

Risk factors that make adolescents become potential victims of trafficking in persons: **Strategies to prevent this crime**



Contribución
del Gobierno de
Estados Unidos



RISK FACTORS THAT MAKE ADOLESCENTS BECOME POTENTIAL VICTIMS OF HUMAN TRAFFICKING: STRATEGIES TO PREVENT THIS CRIME

Studies by the Niñez y Adolescencia, Libres y Seguras project from Centro Yanapanakusun over the 2018 – 2020 period in the educational field and in the targeted areas of Cusco Region under an educational context

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Presentation

The Free and Safe Childhood¹ project from Centro Yanapanakusun from Cusco – developed with the contribution of the United States State Department– has implemented some actions to prevent trafficking in persons at different rural communities and in Cusco District within Cusco Region. Important information was collected during the project to assess the risk factors that make Regular Basic Education (EBR)² students and Alternative Basic Education (EBA)³ students become potential victims of trafficking in persons.

Trafficking in persons include, among other purposes, sexual exploitation, forced labor, and labor exploitation.⁴ The United States Trafficking Victims Protection Act 2000 (TVPA⁵ and its amendment) and the Palermo Protocol state that trafficking in persons can include transfer, but this is not a requirement for an event to be classified as trafficking in persons.⁶ Forced labor includes the recruiting, housing, transporting, providing or obtaining a person using force or physical threats, psychological coercion, fraud, deception or other coercive means to force someone to work. Once a person is exploited by such means, the prior labor consent of that person is legally irrelevant: the employer is a trafficker and employee is a victim of trafficking. Oftentimes women and girls victims of forced labor, in domestic servitude, are subject to sexual abuse and exploitation.⁷

María del Pilar Contreras Bustamante
Project Coordinator

1 According to the Code of Children and Adolescents of Peru, any human being is considered as a boy or a girl from the moment of conception to they turn 12 years old and as an adolescent from 12 to they turn 18 years old.

2 Hereinafter, EBR will be used as an acronym for Regular Basic Education.

3 Hereinafter, EBA will be used as an acronym for Alternative Basic Education.

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

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

6 When a child is victim of sexual trafficking. proving force, fraud or coercion is not necessary as they are underaged.

7 https://statictranslations.america.gov/uploads/sites/2/2017/09/2017-JTIP_FS6-What-is-TIP-Spanish.pdf

1.

Introduction

This document intends to reveal the factors that make adolescents more vulnerable to trafficking in persons and other types of violence. It also reveals the trafficking problem in provinces, districts, and rural towns where there are many vulnerable people at risk and where, conversely, there is little Government presence since legal and judiciary entities, and ministries are mainly located in the provinces capitals.

The document includes data⁸ from:

- i) Project baseline (2018/2019).
- ii) The sociodemographic profile of the high school students' families from Paruro, Paucartambo, and Quispicanchi, and 3 Alternative Basic Education Centers (CEBA)⁹ of Cusco District
- iii) Adolescent labor migration during school breaks 2019/2020.
- iv) The intervention through art strategies to strengthen socio-emotional skills as to prevent trafficking in persons.

The main objective of these studies was to identify, describe, and assess the factors that make teenagers prone to be trafficking in persons victims. The studies include an assessment of the sociocultural environment of job searching for adolescents as well as an attempt to understand whether art is a valid tool to strengthen students' socio-emotional skills to drive their role in preventing trafficking in persons.

⁸ This document does not include any personal information.

⁹ Hereinafter, CEBA will be used as an acronym for Alternative Basic Education Centers.

2.

Methodology

2.1. Study methodology

This document has been prepared according to the parameters of a longitudinal study of trends since it collects data from different moments over time to assess changes and make inferences thereof, including their cause and effect.¹⁰

2.2. Information sources

For almost two years, the project prepared several surveys that led to action rectification. The documents used in the assessment are:

- *Baseline study report.* Free and Safe Childhood project, Centro Yanapanakusun, 2019.
- *Assessment and conclusions of the social and migration study done with adolescents from Paruro, Quispicanchi, and Paucartambo provinces.* Centro Yanapanakusun, 2019.
- *Survey for school students. - Labor migration during 2020 school break.* Centro Yanapanakusun, 2020.
- *Effects of art workshops and personal development to enhance social skills and human trafficking prevention. Pre and post test.* Centro Yanapanakusun, 2020.
- *Information card results from students of the three CEBA as to identify the target group and obtain information for the trafficking in persons and gender-based violence prevention workshop.* Chávez, L. 2019.

2.3. Sample

The sample varies according to each study. Details are found at the beginning of each study.

¹⁰The information regarding migration during school break and its relation to work in 2019 - 2020 has been taken from the EBR adolescents cohort, mainly Paruro and Quispicanchi. The survey "Art strategies to strengthen social skills as to prevent trafficking in persons" was also prepared with teenagers from EBR and EBA. The only difference is that they included kids from 12 to 18 years old.

3.

Sociodemographic characteristics of high school students from EBR and EBA¹¹

3.1. EBR high-school students from the project intervention areas within project scope

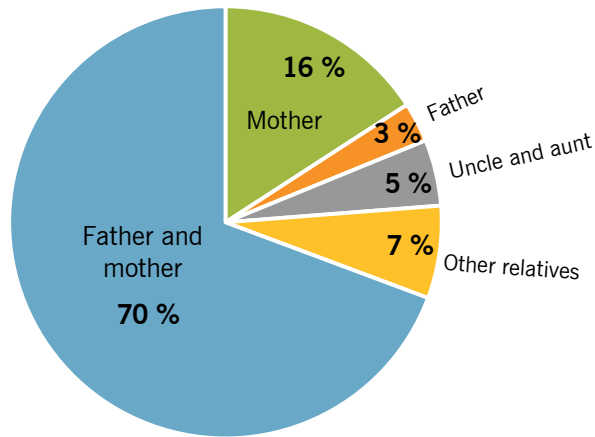
This segment includes characteristics of EBR high-school students. This information reveals that these students attend public high-school educational institutions and live primarily with their families in their hometowns¹². During school season, school is their main activity, but during school break they migrate to the capital of the region or to other regions to work. (Annex 1).

EBR high-school students from the Quispicanchi, Paruro, and Paucartambo Provinces	Sample size:	609 students
	Sorting by gender:	Male: 300 Female: 309
	Sorting by grade:	5th-grade adolescents: 195 4th-grade adolescents: 187 3rd-grade adolescents: 227
	Age range:	Between 14 and 17

¹¹ Basic education is composed of Regular Basic Education (EBR), Special Basic Education (EBE) and Alternative Basic Education (EBA). Regular Basic Education encompasses Pre-school, Primary School, and Secondary School and is intended for children and adolescents who are being educated in a timely fashion. Alternative Basic Education emphasizes preparation for work and develops entrepreneurial skills. Alternative Basic Education meets the needs of: a) youngsters and adults who did not have access to a regular education or could not complete their education. b) Children and adolescents who did not join the Regular Basic Education on a timely manner or dropped out of the Education System and cannot continue a regular education because of their age. c) Students who need to work and study simultaneously.

¹² The project was developed in communities and districts of Paruro, Paucartambo, and Quispicanchi provinces and in three CEBA of Cusco district.

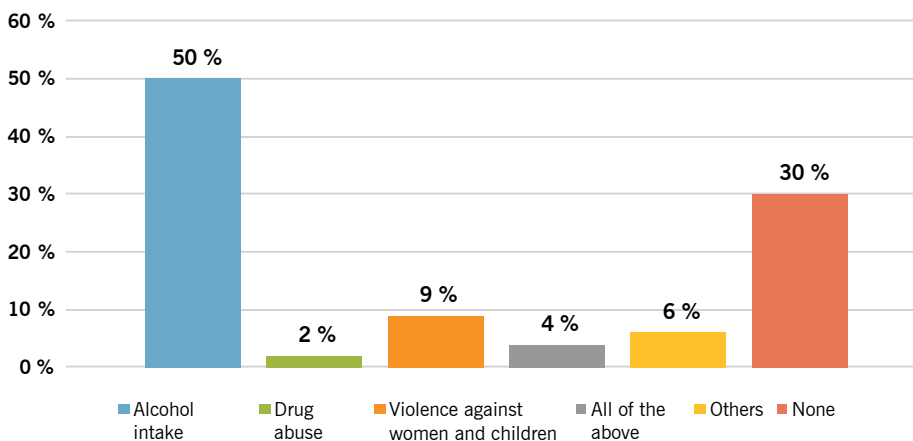
EBR students' household composition: With whom teenagers live with?



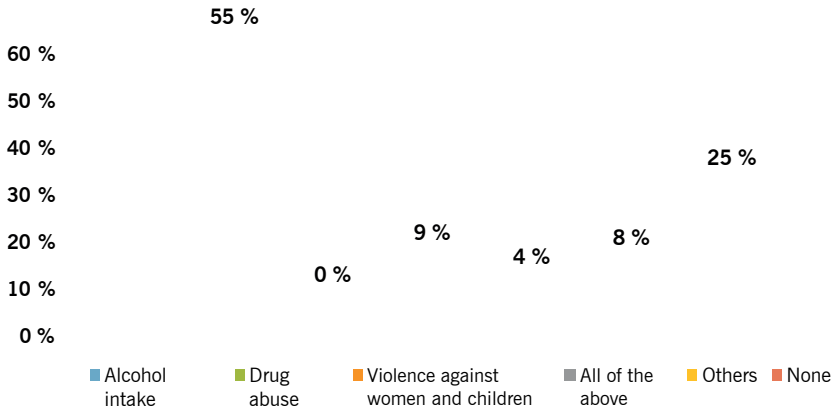
Out of the EBR high-school students from the project intervention areas, 70% live in a nuclear family with two parents and 19% live in a single-parent household.

Perception of social problems:

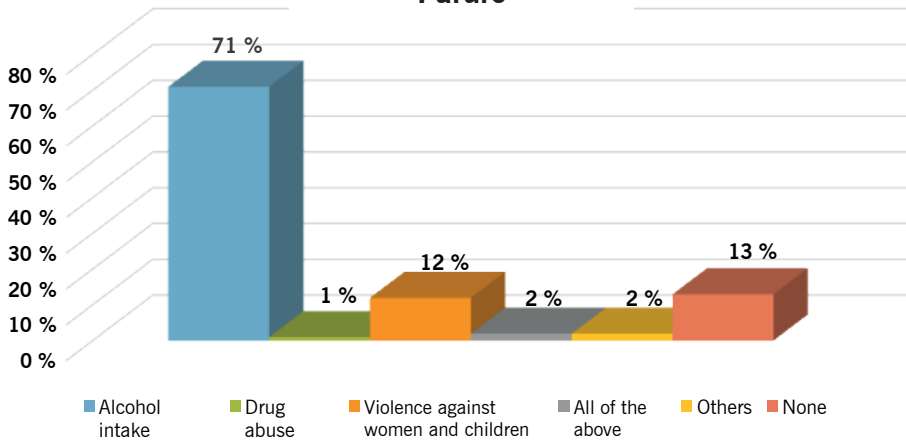
What problems do you see your community facing?
Paucartambo, Paruro, and Quispicanchi students (Cumulative)



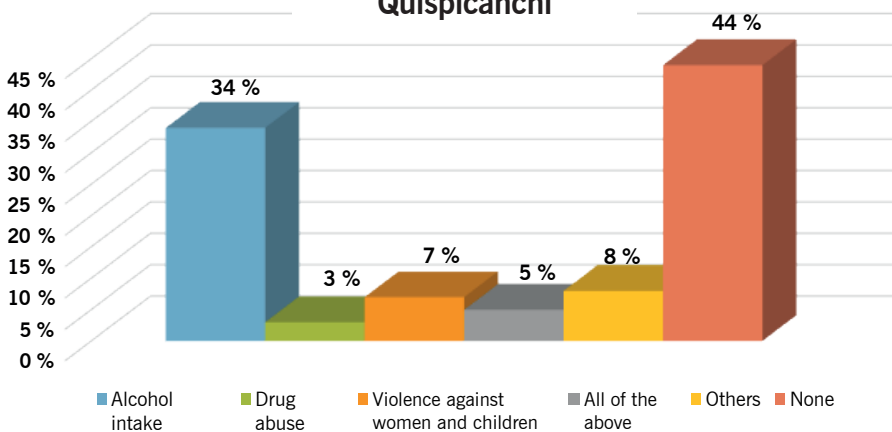
Paucartambo



Paruro

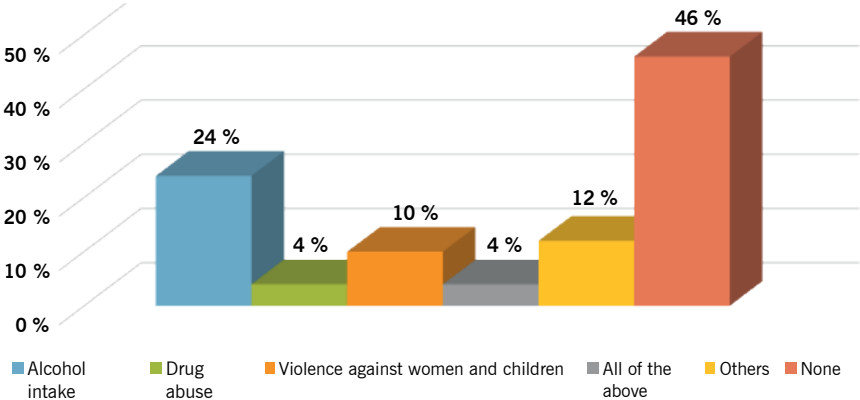


Quispicanchi



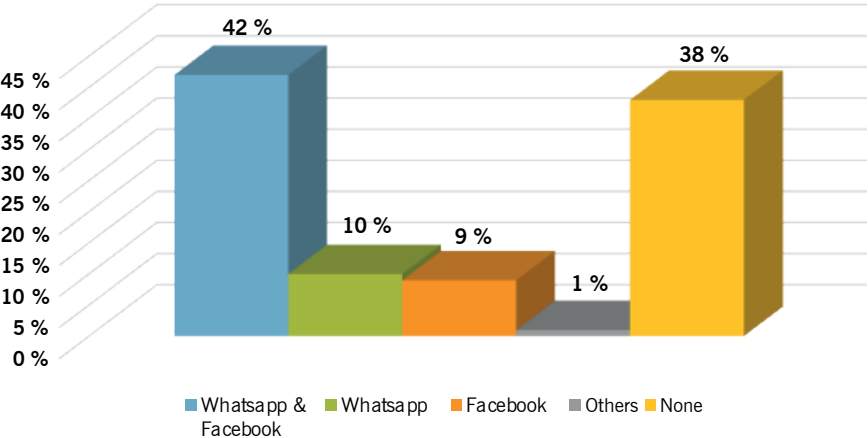
50% of the students surveyed see alcoholism as the main issue in their communities. In Paruro, this figure is 75%, Paucartambo is 55%, and Quispicanchi is 34%.

Perception of problems at school



24% of the students see alcohol intake by their classmates as the main problem of their school.

Access to social media: What social media do you use?



42% of teenagers have access to Facebook and WhatsApp, while 38% do not have access to any social media as they do not have a mobile phone or Internet coverage in their communities.

3.2. CEBA students from project intervention

This segment includes characteristics of EBA students. Alternative education students are adolescents mostly from rural areas who do not live with their original families and, although they study at night, are mainly devoted to work. Work and education conditions are not optimal. Their work places are mostly informal and the night school does not have the same quality as regular school.

A considerable percentage of this population is economically independent. According to 2018 National Education Census, 32% was devoted only to their education, 68% had some job as employee, worker, self-employed, domestic workers, among others. Another characteristic of these students is that they do participate in the digital and/or technological world. In this regard, there is an increasing number of students in this modality and they have relationships in the social media and virtual communities. According to 2018 ENAHO, 48% of EBA potential population uses internet¹³ (Annex 2).

- CEBA INCA GARCILASO DE LA VEGA
- CEBA CLORINDA MATTO DE TURNER
- CEBA CIENCIAS

Sample size: 96 students

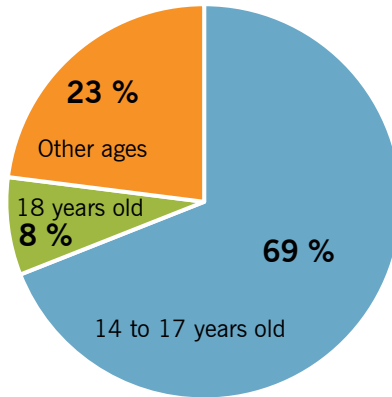
Sorting by gender: Male: 73
Female: 23

Age range:

	Between 14 and 18	Other ages
CEBA Garcilaso	65 %	35 %
CEBA Clorinda	65 %	35 %
CEBA Ciencias	85 %	15 %

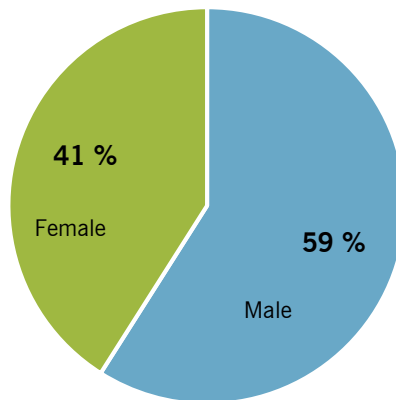
132019 EBA Curriculum, page 13.

Age of CEBA students involved in the project



Sample: 96 students

Students by gender

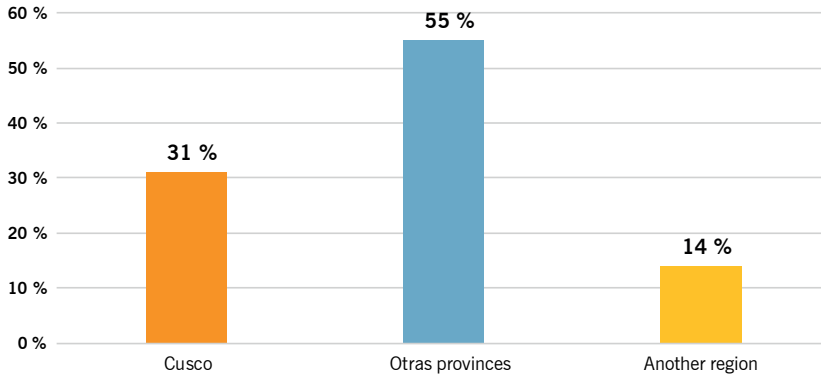


Sample: 96 students

We see that CEBA population is mostly 14-to-17-year-old teenagers (69%) with a predominant number of men over women. Note that 75% of CEBA Inca Garcilaso de la Vega and *Ciencias* students are male and 25% are female whereas CEBA Clorinda Matto de Turner students gender ratio is the opposite

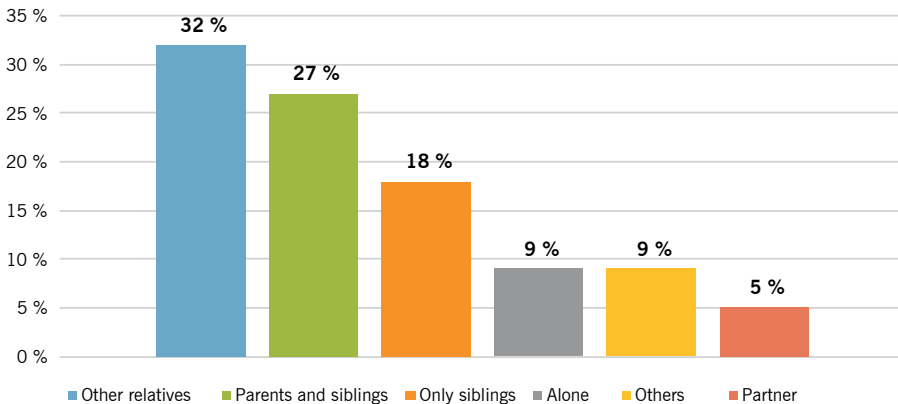
Because of this demographic profile and based on information given by the teachers and principals, gender-based violence was decided to be the topic for the intervention.

Students' hometowns



Sample: 96 students

Household composition

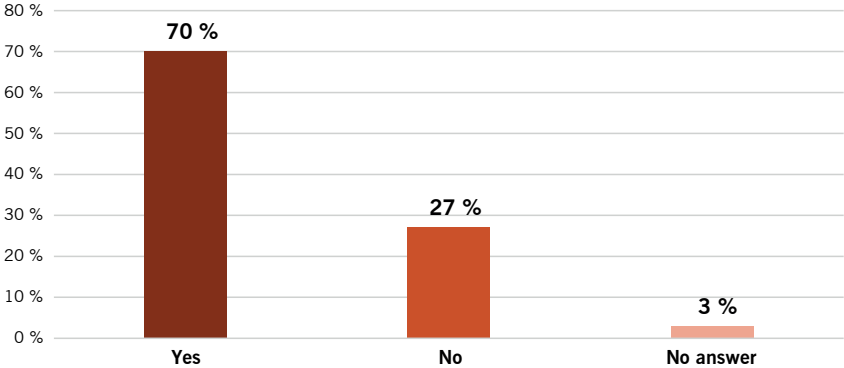


Sample: 96 students

The graphics above show that 69% of EBA students surveyed come from provinces or regions other than Cusco.

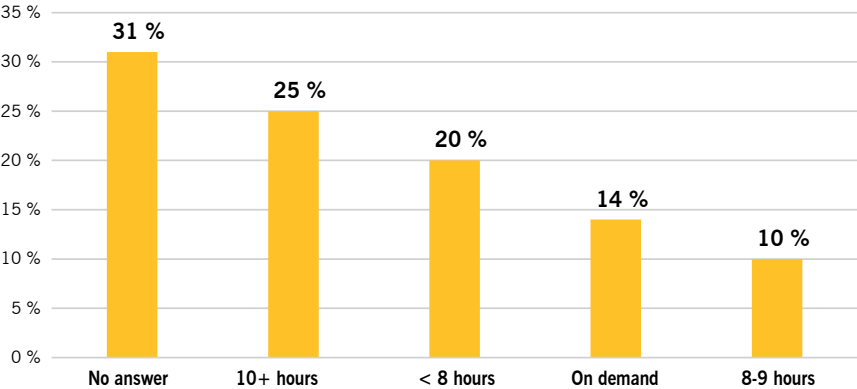
This information correlates with said students' household composition as only 27% live in a nuclear or single-parent family, 18% live with siblings, 32% live with other relatives, 9% live alone, and 5% live with their partner. This proves most of the students do not live near their original family.

Does the CEBA student work?



Sample: 96 students

How many hours a day do they work?



Sample: 96 students

These graphics show that 70% of CEBA students work and study. 25% work 10+ hours and 10% work 8 to 9 hours which means they are subjected to labor exploitation.

4.

Most relevant results from the studies

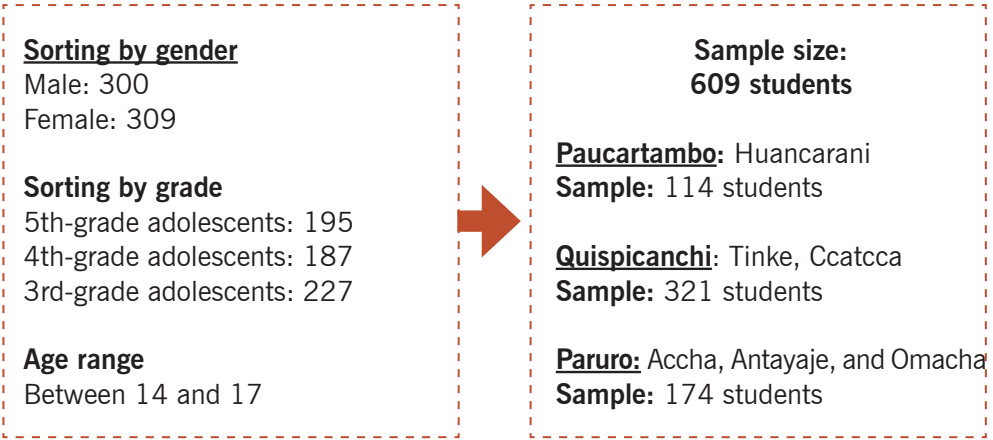
4.1. Background of labor migration for children from EBR (high school) at three Cusco provinces

This study includes the history of labor migration for high-school students from three provinces in the Cusco region. These data show the types of work done, work conditions, valuation of their work experience prior to this study and additional information regarding this entire process.

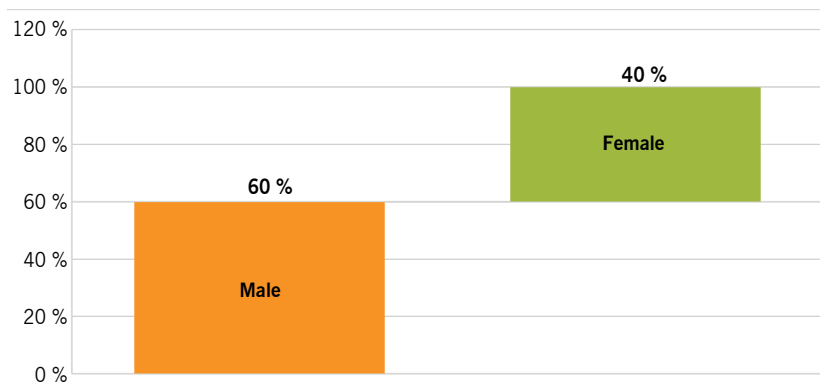
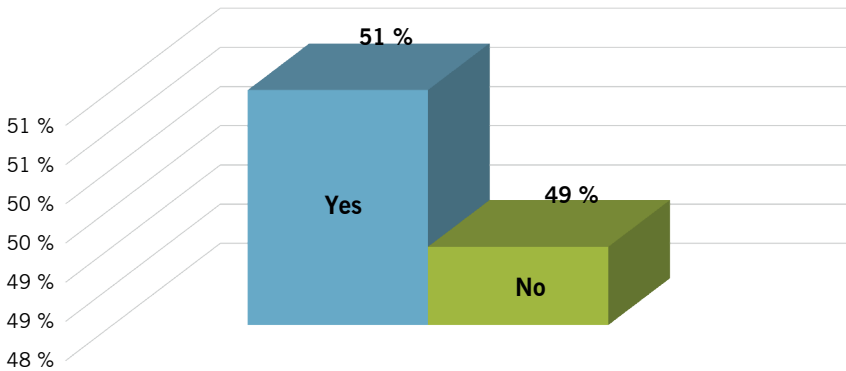
- **Source:** *Assessment and conclusions of the social and migration study done with adolescents from Paruro, Quispicanchis, and Paucartambo provinces, 2019.* Centro Yanapanakusun.
- **Date published:** December 2019.
- **Purpose:** Identify social and family profiles for students from intervention schools 14 and its correlation with job search.¹⁴
- Learn about the 2019/2020 school break experience for students from Quispicanchi, Paucartambo, and Paruro.
- **Data collection method:** Survey.

¹⁴These are EBR students from the three intervention provinces of this project

- **Sample:**



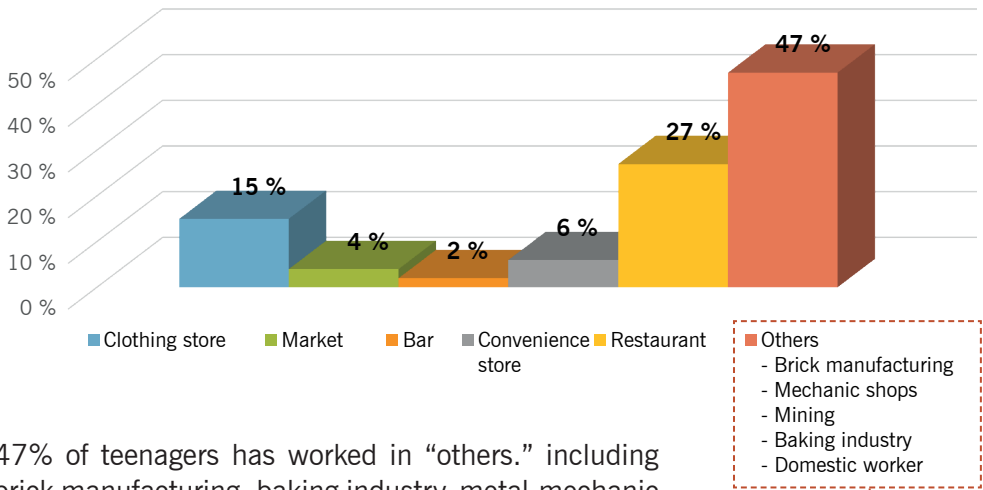
Adolescents that left their community before to work elsewhere



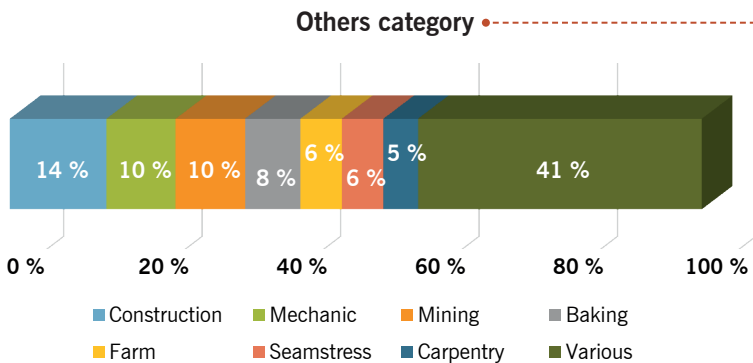
51% of teenagers (307 out of the sample population) left their community to work elsewhere. The study also indicates that Paruro is the province where most teenagers leave to work elsewhere with 71%.

Out of the group of teenagers who left their hometown to work elsewhere, 60% are male and 40% are female, both between 14 and 17 years old.

What kind of work did they do?

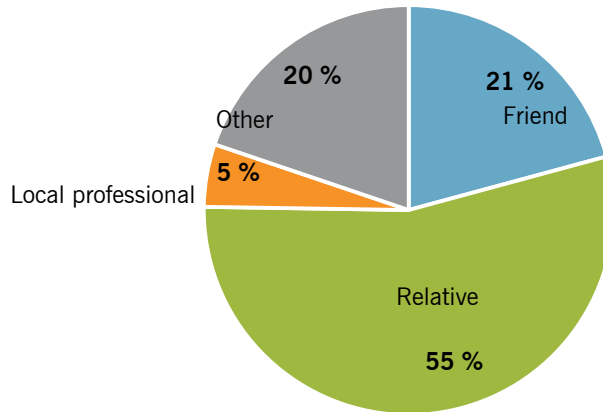


47% of teenagers has worked in “others.” including brick manufacturing, baking industry, metal-mechanic helper, mining, and domestic workers. Women worked mostly in restaurants and food businesses (41%).



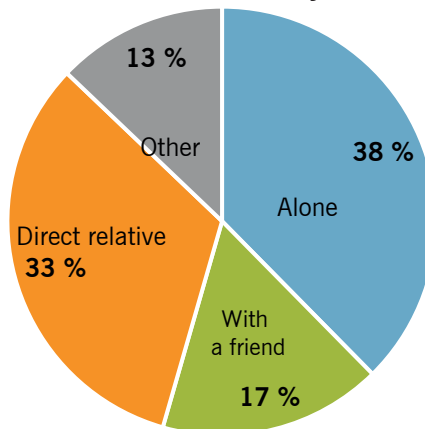
- The “others” category includes jobs mostly related to construction, mechanics, and mining.
- 41% answered: a) other trades of lower incidence such as: carwash, ticket booth, gas station, flower shop; b) jobs not specified by teenagers that participated in the survey.

Person or contact who offered them a job



Out of the total surveyed population, 55 % got an offer or contact from a relative. This would directly correlate with work under the “sponsorship” system that many times results in some sort of trafficking or labor exploitation.

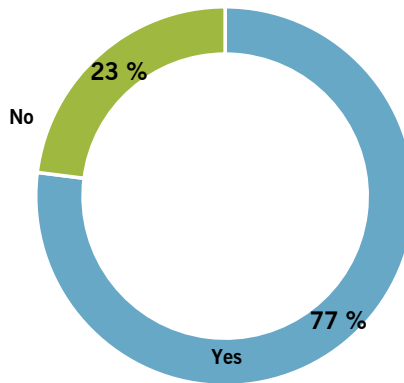
The adolescents who migrated for work, did they travel alone or with somebody?



38% of teenagers traveled alone from one province to another.

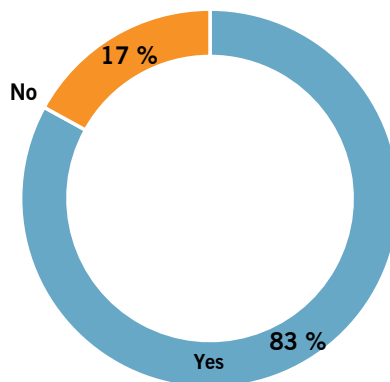
Out of the total of teenagers, 42% male and 32% female traveled without any company.

The adolescents who traveled alone had parental permission.



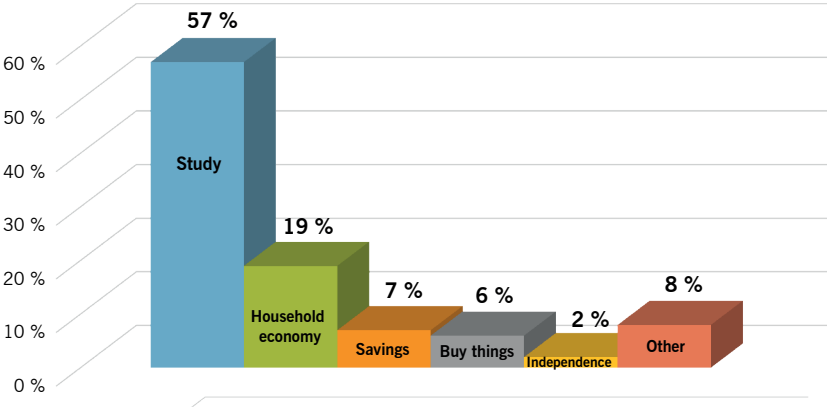
23% of the teenagers did not have a travel permit signed by their parents. This means that 1 out of 4 teenagers travel from province to province without a document signed by their parents and the transportation companies do not require them to have one.

The adolescents who migrated for work, did they have a place to stay?



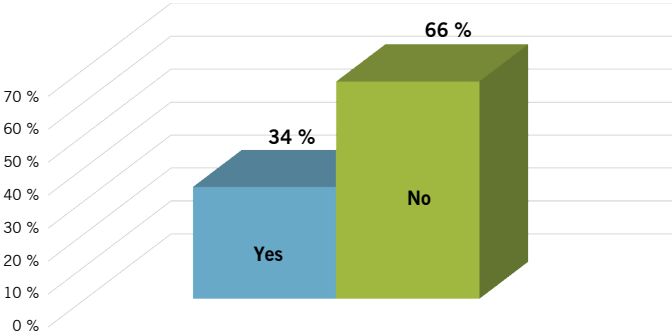
We can see 17% of the teenagers who leave their communities to work elsewhere do not have a set place to stay in the city and this puts them in a considerable risky position, meaning 17% of them do not know where they will stay. They usually look for a place to stay upon arrival. The other percentage of adolescents know they are staying with a relative, renting a room, or staying at their workplace.

What reasons do adolescents have to leave their hometowns to find a job?



This graphic shows a clear trend of the motivation for teenagers to migrate for work. We see 57% tries to make money to buy school supplies or invest in an upper education. Secondly, we have 19% of teenagers who try to provide for the family

According to their work experience, would they recommend their friends or acquaintances to migrate for work?



66% of the teenagers who migrated for work do not recommend their peers to do so because they consider it dangerous, they can be abused, deceived, or become a victim of trafficking in persons.

Relevant aspects of the study:

- 70% of the teenagers live in nuclear households. This could be a strength if work is focused in driving strong families and parental skills to prevent future problems. This information shows that victims do not only come from disfunctional families. Over half job recommendations come from the household. **Recommendation:** it is necessary to extend the preventive activities scope and do more than just providing information to teenagers. Talking to their families so they be more careful when picking work contact for their children could be better.
- Adolescents migrate to other provinces mostly in school break. **Recommendation:** Community and local authorities should do surveillance and monitoring over this period.
- 60% of males have worked in brick manufacturing, baking industry, metal-mechanic helpers, and mining. Females usually work in restaurants or as domestic workers. **Recommendation:** Forced Labor and bonded labor need to be seen as some of the ends of trafficking in persons so that parents, community, and local authorities can fight against this crime
- One third of adolescents have traveled alone from province to province without a parental permit. **Recommendation:** Awareness should be raised among transportation staff so they comply with the Peruvian law and prevent minors from traveling from province to province without a parental permit.¹⁵
- 1 out of 5 youngsters migrating for work do not know where they will stay when they leave their district or community. **Recommendation:** The authority that monitors transportation businesses should control arrivals from other provinces to check minors are traveling with the corresponding permit or with an adult, especially during school break as to identify teenagers who arrive alone and know their final destination. This helps to promote a culture of protocol compliance for traveling minors.¹⁶

¹⁵National Transport Administration Regulation, D.S 017-2009 MTC. Article 42 - Specific operation conditions that need to be met to transport people under a regular transportation service.

¹⁶Article 111, Peruvian Children Code and article 8 of Law 2332 that punishes transportation of girls, boys, and teenagers by road, river, or air without the corresponding clearance.

4.2. EBR high-school teenagers' work experiences during 2019/2020 labor migration

The study provides more updated information about labor migration experience during the school break to compare this data with the information from the previous study. Also, we can see some characteristics of adolescents' work experience and prospects to repeat the experience the following year. (Annex 3).

- **Source:** *Survey for school students. - Labor migration during 2019/2020 school break.* Centro Yanapanakusun.
- **Date it was performed:** April 2020.
- **Purpose:** Learn about the 2019/2020 school break work experience for EBR high-school students from Quispicanchi, Paucartambo, and Paruro during 2019/2020 school break.
- **Data collection method:** Survey.
- **Sample:**

Sample size: 411 students

- **Quispicanchi: Ccatcca, Ocongate, and Carhuayo.**
Sample: 380 students
- **Paruro: Omacha**
Sample: 31 students

* The sample for this study was reduced due to the constraints caused by COVID-19 pandemic.

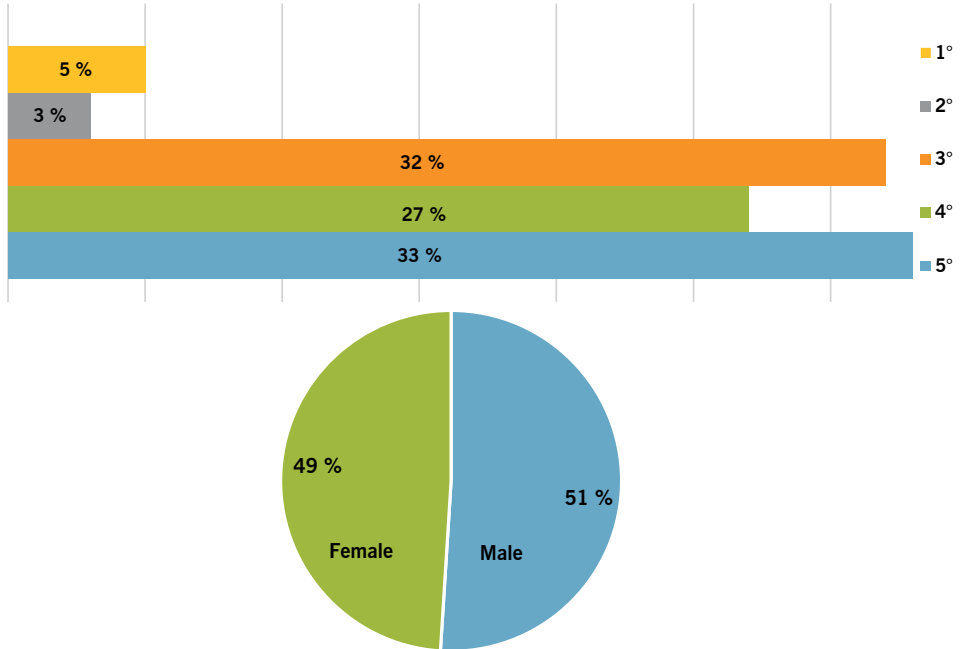
Sorting by gender

Male: 210
Female: 201

Sorting by grade

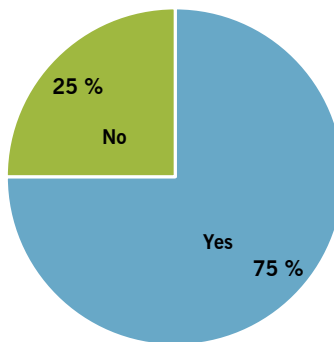
5th-grade adolescents: 135
4th-grade adolescents: 111
3rd-grade adolescents: 132
2th-grade adolescents: 12
1th-grade adolescents: 21

Distribution by grade and gender of EBR high-school adolescents from Quispicanchi and Paruro provinces that were surveyed in this study.



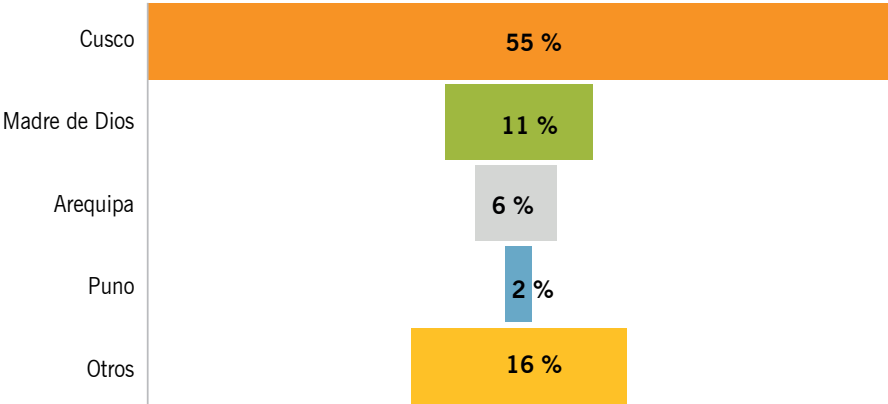
We can see that most adolescents surveyed were in 3rd and 5th grade of high school. Female:male ratio is balanced in the total sample.

How many adolescents from Quispicanchi and Paruro left their districts or communities over 2019/2020 school break?



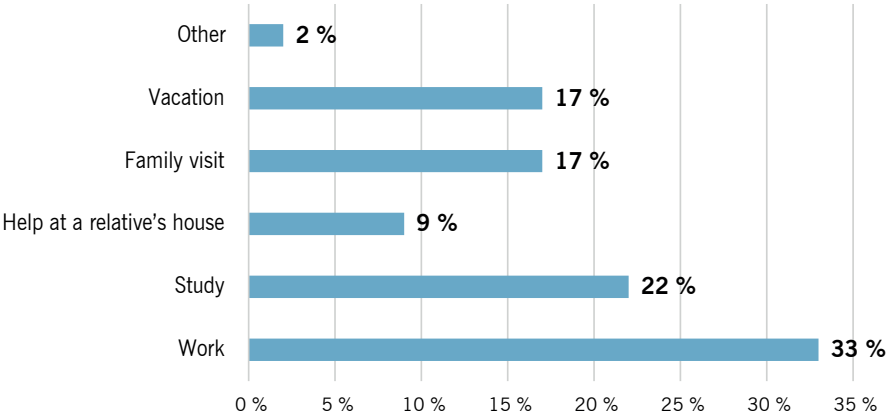
We see 75% of the students surveyed did leave their district or community during the 2019/2020 school break. This percentage accounts for 308 adolescents.

Where did the adolescents migrate?



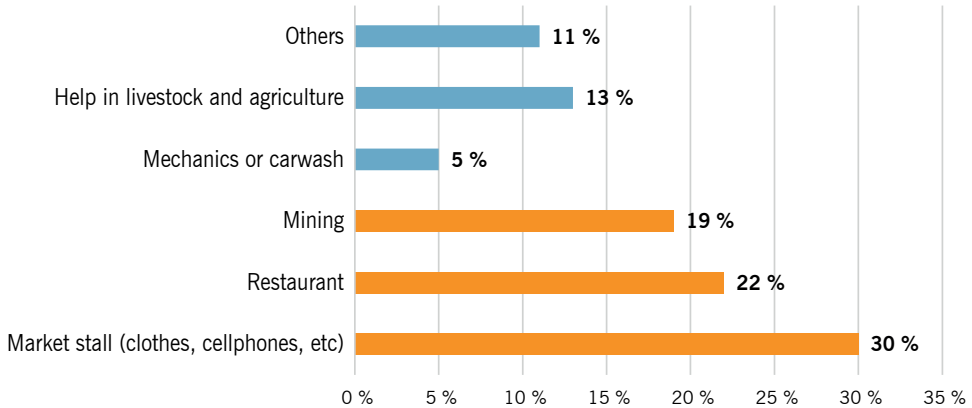
This graphic shows that 55% of the teenagers in the survey migrated to Cusco. The second destination was Madre de Dios region which is known as a place where trafficking in persons victims arrive usually for sexual exploitation. This region, that borders Quispicanchi, becomes a high risk for teenagers who migrate to this province.

What was the reason for these adolescents to migrate?



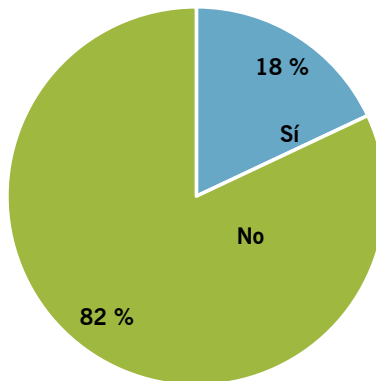
33% of adolescents (accounting for 135 of the sample) left their districts and communities to other destinations for work.

Out of the group of adolescents who migrated for work (135 people), what kind of trade did they do?



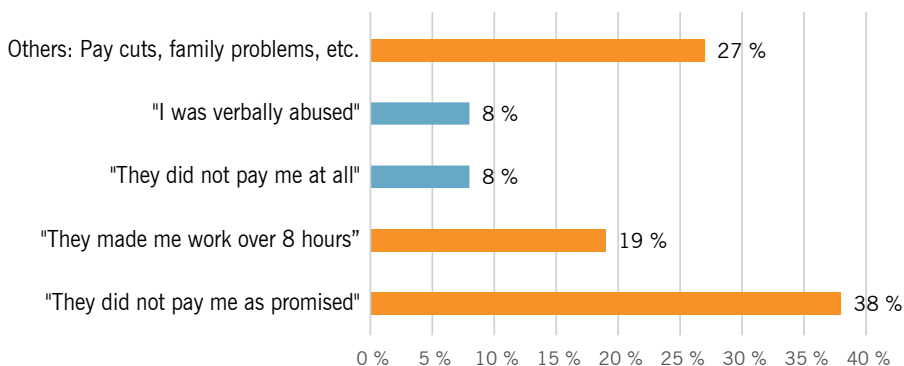
This graphic shows that the trade most adolescents were employed for (30%) was market stalls for clothes, cellphones, among others. The second trade was restaurants (22%) as kitchen helper or waiter. The third trade was informal mining (19%).

Out of the group of adolescents who migrated for work, who had some sort of problem at the workplace?



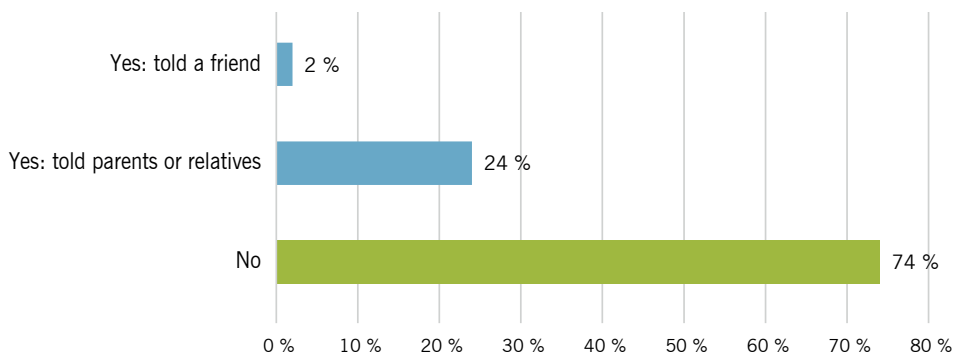
18% of the adolescents who migrated for work over 2019/2020 school break had problems with their employer at the workplace.

What kind of problems did the adolescents have with their employers?



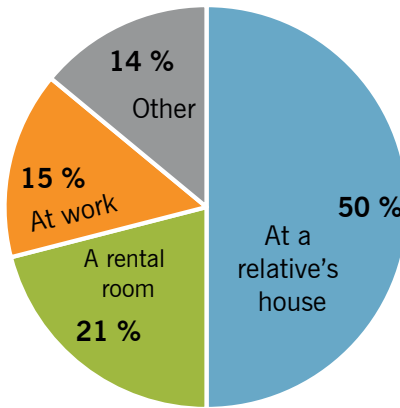
The main problems adolescents had was they were not paid as promised (38%). The second problem most had was they had pay cuts for working fewer hours or wearing out or losing work materials (27%) and for having problems with the family business owners. The third most common problem was 19% of adolescents had to work over 8 hours which means 1 out of 5 adolescents was exposed to physical and mental exhaustion by the employer.

Did the adolescents tell anybody when they had problems at the workplace?



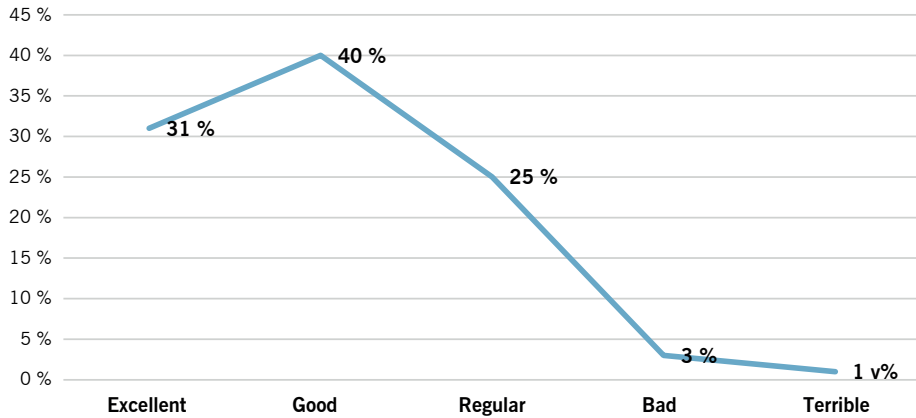
We see 24% of adolescents told their parents or relatives about having problems at work. This percentage is much lower than the adolescents who told nobody. It is to be noted that no adolescent told any authority about their problems. This proves that adolescents feel that either telling an authority may cause more problems or they just do not see the state or local authorities as a source of support when having problems at work. It is also known that the victims of the different types of violence feel responsible or guilty for what happened to them and therefore tell nobody about what happened.

Where did they sleep while they were working?



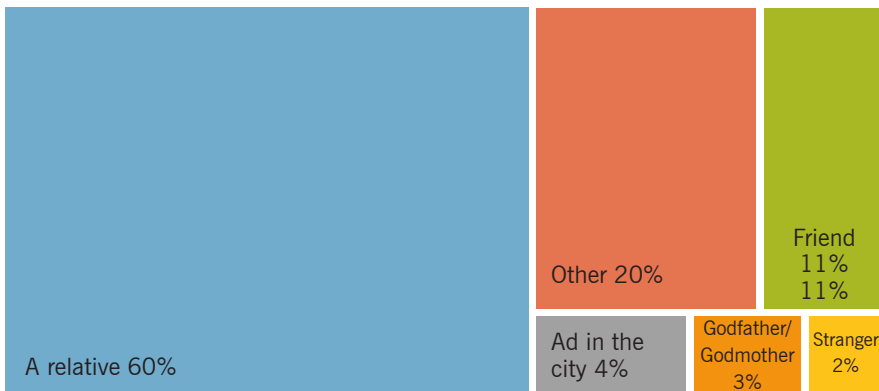
This graphic shows that half the adolescents who migrated for work stayed at a relative's house who lived in the area. We can also see that 21% had to rent a room as they did not have a relative or acquaintance to host them. We also see that 15% of adolescents stayed at their workplace.

How do adolescents who migrated during 2019/2020 school break rate their work experience?



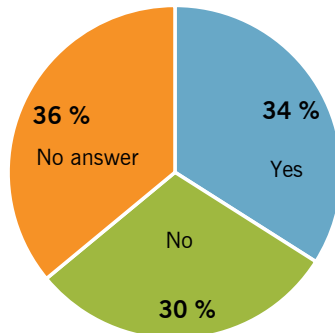
Despite the fact 18% of adolescents stated having problems with their employer, only 3% rate their work experience as bad or terrible, and 25% rate it as regular. This may be associated to the fact that, many times, sacrifice and suffering is taken as inevitable to attain set objectives and drives tolerance towards labor exploitation.

Who contacted you to work during your school break?



The person who recommended the job to adolescents who migrated for work in 2019/2020 school break were their families (60%). Other recommendations came from friends (11%), ads in the city 4%) godfather or godmother (3%), a stranger (2%), and 20% did not state a source.

From this group of adolescents, do you think you will leave for work the following school break?



It is expected that 34% of adolescents surveyed for this study (140) will migrate for work in 2020/2021 school break. Most adolescents (36% or 150 adolescents) do not know yet, probably because of the national health emergency that had already started when we did this survey.

Relevant aspects of the study:

- Out of the surveyed population, 75% adolescents migrated during their 2020 school break. This figure is higher than the figure registered in the first survey where 60% had migration prospects for that same period.
- 33% of adolescents migrated for work during their school break.
- 71% of adolescents who migrated for work got a job in a clothes or cellphone market stall, a restaurant or mining. **Recommendation:** Local authorities should supervise minors' working conditions, particularly during school break as to make sure their rights are being respected.
- The main problems adolescents had were associated to working over 8 hours, not getting their pay as initially agreed on, having conflicts with family business owners, and getting pay cuts they considered unfair. **Recommendation:** The problems stated by these adolescents are set out in the Code of Children

and Adolescents; therefore, authorities should look into this because these indicate possible trafficking crimes.

- 74% of the adolescents who had problems at work did not tell anybody. **Recommendation:** Information should be provided to adolescents and their families regarding what is punished by law and who are the labor inspection authorities and institutions safeguarding their integrity so they think of going to them in the event of problems with their employers.
- It is interesting to see that in 60% of the cases, the job recommendation came from the family. The need for more income makes parents recommend their children to work with people they barely know, i.e., they are sent to work complete unaware of the working conditions. **Recommendation:** The original family should make sure the place their child is going will guarantee their physical and mental integrity and that all conditions agreed on are guaranteed. On the other hand, if the parent knows their daughter or son is victim of labor exploitation or some other type of violence, they should go to DEMUNA¹⁷ or CEM¹⁸ at the district¹⁹, go to DRTPE¹⁹ or the trafficking in persons police, government entities in charge of protecting children and adolescents who can start a legal process to compensate for the damage.

¹⁷Defensoría Municipal del Niño, Niña y Adolescente. It is a free service in charge of protecting, promoting, assisting, and overseeing the strict compliance with children and adolescents' human rights.

¹⁸Centro de Emergencia Mujer is a public free specialized service for integral and multidisciplinary attention of family and sexual violence victims where they provide legal advice, legal representation and psychological counseling. They pursue recovery from damage suffered and provide social assistance.

¹⁹Dirección Regional de Trabajo y Promoción del Empleo is a decentralized entity of the Regional Social Development Management that is responsible for specific work matters and employment promotion as set out in article 48 of the Organic Law for Regional Governments as applicable. Acronym is DRTPE. Acronym is DRTPE.

4.3. Art strategies to strengthen social skills and prevent trafficking in persons

We understand social skills as a “group of individual behaviors in an interpersonal context where a person expresses his/her feelings, attitudes, desires, opinions or rights in a manner that suits the situation, respecting others’ behaviors and solving situation problems as they reduce the likelihood of future arising problems (Caballo, V, 1991).

There are social skills training experiences through art such like the study called “Art Therapy and Social Skills”²⁰ where we see art therapy influences on adolescents’ social skills and is an effective psychotherapeutic tool to improve social skills in a final and precise manner and it is especially useful for adolescents in several environments such as family, school, or work.

We shall add that social skills do not limit to a classic assertiveness but include a series of specific behaviors such as non-verbal and paralinguistic behaviors surrounding a skillful behavior. Art therapy is an alternative method that offers several benefits through creativity, imagination, and socialization. In that sense, **the Free and Safe childhood** project from Centro Yanapanakusun is focused on developing art workshops (theater, storytelling, music, and singing) for students’ personal development and socio-emotional skills strengthening so they can deal with problems associated with gender-based violence, self-esteem, and lack of participation space in the community. (Annex 4).

- **Source:** *Effects of art workshops for EBR and EBA students to enhance their social skills and prevent human trafficking. Pre and post test.* Centro Yanapanakusun.
- **Date:** Year 2019.
Pre-test: August 2019
Post-test: December 2020
- **Design:** Pre-experimental longitudinal test . post-test with a single group (G 01 X 02)
- **Purpose:** Find the extent in which art and personal development workshops improve students’ socio-emotional skills as to prevent trafficking in persons

²⁰Study conducted with working adolescents from Centro Ecueménico de Integración Pastoral Quetzaltenango department, Mexico, done by Az, S. (2018)

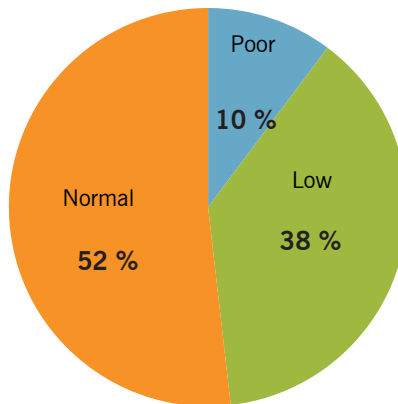
- **Data collection method:**Goldstein social skills test.
- **Sample:**

Sample size

- 10 EBR institutions - (262 students)
Schools are from Paruro, Quispicanchi and Paucartambo.
- 3 EBA institutions - (41 students)
The CEBA schools were Inca Garcilaso de la Vega, Ciencias, and Clorinda Matto de Turner.
- Age of participants: Between 14 and 17 years old

4.3.1. Pre-test results

SURVEY ABOUT SOCIAL SKILLS FOR STUDENTS IN 10 SCHOOLS AND 3 CEBAs (PRE-TEST)

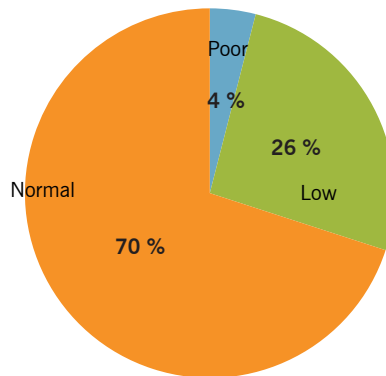


The pre-test was conducted in April 2019 before the art and personal development workshops as to learn the adolescents' social skills level.

PRE-TEST	POOR	31	10 %
	LOW	115	38 %
	NORMAL	157	52 %
	TOTAL	303	100 %

The first measurement was done in April before the art and personal development workshop showed that 52% of adolescents had a normal level of social skills. However, 38% show a low level of social skills and 10% show a poor level which is also concerning.

4.3.2 Post-test results



The post-test was done in December 2019 after the art and personal development workshops which took 8 months. The results were as follows:

POST-TEST	POOR	12	4 %
	LOW	79	26 %
	NORMAL	212	70 %
	TOTAL	303	100 %

In the post-test, we can see the percentage of normal social skills level in adolescents increased to 70% and the low level decreased to 26%, same as the poor level which dropped to 4%.

Comparison of the two measurements done

PRE-TEST	POOR	10 %	4 %	POOR	POST-TEST
	LOW	38 %	26 %	LOW	
	NORMAL	52 %	70 %	NORMAL	

If we compare the first social skills measurement taken before the art and personal development workshops and the measurement taken 8 months later after the workshops, we can clearly see a positive social skills variation. The “poor” and “low” percentage accounted for 30% which is lower than the initial measurement (48%) in these two categories.

We also see the normal percentage increased in 18% totaling 70% of students in the measurement after the workshops as opposed to 52% in the first measurement. It is important to mention that no students attained the “excellent” category in neither of the two measurements.

These results show there is an improved level of social skills after the art and personal development workshops where students felt more empowered and have now more conviction to prevent trafficking in persons and not accept dangerous labor situations.

5.

Final conclusions

- a. Studies done confirm that a high rate of adolescents migrate to other provinces during school break, and a third of them do so without a companion or permit. This situation should catch the eye of the road authorities, especially at said season where they should intervene not only formal but informal transport as well where most informal passengers travel. This way a record can be kept to learn how many adolescents move in between provinces and use this information in the event a teenager goes missing.
- b. Other risk factors are found in these studies, as adolescents migrate for work during their school break, 1 out of 4 have no set place to stay upon arrival (21%) and end up renting a room that they pay on their own. This situation makes them potential victims of unscrupulous individuals who, knowing their need for lodging, can deceive them to capture them for their own benefit.
- c. A fraction of adolescents who migrated for work stated they had problems with their employers, mostly because of excessive work hours, sometime over 10 hours per day, and other times problems were associated to the pay which was less than what was offered in the first place. They told their original families about this type of problems (which are potential trafficking indicators) and other problems mentioned before, but they did not tell the competent authorities who deal with labor exploitation and forced labor such as specialized trafficking in persons, the SUNAFIL²¹ or DRTPE,²² or other institutions who should supervise minors' working conditions, such as the municipalities.
- d. It has been found that most adolescents that migrate for work were recommended a job by their own original family. This means that their relatives might know the environment where adolescents would stay while working and might also know the risks of labor exploitation, pay default,

²¹Superintendencia Nacional de Fiscalización Laboral (National Work Control Superintendency)

²²Dirección Regional del Trabajo y Promoción del Empleo (Regional Directorate of Labor and Employment Promotion)

labor trafficking or servitude they may go through, yet this does not restrain them from recommending the job. This situation is associated to the sacrifice glorification in rural areas that we also studied in the project. It has been found that many people think that suffering is necessary if you want to emerge, that any pain or ordeal is tolerable as long as you attain your goals, regardless of your rights being stomped or completely ignored, that it is more honorable to take all this suffering to the end and not give up, and not to come back to the community before due time as you should stay at work. This might explain why most adolescents rated their experience as positive and a minimum number rated it as bad or terrible. We also know that no complaints were filed for labor exploitation before the authorities and that anything told to the family about their suffering is kept as private information within the family.

- e. Finally, it was proved that art sessions (theater, storytelling, music, hip-hop lyrics composition) and personal development workshops have helped them enhance their social skills and take a stand against human trafficking and not become a victim of this crime. After these workshops, students showed improved communication social skills, complex social skills, stress coping skills, and feelings-associated social skills (empathy, assertiveness, conviction, emotional modulation, weakness awareness, negotiation, and frustration management). It is also important to say that art, in its different forms, is to be seen as a tool for integral development, though it is usually disregarded and considered a waste of time or distraction. However, this is where important life skills can be developed for children and adolescents.

Annexes

Annex 1

SURVEY FOR SCHOOL STUDENTS WORK MIGRATION BACKGROUND

As follows, a survey with different questions, please answer them honestly by circling the answer that is closest to what you think. Remember: there are no correct or incorrect answers and this survey is anonymous Also, there may be questions with different alternatives.

Gender Male Female / Grade: 1 2 3 4 5 / School: _____

Site: _____

GENERAL QUESTIONS:

1. What are your community's main problems?
 - a) Alcohol intake
 - b) Drug abuse
 - c) Violence against women and children
 - d) All of the above.
 - e) Others, Which? _____
 - f) None

2. What are your school main problems?
 - a) Alcohol intake
 - b) Drug abuse
 - c) Violence against women and children
 - d) All of the above.
 - e) Others, Which? _____
 - f) None

3. Who do you live with?
 - a) Mother
 - b) Father
 - c) Aunts/Uncles or close relatives
 - d) Distant relatives
 - e) Mother and Father
 - f) Others, who? _____
4. Have you ever left your community to work?
 - a) Yes
 - b) No
5. What drives you to leave your community to work?
 - a) To study
 - b) Support family economics
 - c) Savings
 - d) Buy stuff (e.g. motorcycle, cellphone)
 - e) Independence from your parents (to live in a less violent environment, lack of understanding, etc.)
 - f) Other _____
6. Did you decide to go to work on your own or did someone ask you to do it?
 - a) Yes, it was my decision.
 - b) No, _____ asked me to. (Who?)
7. Did you go alone or with someone?
 - a) Alone
 - b) With a friend
 - c) Syblings
 - d) Other, who? _____
8. Did you travel with a signed permit from your parents?
 - a) Yes
 - b) No
9. Are you planning to go to work these holidays?
 - a) Yes
 - b) No

INTERMEDIATE QUESTIONS:

10. Have you worked before?
 - a) Yes
 - b) No
11. Who offered or let you know about the job?
 - a) Friend
 - b) Relatives
 - c) Professional from the community (teacher, nurse, etc.)
 - d) Other _____ (who?)

12. Where have you worked?
- a) Wearshop
 - b) Market
 - c) Bar
 - d) Grocery shop
 - e) Restaurant
 - f) Other _____
13. For how long have you worked for?
- a) More than a month
 - b) From two to four months
 - c) Five months or more
 - d) One year or more
 - e) Other _____
14. How much did you get paid?
- a) 20 to 100 soles a week
 - b) 100 to 200 soles biweekly
 - c) More than 200 soles for two weeks
 - d) More than 400 soles a month
 - e) More than 500 soles a month
15. Did you have a place to stay when you travelled?
- a) Yes
 - b) No
16. Do you know any classmate that is leaving the community these vacations?
- a) Yes
 - b) No

FOLLOW-UP QUESTIONS:

17. Would you encourage other young people to go to work?
- a) Yes, why? _____
 - b) No, why? _____
18. Do you know that teenagers have right to work?
- a) Yes
 - b) No
19. Looking for information when you don't know a topic?
- a) Yes, where?
 - b) No
20. Who do you ask for help in case of need?
- a) Father and/or mother
 - b) Classmates
 - c) Neighbours

- d) Teacher or Mentor
 - e) Other _____
21. Do you know who to notify in case of a trafficking situation (labor exploitation, sexual exploitation, begging, domestic exploitation)?
- a) Yes, to whom? _____
 - b) No
22. Do you know the institutions to go to when a trafficking situation arises?
- a) Yes, which ones?
 - b) No
23. What social media do you use most? how often? (once a month, 2 or 3 times a week, etc.)?
- a) WhatsApp. (Indicate frequency) _____
 - b) Facebook. (Indicate frequency) _____
 - c) Other. (Specify which one) _____
 - d) None. Explain why _____

Annex 2

NNA INFORMATION BOOKLET

I. NNA GENERAL INFORMATION

First and Last Name: _____

Age: _____ Gender: _____

Place of birth: _____

Town/Community

District

Province

Date of birth: ___/___/___ DNI: _____ Phone number: _____

e-mail address or Facebook: _____

Type of health insurance (Mark with an X):

EsSalud	SIS	Other	None
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Do you have any disease or condition that needs continuous treatment?

(YES/NO): ____ If yes, please indicate the disease or condition:

Where do you live? (the place where you stay during the week to attend school):

Where do you live over the weekend, holidays or vacations? (if different from your previous answer)

II. FAMILY INFORMATION

Who do you live with? Alone (YES/NO): _____

With relatives. Who?

If you live with people other than your relatives, who are they?

Who do you share your bedroom with?

What is your family like?

Two parents (dad, mom and children)	Single parent (dad, mom and children)	Compound (stepfather or stepmother and children)	Extended (grandparents, uncles etc.)	Other
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Did any of your parents pass away? (YES/NO): ____ Who? _____

Parents' educational level and trade:

	Educational level (primary, secondary, upper education)	Trade	Job stability (self-employed, employee)	Daily work schedule (indicate)
Father				
Mother				

Perception of personal income per month (Mark with an X as applicable):

Not enough to go by for our basic needs	We can manage to go by for our basic needs some months.	We can manage to go by for our basic needs most of the time.	The monthly income is enough to go by and more.
---	---	--	---

III. SCHOOL

School: _____ Education level: _____

Had to repeat a year: (YES/NO) _____ What grade(s)? _____

Did you drop out of school for a while? If the answer is "yes", how long?

IV. NNA SOCIOEMOTIONAL DATA

When you have a problem, who do you tell first about it?

Dad	Mom	Sibling	Relatives	Friends	Teacher	Others
-----	-----	---------	-----------	---------	---------	--------

Are you part of any association?

COPAE	Youth Association	Religious Association	Sports club	Art Group	Others
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Do you think you have time for you and for the things you are interested in? (YES/NO) _____

What do you do in the time you have for yourself _____

What do you usually do during school break? _____

What dream would you like to attain? _____

V. WORK

At present, do you work anywhere? (YES/NO) _____ **Where?** _____

What is your job about? _____

Do you get a salary for your work? (YES/NO) _____

Who gets your pay?

I do	Father, mother or siblings	Employer	Other: _____
------	----------------------------	----------	-----------------

How many hours a day do you work?

10 or more hours	Between 8 and 9 hours	Under 8 hours	As requested (depends on the work)
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What days of the week do you work?

Monday through Friday	Monday through Saturday	Everyday	Only weekends	Other _____
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Usually you learn of jobs by:

By friends	By relatives	Newspaper ads or bulletin ads	Other acquaintances (sponsorship)	Radio	Others
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Annex 3

SURVEY FOR SCHOOL STUDENTS SCHOOL HOLIDAYS 2019 - 2020

GENDER: 1 MALE 2 FEMALE / GRADE: 1 2 3 4 5

DISTRICT: _____ SCHOOL: _____

1. Have you left your community this school break?
 - a) Yes
 - b) No
2. Where did you go?
 - a) Cusco. b) Arequipa. c) Madre de Dios. d) Puno
 - i. Other, state the name of the place:
3. Why did you go to that city?
 - a) To work b) To study c) To help at a family house or relative's house
 - d) Just to visit a relative e) For leisure or vacation f) Other:

4. If you traveled for work, what did you work at?
 - a) Market stall: cellphones, clothes, beauty salon, other alike

 - b) Restaurant. c) Hotel d) Mining e) Bar
 - f) Mechanical shop, metallic workshop, carpentry, another similar
 - g) Other: _____
5. Did you have any problem at work?
 - a) Yes b) No
6. If the answer is **YES**, What type of problem?
 - a) They fail to pay you what was promised b) You got no payment
 - c) They make you work more than 8 hours. d) You were insulted or verbally abused
 - e) You were hit or physically mistreated f) They took your ID away
 - g) Other: _____
7. Did you complain or report the fact to your parents or any authority?
 - a) No b) Yes, I told my parents c) Yes I told Policía Nacional del Perú (PNP)
 - d) Yes, I told a relative e) Yes, I told my friend
 - f) Other _____ (Whom?)
8. Who contacted you for the work?

- a) Friend
 - b) Relatives
 - c) Professional from the community (teacher, nurse, etc.)
 - d) Godfather or godmother
 - e) I looked through an ad in the city
 - f) Or a stranger contacted you
 - g) Other: _____
- 9 How many jobs have you had this school break?
- a) 1
 - b) 2
 - c) 3
- 10 Where did you sleep?
- a) In a relative's house.
 - b) Rented a room
 - c) At work
 - d) Other
- 11 Did you eat?
- a) Yes, breakfast, lunch, and dinner.
 - b) Yes, only breakfast.
 - c) Yes, only breakfast and lunch.
 - d) Yes, only lunch.
 - e) Yes, only dinner.
 - f) Other _____
- 12 In general, how would you qualify your work experience?
- a) Excellent
 - b) Good
 - c) Regular
 - d) Bad
 - e) Awfully bad
- 13 Are you considering working on your next school break?
- a) Yes
 - b) No

Annex 4

SOCIAL SKILLS CHECKLIST (A. Goldstein & col. 1978)

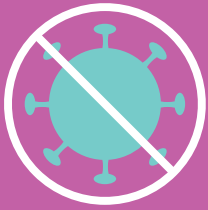
The table below lists different “*Basic Social Skills*” features. Through this you will be able to determine the degree of development of your “*Social Skills*” (social skills set needed to efficiently develop within the social context. State the degree to which each of these situations occurs to you, as follows:

- 1 It happens to me **A FEW** times 2 It happens to me **MANY** times
3 It happens to me **A FEW** times 4 It happens to me **A LOT**

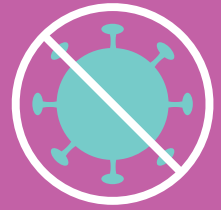
SOCIAL SKILLS		1	2	3	4
1	You pay attention to whoever is talking to you and make an effort to understand what they are saying.				
2	Talk to others about not very important matters to then move on to more important ones				
3	You talk to others about matters that are of common interest				
4	Clarify the information you need and you ask about it to the right person				
5	You let others know you are grateful for their favors to you.				
6	You introduce yourself on your own initiative.				
7	You help others meet each other				
8	You say you like someone’s aspect or any of the activities he or she carries out				
9	You ask for help if you have any difficulty				
10	You chose the best way to be part of a group or to participate in a specific activity				
11	You clearly explain others how to carry out a specific activity				
12	You pay attention to instructions, ask for directions and carry out instructions correctly				
13	You apologize to others for having done something wrong				
14	You try to convince others your ideas are better and that will be more useful than from someone else				
15	You try to acknowledge your own emotions.				
16	You let others know how you feel.				
17	You try to understand how others feel.				

SOCIAL SKILLS		1	2	3	4
18	You try to understand someone's anger.				
19	You let others know you care and worry about them.				
20	You acknowledge your fear and do something to beat it.				
21	You tell nice things to yourself or do nice things for yourself when you deserve a reward				
22	You acknowledge when you need to ask for permission to do something and then you ask the right person				
23	You offer to share something that others appreciate				
24	You help those in need.				
25	You settle a negotiation system that is good for you and for others in a different position.				
26	You control your temper as to "not to get things out of hand".				
27	You defend your rights by sharing with others where do you stand				
28	You manage not to lose control when others pull your leg.				
29	You stay away from situations that may cause you problems.				
30	You find the way to solve challenging situations without entering into a fight.				
31	You tell others when they are responsible for causing a problem and try to find a solution.				
32	You try to reach a fair solution in the case of a justified complain from someone				
33	You compliment others on how they played				
34	You do something to feel less embarrassed or self-conscious.				
35	When you are aware of having been left behind at some activity, you do something to feel better at that point.				
36	You state that others have treated a friend unjustly				
37	You carefully consider other person's standpoint comparing it to your own before deciding on what to do				
38	You understand why you failed at something and what you can do to succeed the next time				
39	When others explain something to you and then say or do the opposite, you acknowledge your confusion and figure it out.				
40	You understand what an accusation means and why have they done it and then, you consider the best way to relate to the person that has made the accusation.				
41	You plan the best way to present your point of view before a problematic conversation				

SOCIAL SKILLS		1	2	3	4
42	You decide what you want to do when others want you to do something different.				
43	You get rid of the feeling of boredom by starting a new interesting activity.				
44	You recognize if the cause of any event is the consequence of any situation under your control				
45	You make realistic decisions about what you are able to carry out before starting an activity				
46	You are realistic when you need to decide how to perform a specific activity				
47	You figure out what you need to know and how to get information.				
48	Realistically determine which of the many problems is the most important and which you should solve first				
49	You consider the possibilities and choose the one that will make you feel better				
50	You organize and get ready to facilitate the execution of your work				



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



WASH YOUR HANDS



WEAR A MASK



**DISINFECT YOUR HANDS
WITH ALCOHOL**



**MEASURE YOUR
TEMPERATURE**



**DISINFECT YOUR
FOOTWEAR**



**KEEP SOCIAL
DISTANCING**