons crime as follows: The recruitment, transportation, transfer, harboring, receipt or retention of a child for the purpose of exploitation. This crime is punishable by a prison sentence of not less than eight and not more than fifteen years.
- MELISSA: But César, it is important to remember that for the trafficking in persons to exist, the transfer or transportation is not a requirement, since trafficking may occur within the same community.
- CÉSAR: Melissa, if the parents - willingly - send their children to work with their compadres, then the exploitation and abuse their children suffer is trafficking in persons?
- MELISSA: The three cases presented in the beginning of the program are child forced labor situations, a form of trafficking in persons which, unfortunately, occurs frequently and that parents allow without realizing their are accessories to a crime.
- CÉSAR: You mean that when they send their underage children with the godmother or godfather to “work in their homes” exposing them to long working hours and without studying, that is also trafficking in persons.
- MELISSA: The New Code for Children and Adolescents states forced labor and economic exploitation, forced recruitment and prostitution are extreme forms of exploitation that attempt against personal integrity of children. So it does not matter if there was prior consent or not, what matters is that where there is abuse, exploitation, threat and blackmail, there is a situation of trafficking in persons.

CÉSAR: Then, how can we identify the labor exploitation? Pay extra attention!! If you carry out an activity to benefit others and you do it by obligation, blackmail, threat or abuse. Also, if the activity you carry out affects your possibility of studying as happened to Bertila, Felipe and Paulina, that exploitation is even more severe since you are being victim of child labor exploitation and, therefore, you are a victim of trafficking in persons crime.

MELISSA: Let's do an exercise. Let's see our surroundings and identify those child labor situations that we may consider as "normal" but they have characteristics of abuse and exploitation. As follows, we will share some cases we know of so you can identify if there is or not labor exploitation.



SUSPENSE MUSIC GOES UP, STAYS AND GOES TO THE BACKGROUND

CÉSAR: Elmer is a 10-year-old boy who was forced by his parents to work everyday for hours cleaning the chicken pen of his neighbor and also tending the shop. Monthly, the neighbor will pay the father for Elmer's work.

MELISSA: Paulina, a 12-year-old girl babysit her neighbor's little son while she worked in a salon. The neighbor promised to pay her by the day but sometimes she did and other she didn't, stating she did not have much income.

CÉSAR: Matilde, an extremely poor lady, rented her 3-year-old son to someone she knew for begging.



MUSIC INTRODUCTION GOES UP, STAYS AND FADES AWAY

MELISSA: So, what do you think? Do these cases seem familiar to you? Are similar cases in your local community? Maybe you've had to do similar things or you know of people close to you who are going through the same thing. Rosita, Elmer and Matilde's daughter's cases are cases of child abuse and labor exploitation or forced labor, and many times it is their own relatives or acquaintances who take advantage of the relationship they have with their parents.

CÉSAR: It is important to know that trafficking victims are not only adolescents transported with deceits to Puerto Maldonado, to work in bars; child labor exploitation may occur in metal mechanics, hotels, meals restaurants, bakeries, any business in our communities, districts and provinces.



Child labor exploitation has very deep roots, is the result of structural causes such as poverty, lack of opportunities, deficient education and corruption.

MELISSA: This is why it will not be easy to eradicate these practices; however, a first step to de naturalize these situations is to identify them, to know where they are and to recognize the abuse and exploitation situations close to you and to those you know, thus you will have a better chance to eliminate them.



TYPICAL SHOW MUSIC INTRODUCTION

CÉSAR: But if there are laws, why do people keep exploiting adolescents this freely? Who are those responsible to enforce the law against trafficking in persons and child labor exploitation? What do you think about this Melissa?

MELISSA: Those in charge of enforcing the law are the Government, local and regional authorities. They are supposed to protect, mainly children and adolescents from trafficking in persons and labor exploitation. Do you know if in your community or district the authorities carry out actions against trafficking? Surely they do. Find it out!



MUSIC INTRODUCTION GOES UP, STAYS AND FADES AWAY

CÉSAR: While it is true that we are not authorities, we can do something to change little by little the ways of thinking that exist in families, in the community or among our friends, about the naturalized forms of child labor exploitation.

MELISSA: We can share information about child forced labor or child labor exploitation with the community and promote dialogue and reflection on why child exploitation is normalized in our community. Thus, we can raise awareness so Mr. Juan or Ms. Felipa do not abuse or take advantage of adolescents working in their business.

CÉSAR: And also with community authorities, Melissa. For example, it is important that parents know members of Support Groups (GDA, in Spanish) that exist in the communities. Because GDA may talk to our parents, siblings, neighbors, classmates about initiatives to prevent trafficking in persons around us.

MELISSA: We can also stay vigilant to identify suspicious situations where there could be child labor exploitation or forced labor to report to our community authorities ... We are certain that "if we are better informed, there will be less trafficking in persons in our communities."

CÉSAR: This changes Melissa's idea, to say that we should not only be aware about strangers visiting your community, we also need to raise awareness about the value adolescents' job has and about the role of the neighbors that are the employers to prevent trafficking in persons.

With this reflection, we finish off this section and we will briefly share with you the tasks for this session, but first, an important message for you.

 **SPOT 6 / MERGES WITH BELLS SOUND**


MELISSA: Do you have pencil and paper at hand? if not, go quickly to look for them, it is time to note the activity for today.

Activity: Prepare a radio program in Quechua, based on four lessons learned from today's session, considering the following questions:

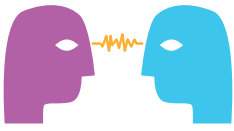
What is labor exploitation? Which child labor exploitation situations develop in your community? What are the rights that protect children and adolescents?

CÉSAR: Who must protect children and adolescents from labor exploitation? What are your community and regional authorities doing before child trafficking? Answer these questions in your own words and in a simple manner, record a radio program in Quechua, in a creative manner. You may use music, sounds or even a role play. Name your radio program. Share the radio program in your school and, if possible, with the municipal radio or through the community speakers system.



 **BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE**





TWO VIEWS:

Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.



Someone from MANTHOC, Qosqo Maki or any other NGO in the area.

- 1. How to recognize a trafficking or labor exploitation situation?*
- 2. Which naturalized forms of child trafficking or labor exploitation exist and are currently happening against adolescents? Could you share some examples?*
- 3. Are boys also victims of trafficking?*
- 4. Who are responsible for enforcing these laws?*
- 5. What is the role of the community and the society to prevent trafficking in persons?*

Delia, GDA Huancarani, Paucartambo.

- 1. Which actions are carried out by GDAs at Paucartambo to prevent trafficking? How does population get involved?*
- 2. Do you think it is important to act from the family, community and schools to prevent trafficking situations?*
- 3. What can teenagers do to avoid becoming exploitation victims?*



PLAY SPOT 6

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE

Spot 6: Stop naturalized forms of forced child employment



MUSIC INTRODUCTION STAYS AND GOES TO BACKGROUND

FATHER 1: (CALLING) Elmer, put your homework aside, you have to properly clean the neighbor's chicken pen ... (THREATENING) I do not want any problem! you know that I need that money.



TRANSITION MUSIC

NEIGHBOR: Rosita ... here, this is your payment. (COINS SOUND) I cannot give you more since little money has entered the salon ... (ENCOURAGING) Please, don't fail me tomorrow, I need you to look after my baby.



TRANSITION MUSIC / EFFECT OF STREET SOUNDS

MAN: (THREATENING) Hey kid... are you going to stay seated selling candy? You know, you have to sell and offer them, otherwise I will not feed you.



MUSIC INTRODUCTION STAYS AND GOES TO BACKGROUND

BOY: If someone you know, forces you, or convinces you to perform some frequent activity for their benefit while you harm yourself, beware!!!! You may be a victim of child labor exploitation.

GIRL: Child labor exploitation is a form of trafficking in persons (FORCEFUL) and trafficking is a crime!

BOY: Identify the normalized forms of trafficking in persons that exist in your community and share the information with your classmates.



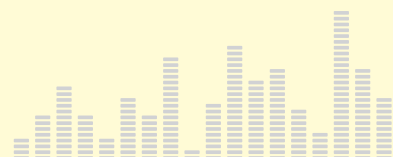
BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

BROADCASTER: "Qaparisunchis, teenagers united against exploitation"



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.





PROGRAM 7:

Laws and authorities that protect us





INITIAL TYPICAL TEMPLATE STAYS AND GOES TO THE BACKGROUND

MELISSA: Greetings boys and girls welcome to the program⁸ Hello Cesar, how are you?

CÉSAR: Hello Melissa, I am doing great. Hello friends... We are so pleased to be here with you and to share this space where you will learn many useful things for life and, mainly, for your well-being!



TYPICAL MUSIC INTRO OF THE SHOW GOES UP AND DROPS TO THE BACKGROUND

MELISSA: Let me tell you that today on the show we will address the **importance of unity and the joint work against child trafficking and labor exploitation** to present, report and recover trafficking or exploitation situation.

CÉSAR: What are the governmental institutions that protect us before trafficking in persons and labor exploitation? How have you been working before trafficking? How to help in the recovery of people that have experienced a trafficking or exploitation situation? In today's program we will discuss these and other questions under the title: "Laws and Authorities that protect us".

MELISSA: Have a pencil and paper ready to write down your doubts or the ideas that stand out the most in the program and then share them with your teacher. Today we will hear Mary's story, a 15-year-old adolescent that was taken during vacations to work in the city and returned 3 months later empty-handed. Would you like to know why? Listen closely to this story:

⁸The name of the program may vary, according to each School





RECORDING



MUSIC INTRODUCTION STAYS AND GOES TO BACKGROUND

NEIGHBOR 1: Neighbor, my comadre, Ms. Martha, is looking for a girl to work in her house during vacations. I am letting you know since you wanted to send Mery to work.

MOTHER: Thank God neighbor, I need my daughter to work. How can I talk to Ms Martha?

NEIGHBOR 1: I have her number. We can call her, she could wait for your daughter at Cusco bus terminal ... (VOICE FADES AWAY)



TRANSITION MUSIC

MOTHER: Mery, I spoke to Ms Martha, she will fetch you at the station. I have told her that you will wear a yellow sweater and a pink backpack. You wait for her, ok?

MERY: (FEARFUL) Alright, mom.

MOTHER: Look after yourself and behave. Whatever she asks you to do, you do it without complaining, alright? We need that money... (FADES AWAY)



TRANSITION MUSIC/ A DOOR OPENS

LADY: Come in Mery. Leave your things in this drawer. And this is going to be your bed. You need to set the bed up every night in the kitchen, we do not have more room, but you will sleep well there. You need to get up at 4am...

MERY: (SHY) Alright ma'am...



TRANSITION MUSIC / HOUSEHOLD NOISES

LADY: (ANGRY) Mery! You are useless! You haven't rinsed the washing properly, it smells like detergent! You haven't ironed the sheets properly either! I have told you that if you do not learn, you better go back home!

MERY: (IN FEAR) But ma'am ... I have followed your instructions...

LADY: (ANGRY) On top of everything you are mouthy! If I say it is wrong, then it is!



TRANSITION EFFECT

MERY: (WONDERING)...Only one more month, I do not know if will endure that long. This lady yells at me everyday. She doesn't like anything I do. Why is she like this. I do everything she tells me to ... please God, help me.



TRANSITION MUSIC

LADY: This food is awful, I just had to put up with it and eat it. You don't know to do nothing. Go and mop the living room and pick the dog's shit up.

MERY: (WITH FEAR) Yes ma'am



BRIEF MUSIC INTRODUCTION

MERY: (THINKING) Oh, finally tomorrow I my mom is coming to pick me up and to collect my money, My God... I can't sleep because of the emotion. So much sacrifice, but it doesn't matter, it's over.



ROOSTER SOUND/ TRANSITION MUSIC

LADY: ... what happens is that your daughter is useless ... she hasn't done anything right, I felt sorry for her and that is why I fed and housed her. I am not going to pay her, I will just give you 100 soles and that is too much.

MOTHER: But ma'am, my daughter knows how to cook, she knows how to do all the house chores ... you told me 200 soles a month, and she has been here 3 months.

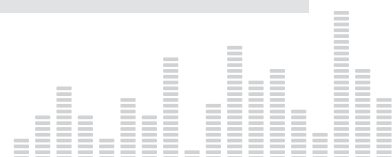
LADY: She only deserves 100 soles and you should be grateful I am giving her something. If I was a different person, I should charge you for all my teachings and for feeding her.

MOTHER: But ma'am, it is unfair

LADY: (CURT) Go away, I can't keep talking to you.



DOOR CLOSING SOUND MERGES WITH SAD MUSIC



CÉSAR: So? What do you think about Mery's story and this lady that took her to work in her house during vacations? Do you think that Mery was really useless as Ms Martha said? Do you think it was fair or not she did not get paid as agreed? Note down the ideas that arise as answers to these questions.

MELISSA: Mery's case is a story from real life in which a 15-year old adolescent was cheated by a lady that took her home to work. This lady did the same with other adolescents from different rural zones, she was used to take young girls to make them work, then she will make them believe they were useless and did not pay them.

CÉSAR: What Ms Martha did is "trafficking in persons". Mery was psychologically manipulated, submitted to carry out forced works under the modality of "domestic servitude".

MELISSA: But César, Ms Martha was Mery's neighbor's friend, maybe this was not trafficking in persons, maybe Mery indeed did not know how to work properly.

CÉSAR: Melissa, we have already said that it does not matter if there is prior consent from the victim; to that we now add that, if a person is forced to perform a labor activity that becomes exploitation, either because there is no fair remuneration or because a threat is exercised against them to subdue their will, then the crime of trafficking is being committed.

MELISSA: Maybe Mery did not want to denounce because she feared the neighbor to retaliate against her mother. In other words, I do not understand why does she accept the mistreatment, only for money that, in the end, did not obtained.

CÉSAR: Trafficking in persons in the form of domestic servitude, as was the case of Mery, continues to occur in our region and the number of victims grows every day, but the worst thing is that many of these situations are not identified or reported because the employers believe they have rights over the girls they take into their homes and these girls believe that such abuse is "normal".

MELISSA: Let's review what the New Code of Children and Adolescents approved in 2001 states. Child labor is allowed from the age of 14;

however, the code requires that child labor must be performed under conditions that guarantee the child's well-being, development and education... Ahhh! and child labor must not exceed 4 to 6 hours per day.

CÉSAR: According to the Ministry of the Interior, between 2016 and 2019, 3500 victims of trafficking in persons were identified and most of them are women and .. do you know? most of the identified cases are during raids carried out by the Police and the Public Ministry. Few cases are reported. People do not report!

MELISSA: If we go back to Mery's case, Ms Martha did the same with other young girls but nobody denounced. Maybe this is mainly due to the fact that many people think that labor exploitation is something normal... what do you think?

CÉSAR: Faced with this situation in the region and in the country, Peru has a National Plan against Trafficking in Persons from 2017 to 2021, which outlines the actions and legal mechanisms to address this problem.

MELISSA: Indeed Cesar. This plan guides the actions from the Peruvian National Police and other governmental sectors, such as the Ministry for Women and the Ministry of Justice. It is also a tool that articulates the Public Ministry and the Ombudsman's Office with actions at every national, regional and local governmental level.

CÉSAR: We have, for example, the Ministry for Women and Vulnerable Populations with its various programs, among them the Women's Emergency Centers, also known as CEM; in addition there are the regional and local governments, the National Police of Peru, the Public Ministry and the Ombudsman's Office, as well as some non-governmental organizations specialized in the subject.



SAD MUSIC INTRODUCTION STAYS AND GOES TO BACKGROUND

MELISSA: A recent alternative report prepared by Capital Humano y Social organization - CHS named: "Civil Society Balance about trafficking in persons in Peru 2018-2019" describes the progress of the Peruvian Government at a national and regional level and it highlights that in 2019 protocols to address trafficking victims and to reinsert them into the society were approved.



CÉSAR: Also, the Regional Network to Fight against Trafficking in Persons has been created with the involvement of different organizations of civil society specialized in the topic.



CUSCO MUSIC

MELISSA: But, I wonder, besides local and regional governmental entities, what should citizens and community authorities do to protect the population, mainly children?

CÉSAR: Do you remember that in a previous program we talked about the role of the Accompaniment Groups, the GDAs, which carry out community prevention actions and coordinate with local and regional authorities to report cases and assist rescued people, the "survivors", so that they can be reintegrated into society?

MELISSA: Would that be enough to prevent labor exploitation and trafficking in persons situations and to help survivors to be reinserted into their community and their lives?

I believe that there is much to be done in the fight against trafficking in persons, we are talking about a very complex problem and in order to combat it, the actions of the authorities, institutions and community leaders are not enough. Also, as citizens, we must act and participate to be vigilant eyes in the face of trafficking in persons and above all to raise awareness in our own community.

CÉSAR: That's right Melissa and so, if we tolerate and we are indifferent we will contribute to continue and grow the trafficking in persons. Moreover, when we do not report these cases we are allowing this to happen to more people.

We need to break the silence and denounce any child labor exploitation, forced labor or domestic servitude situation. All of these are different forms of the same problem: **trafficking in persons**.

MELISSA: We must also support people rescued from trafficking situations to return to the community without fear, shame or judgment. All of them need to recover their lives and to be fostered in the society as survivors. Remember that no one is guilty for falling into a situation of trafficking in persons, they are only victims.

CÉSAR: Let's remember, trafficking is not only sexual exploitation, is also labor exploitation that may occur in different districts and provinces. Those who were victims of trafficking have the right to

have the Government, community and families to look after them to physically, socially and psychologically recover.

MELISSA: We need to establish a common front to face trafficking in persons in all its forms and so children do not suffer what their parents suffered. We need to divulge, report and denounce so history does not repeat itself.

CÉSAR. But... where to report? Where to go in case of a trafficking in persons situation? In case you are a victim of trafficking or suspect that someone close to you is, you can go to the Prosecutor's Office and/or the police specialized in trafficking in persons or directly to the women's emergency centers or inform the local authorities or the GDA of your locality.

MELISSA: Finally, you can call the toll-free number 100 of the Ministry for Women or the toll-free number 1818 of the Ministry of the Interior. These numbers should be used for anonymous complaints.

Who can file a report? This can be done by the victim herself or by anyone close to her who suspects that someone may be a victim of trafficking.

CÉSAR: Remember, you may also talk to an adult you trust in so he or she could help you to file a report and stop this crime.



BRIEF MUSICAL INTRODUCTION AND GOES TO THE BACKGROUND

MELISSA: What do you think we could do about situations like Martha the trafficker, who obtained young girls through her friendship with neighbors? Which community action proposal may be done? Community action before trafficking is important, if one person experiences it, we all learn from it and we become stronger. Take the lead and submit your proposals!!

CÉSAR: If we act in unity and permanent collaboration between our community organizations and the police, the prosecutor's office and the Ministry for Women, we will generate a good network of information on trafficked persons and networks, and on the victims and survivors. We are certain we will be stronger and we will obtain the best results.

And this is how we finish this section. We will briefly share with you the tasks for this session, but first, an important message for you.





SPOT 7 ON THE TOPIC / MERGES WITH BELLS SOUND

MELISSA: Do you have pen and paper at hand? if not, go quickly to look for them, it is time to note the activities for today.

Activity 1: Draft a reflective essay about trafficking in persons in your community.

Please remember that an essay is a paper with a personal interpretation about any topic. In this case, it would be about trafficking in persons in your community.

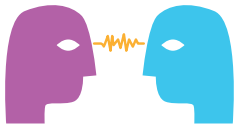
First, outline a simple structure to define the sections of your essay. It may have three sections. An introduction, the development of the subject matter and conclusions.

In the development of the topic please consider the laws that protect us and two proposals to prevent trafficking in your community.

CÉSAR: **Activity 2:** Draft an action proposal that the authorities, parents and teenagers may carry out within your community to avoid situations such as the one experienced by Mery. Share your ideas with an authority or organization in your community.



BELLS SOUND/MERGE WITH MUSIC TYPICAL FOR THE INTERVIEWS SEQUENCE



TWO VIEWS:

Broadcasters introduce **Two views** sequence that could be live interviews, over the phone or recorded. The following questions are just as reference, you may choose one or all of them.



A regional authority related to the topic about prevention actions that are carried out and how and where people may report suspected trafficking situations. (Public Ministry or Trafficking Investigation Division - National Police)

1. *In your opinion, why even people know about the risks of trafficking in persons, they still fall in these situations?*
2. *What happens with those rescued from trafficking or labor exploitation situations? What is the Government doing to help them rejoin society?*
3. *Which role you think the community may play to prevent trafficking in persons?*
4. *Could the government, society and the community work together? Are there any experiences of joint efforts in Cusco?*
5. *What to do in a case of trafficking? Where to go?*

A member of Accompanying Groups or a community member:

1. *What are the GDAs doing to help survivors rejoining the society?*
2. *Do you think it is important to act from the family, community and schools to prevent trafficking situations?*



PLAY SPOT 7

BROADCASTERS FINISH OFF THE PROGRAM REMINDING TWO OR THREE KEY IDEAS FROM THE PROGRAM AND INVITE CHILDREN TO SHARE WHAT THEY HAVE LEARNT WITH THEIR FRIENDS AND FAMILY.



PROGRAM CLOSURE TEMPLATE



Spot 7: Laws and authorities that protect us



MUSIC MERGES WITH DOOR

LADY: (KINDLY) Come in Mery... leave your things behind the door. You will sleep in the kitchen. You will set your bed here every night.

GIRL 1: (SHY) Yes, ma'am



TRANSITION MUSIC

LADY: (ANGRY) You are useless Mery. How am I going to pay you if you haven't done anything right these months. (CHANGE) If you don't want to work, leave (IRONIC) and be grateful I give you money for the bus fare to go back to your land.



TRANSITION MUSIC

LADY: (KIND) Come in Carmen Here, in the kitchen you will put your bed every night. (FADES AWAY)



TRANSITION MUSIC / REWIND

LADY: (KINDLY) Come in Justina... You will sleep here in the kitchen. You will set your bed here every night. (FADES AWAY)



BRIEF MUSICAL INTRODUCTION AND GOES TO THE BACKGROUND

BOY: Domestic servitude is a modality of labor exploitation and trafficking in persons.

GIRL: To be silent and not denouncing is to allow this problem to keep existing and that more people become victims.

BOY: Break the chain of labor exploitation and trafficking in persons. Call and report it to the toll-free number 1818.



BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

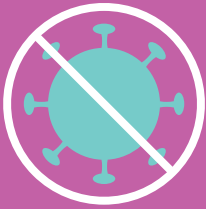
BROADCASTER: "Qaparischis, teenagers united against exploitation"



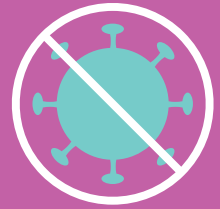
BRIEF MUSIC INTRODUCTION STAYS AND FADES AWAY

VOICE: A message from Yanapanakusun Center with the support from the Government of the United States.

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WASH YOUR HANDS



WEAR A MASK



**DISINFECT YOUR HANDS
WITH ALCOHOL**



**MEASURE YOUR
TEMPERATURE**



**DISINFECT YOUR
FOOTWEAR**



**KEEP SOCIAL
DISTANCING**