

# Labour Exploitation in Migrant Communities.

## 2 Hour Training Module Delivery Guide





### Acknowledgements

The Training Package 'Labour Exploitation in Migrant Communities' and its key components have been developed as part of a project funded by the Australian Government. Australian Red Cross thanks all of the organisations that took part in the project consultations and provided invaluable feedback.

Australian Red Cross acknowledges the efforts of the following individuals and organisations, for offering their time and expertise to review the content of the Training Package:

Genevieve Fleming – SafeWork NSW

Lina Cabaero-Ponnambalam – Asian Women at Work Inc.

Sandeep Dhilon – Anti-Slavery Australia

Tu Le – Migrant Employment Legal Service

Cover photo: Australian Red Cross  
© Australian Red Cross 2023

---

# Contents

03

Training overview	04
Purpose of training	04
Key components	04
Module learning objectives	04
Participant safety	05
Terms of use	05
Training outline	06
Part One	08
Unit 1: Introduction	08
Unit 2: What is labour exploitation?	11
Unit 3: Risk factors for migrants	14
Unit 4: labour exploitation practices	19
Unit 5: Indicators of labour exploitation	26
Part Two	33
Unit 6: Responding to concerns or disclosures	33
Unit 7: Reducing risk	38
Unit 8: Responding safely	42
Unit 9: Response pathways & referrals	45
Unit 10: Reflection & wrap up	52
Labour exploitation toolkit	57

## 04 Training Overview

The Training Package 'Labour Exploitation in Migrant Communities' was originally developed as part of a project that sought to improve awareness of labour exploitation and strengthen the efforts of organisations supporting migrant and refugee communities to identify and respond to it. Through a series of consultations with 134 staff and volunteers from 40 organisations in New South Wales (NSW) and Australian Capital Territory (ACT), the project gathered feedback to inform the development of a tailored training package on labour exploitation.

The organisations that took part operated in a range of metropolitan and regional areas and comprised non-government organisations, local councils, police, healthcare providers, and volunteer groups. The training was piloted with 68 workers from some of the participating organisations to test its relevance and impact, and the feedback from participants was used to modify and improve the training.

The Training Package was updated in 2023.

### Purpose of Training

The purpose of the Training Package is to equip frontline staff and volunteers working with migrants and refugees, to identify labour exploitation and respond to concerns and disclosures. It is designed for workers performing a variety of frontline roles including casework, community development, clinical care, and bilingual support.

### Key Components

The Training Package consists of the following components.

#### Training Module

The Module is an interactive short training focusing on labour exploitation in migrant communities. It can be utilised by organisations to train and upskill workers in the area of labour exploitation.

The Module consists of two parts. The Module is designed to be presented via PowerPoint slides and delivered in a face-to-face format; however, it can also be delivered through online platforms. There is an optional Feedback Survey that organisations can use to receive participant feedback and internally measure the impacts of the training Module.

#### Delivery Guide

This Delivery Guide offers instructions and guidance notes to support organisations in delivering the Training Module. It includes speaking notes for the trainer, as well as suggestions and tips to facilitate activities using face-to-face and online methods. This document also lists some potential questions that participants may ask during Module delivery and outlines suggested responses that the trainer can provide.

#### Toolkit

The Toolkit consists of additional resources to assist workers in assessment, response and referral processes. These resources include information on identifying and responding to modern slavery, including key agencies and referral pathways available for people at risk of exploitation. As well as a range of resources for people from a migrant and/or refugee background.

See page 57 for an index including relevant information on the Toolkit's resources.

## Module Learning Objectives

The following learning objectives relate to the Training Module. This Training Delivery Guide is designed to support the trainer in facilitating these objectives.

The Training Module will provide participants the opportunity to:

1. Develop an understanding of labour exploitation in the Australian context.
2. Become familiar with a spectrum of exploitative practices.
3. Recognise risks and indicators of exploitation.
4. Identify key steps and good practice principles in responding to concerns or disclosures.
5. Consider strategies to employ safe, trauma-informed and culturally sensitive practice.
6. Become aware of referral pathways and key agencies.

# Participant Safety

The Training Module includes sensitive topics and examples of situations that may cause some psychological distress for participants during or after its delivery. As such, we recommend that the trainer employ the following measures to reduce risks and promote participant safety:

- Encouraging participants to utilise any existing support that is available within their organisation. This includes debriefing with their manager and accessing employee assistance or counselling services.
- Providing participants with the contact number for Lifeline (13 11 14) for free and confidential psychological support.
- Informing participants of strategies that can be employed should they feel distressed, such as taking breaks, stopping the session, or leaving the session if they choose to do so.

---

## Terms of Use

This Delivery Guide is part of a Training Package prepared by Australian Red Cross comprising the following documents: Training Module, Delivery Guide, and Toolkit. By using the Australian Red Cross Training Package, you agree to abide by the following terms:

1. You acknowledge that Australian Red Cross and its partners own the intellectual property rights in all materials provided to you in our Training Package. Australian Red Cross grants your organisation and your employees, volunteers and contractors a non-exclusive licence to use the Training Package for your internal training purposes only. You cannot sub-licence the Training Package or use it for commercial purposes.
2. You agree to keep Australian Red Cross informed of changes to your contact details, so that we can notify you of any changes or updates to the Training Package. If you are notified that the Training Package needs to be updated, you will not continue to use any older versions of the Training Package.
3. To ensure the continued reliability of the resource, you must not modify or create derivative works of the Training Package without prior written consent from Australian Red Cross.
4. You must not distribute the Training Module or Delivery Guide outside of your organisation. If another entity is interested in these resources, please refer them to Australian Red Cross.
5. Organisations that use the Training Package and any of its components are not required to provide ongoing feedback to the Australian Red Cross. However, please contact us if you have any questions or feedback on the Training Package:  
E. [national\\_stpp@redcross.org.au](mailto:national_stpp@redcross.org.au)  
T. 1800 113 015
6. The Training Package is provided on an “as-is” basis and must not be relied on as a substitute for obtaining legal advice or conducting independent research.
7. You must not use the Red Cross Emblem for any purpose, including in connection with any marketing or promotional materials. You acknowledge that the use of the designation ‘Red Cross’ and the Red Cross Emblem is regulated by the Geneva Conventions Act 1957 (Cth).
8. You may only use the Red Cross logo to the extent that it is incorporated in the Training Package and you are using the Training Package in accordance with these Terms. You must seek prior written approval from Australian Red Cross before releasing any public statement or material that refers to Australian Red Cross.

# 06 Training Outline

## Part One

UNIT	KEY ELEMENTS	TIME
1. Introduction	<ul style="list-style-type: none"><li>• Acknowledgement of country</li><li>• Training objectives</li><li>• Principles</li><li>• Group introductions and sharing desired learning outcomes</li></ul>	10 min
2. What is labour exploitation?	<ul style="list-style-type: none"><li>• Defining labour exploitation</li><li>• Australian context</li><li>• Spectrum of work conditions</li></ul>	10 min
3. Risk factors for migrants	<ul style="list-style-type: none"><li>• Risk factors</li><li>• High risk groups</li><li>• Case studies: What are the risk factors?</li></ul>	10 min
4. Labour exploitation practices	<ul style="list-style-type: none"><li>• Poor work conditions</li><li>• Modern slavery</li><li>• Definitions: slavery, human trafficking, debt bondage, forced labour, servitude</li><li>• Videos: forced labour and domestic servitude</li><li>• Reflection and discussion</li></ul>	15 min
5. Indicators of labour exploitation	<ul style="list-style-type: none"><li>• Assessing indicators</li><li>• Indicators of poor work conditions</li><li>• Indicators of modern slavery</li><li>• Case studies: Anthony and Mina</li></ul>	15 min
	BREAK	5 min

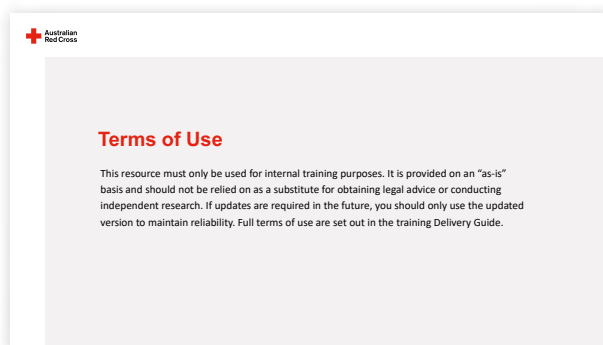
## Part Two

UNIT	KEY ELEMENTS	TIME
6. Responding to concerns or disclosures	<ul style="list-style-type: none"><li>• Good practice principles</li><li>• Discussing exploitation</li><li>• Barriers to seeking help</li></ul>	10 min
7. Reducing risk	<ul style="list-style-type: none"><li>• Assessing risks, needs and strengths</li><li>• Case study: Ahmed (risks, needs and strengths)</li></ul>	15 min
8. Responding safely	<ul style="list-style-type: none"><li>• Safety planning</li><li>• Case study: Ahmed (safety strategies)</li></ul>	10 min
9. Response pathways and referrals	<ul style="list-style-type: none"><li>• Making referrals</li><li>• Key agencies</li><li>• Activity: Which agency would you refer to?</li><li>• Other agencies</li><li>• Toolkit resources</li></ul>	15 min
10. Reflection and wrap up	<ul style="list-style-type: none"><li>• Reflection</li><li>• Wrap up</li></ul>	5 min

# 08 Unit 1: Introduction

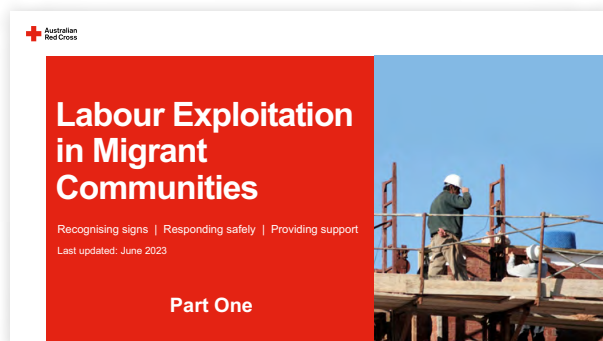
Recommended duration: 10 min

## Slide 1: Terms of Use



**Description:** This slide includes information on the terms of use. This information is for the trainer only and does not need to be presented to participants.

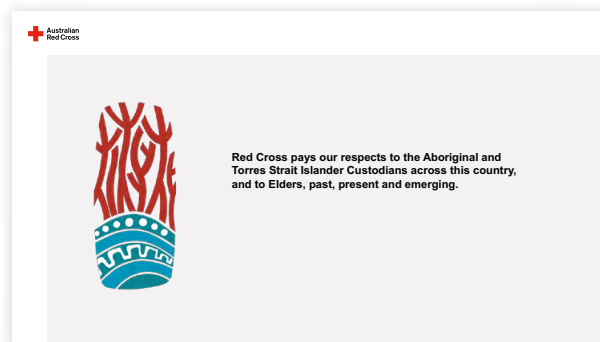
## Slide 2: Labour Exploitation in Migrant Communities



**Description:** Slide briefly introducing the training topic.

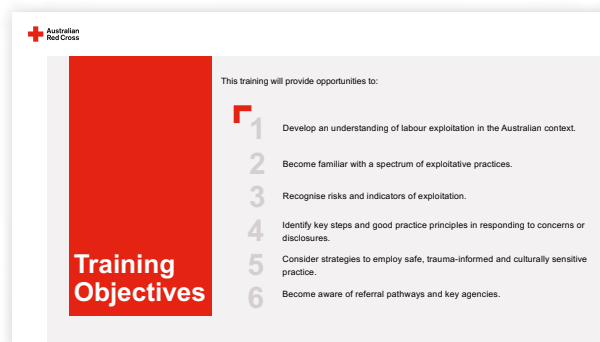
**Speaking notes:** Welcome everyone. In this training, we will focus on the issue of labour exploitation and look closely at how this issue can specifically impact migrant and refugee communities. We will also explore how we can respond to concerns and support people who are at risk of labour exploitation.

## Slide 3: Acknowledgment of Country



**Description:** Trainer acknowledges the traditional owners of the land where training is held or other areas if training is delivered online, to pay respects to the elders of the past, present and future. Trainer makes an acknowledgement in accordance with the relevant geographic area and country.

## Slide 4: Training Objectives



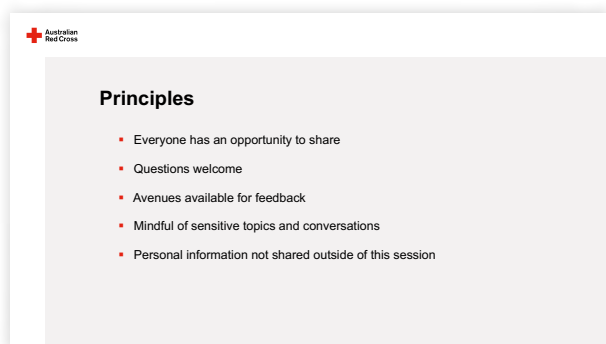
**Description:** Trainer presents the 6 objectives of the training and outlines the key elements of the training.

**Speaking notes:** These are the objectives for this training. It will provide opportunities to:

1. Learn about the issue of labour exploitation in Australia. This includes hearing about some of the industries where labour exploitation happens and some of the root causes of exploitation. We will also look at Australian legislation, and some of the rights and entitlements that workers have under Australian law.

2. We will explore a few different types of exploitation and talk about a spectrum of work conditions. In reality, there are many types of exploitation and it is worthwhile thinking about some of these different experiences.
3. We will also talk about some of the risk factors, and some indicators or signs that could suggest that someone is being exploited.
4. In the second half of this training, we will look at some principles and key steps to be mindful of when there is a risk of exploitation or someone requires support.
5. We will discuss strategies that we can consider to respond in a way that is safe, trauma-informed, and culturally sensitive.
6. Finally, we will unpack some existing referral pathways and look at some of the key agencies that are available to assist people at risk of exploitation.

## Slide 5: Principles



**Description:** Trainer outlines the principles of the training to establish ground rules for how the participant group will engage with each other and the trainer, as well as the approaches that will be employed in delivering the training.

The trainer also shares the measures that are available to promote participant safety and wellbeing.

**Speaking notes:** These are the principles for this training session:

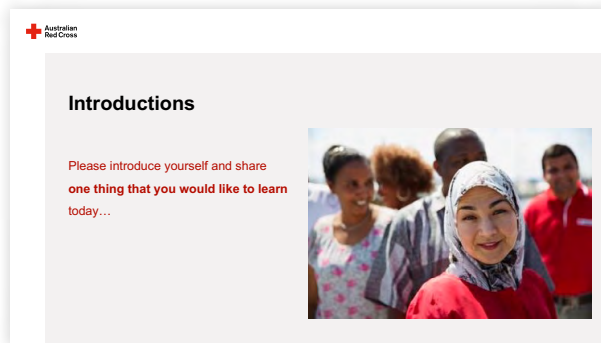
- Firstly, we want to make sure that everyone has an opportunity to share. There are a few different

ways you can contribute. You can join in on group discussions or you can cast your vote in some of the activities. There will be some case studies as well that we will look at and work on together. [\[Outline online options where relevant e.g. sending comments via live chats\]](#)

- Feel free to ask questions. The topic of labour exploitation is quite complex, so please use this time to share your thoughts and clarify your understanding. Because of limited time, we might not be able to answer everyone's questions. However, by the end of the training, we are confident you will understand where you can go to learn more.
- If you don't get the opportunity to share your questions or feedback during the training, please use the feedback survey at the end of the training to share your thoughts. [\[This point applies only if the trainer chooses to use the Feedback Survey\]](#)
- As we might be talking about some sensitive issues, if anyone would like to take a break, please let me know and we can either pause the session, or you can:
  - [\[If face to face\]](#) Step out of the room if you need and come back when you feel ready.
  - [\[If online\]](#) End the call and call back when you feel ready.
- You are also welcome to leave the training and not return if you wish.
- [\[See section on participant safety in page 5 for more information\]](#)
- We also ask that any personal information we share today about ourselves, or the people and communities we work with be kept confidential.

## Slide 6: Introductions

Notes:



**Description:** Trainer encourages participants to introduce themselves and share their learning goals.

This can encourage participants to reflect on their expectations for the training and identify any learning needs they might have.

See Activity 1 in the Activity Table for more information.

### Prompts:

The following suggestions may be helpful if participants require some prompting to share learning goals.

You might like to learn more about:

- Labour exploitation as an issue
- Signs and indicators that could suggest that exploitation is happening
- Some factors that might place migrant communities at risk of exploitation
- How to respond if someone reports that they are being exploited or we see some signs of exploitation

You might like to hear some practical examples or stories of exploitation.

# Unit 2: What is Labour Exploitation?

11

Recommended duration: 10 min

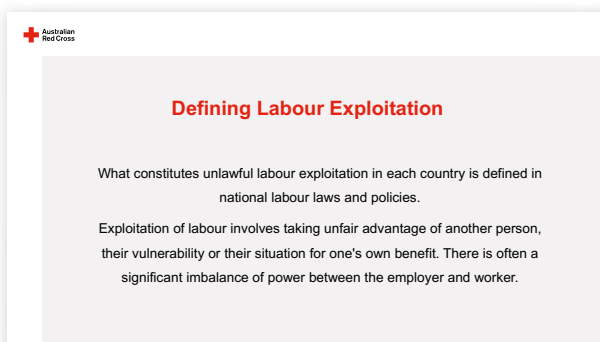
## Slide 7: What is Labour Exploitation?



**Description:** Title slide for unit 2.

**Speaking notes:** We will start by looking at Labour Exploitation as an issue. What is it? How do we define labour exploitation? What does labour exploitation look like in Australia?

## Slide 8: Defining Labour Exploitation



**Description:** Trainer unpacks the concept of labour exploitation and describes a few key elements of exploitation.

Trainer also establishes the fact that there is no globally agreed definition of 'labour exploitation'.

**Speaking notes:**

What constitutes unlawful labour exploitation in each country is defined in national labour laws and policies.

There are also regional and international laws that articulate acceptable and unacceptable conditions of work. The International Labour Organization administers a comprehensive body of international labour standards.

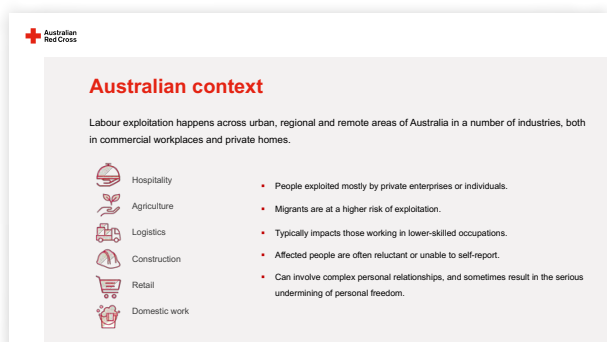
In essence, labour exploitation can be understood as:

Someone taking unfair advantage of another person or their vulnerability, for their own benefit.

Often times, there is a significant imbalance of power between the worker and their employer. Labour exploitation can also happen in social or intimate/family relationships as well, not just in situations where there is a formal employment relationship.

[Note: At this point, it may be common for participants to begin to reflect on situations they have come across either in their work or personal lives and start to question if these situations amount to labour exploitation. The trainer can encourage this reflection; however, suggest that questions of this nature are held until later in the training.]

## Slide 9: Australian Context



**Description:** Trainer presents on what labour exploitation looks like in Australia, including the key industries where it can occur and some groups who may be at risk of exploitation.

This slide introduces the fact that migrants are at a higher risk of labour exploitation in Australia. This point is central to this training.

**Speaking notes:** Labour exploitation happens across a variety of settings in Australia. It can happen in urban, regional and remote areas, and within a range of different industries. Examples of industries where workers experience a higher risk of labour exploitation can include:

- Hospitality (e.g. commercial cleaning, cooking in restaurants)
- Agriculture and horticulture (e.g. fruit picking, farm work)
- Logistics (e.g. warehouse and factory work, manufacturing)
- Construction (e.g. building, painting)
- Retail (e.g. customer service, fashion stores)
- Domestic work (e.g. child-minding, cleaning someone's home)

People are mostly exploited by private enterprises, which means commercial businesses and companies, rather than the government. They are also often exploited by individuals who are not a part of a commercial business. These individuals could be a family member or someone they might not know.

Labour exploitation more often impacts people who work in lower-skilled occupations that don't require a lot of qualifications.

People with migrant and refugee backgrounds are at a greater risk of experiencing exploitation for a variety of reasons. We will discuss some of these reasons later.

There can be a number of issues and barriers that make it quite difficult for people to come forward and report that they are being exploited, or to seek help. We will look at some of these barriers later as well.

People can sometimes be exploited by close family members or friends. Exploitation can involve complex personal relationships, which can make it difficult for the person to leave. Sometimes, the person might feel like their personal freedom is significantly restricted. In some cases, people might be treated as if they are property.

### Prompts

If there is sufficient time, the training can facilitate a short discussion using the following question:

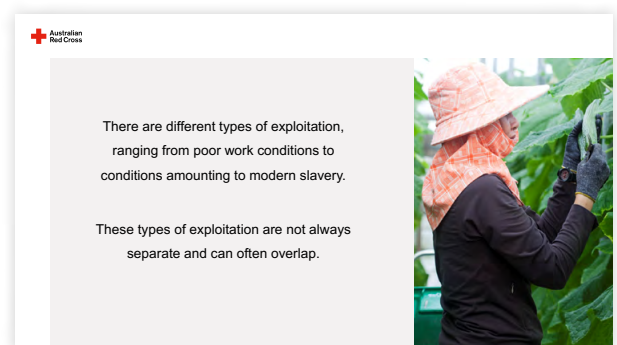
- What are some of the industries in your neighbourhood, city or region where labour exploitation might exist?

### Potential questions:

**Question 1:** What measures are being taken in Australia to prevent and deter exploitation in different industries?

**Response 1:** Australia introduced a federal Modern Slavery Act in 2018 to address labour exploitation within large businesses. Under this Act, all businesses that have a revenue of over \$100 million dollars per annum are required to report on any risk of modern slavery in their operations and supply chains, and the actions they have taken to address them.

## Slide 10: Types of Exploitation

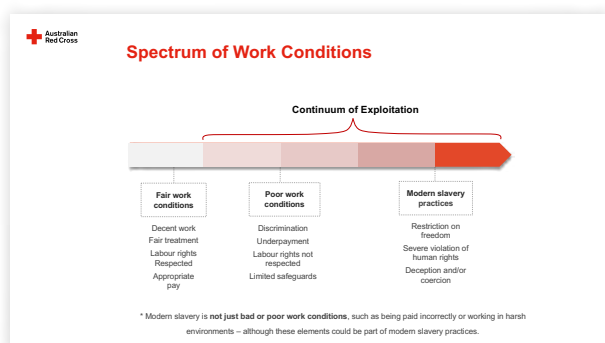


**Description:** Trainer introduces the idea that there are different types of exploitation that vary in severity and often overlap.

**Speaking notes:** There are different types of exploitation. There might be situations that look like poor work conditions, and some situations that might even resemble modern slavery.

In the next slide, we will talk a little bit more about some of these different situations. It is important to keep in mind that these different types of exploitation are not always separate, and there are often overlapping issues. You might see a few different types of exploitation in someone's situation.

## Slide 11: Spectrum of Work Conditions



**Description:** Trainer introduces the idea that there is a spectrum of work conditions, ranging from fair work to modern slavery.

The diagram in this slide demonstrates that there is a continuum of exploitation and exploitative practices vary in severity, depending on where they fall on the continuum.

One key point introduced in this slide is that poor work conditions may resemble modern slavery practices, but there are additional issues in modern slavery that mean these practices come with more severe criminal penalties.

**Speaking notes:** The diagram in this slide shows us that there is a spectrum of work conditions. Labour exploitation can be understood as a continuum and exploitation practices vary in severity, depending on where they fall on the continuum. On the left, at the start of the continuum, there are work conditions that are fair and uphold Australian workplace laws. In the middle of the continuum, there are poor work conditions. On the right hand side of the continuum is modern slavery, which is the extreme end of the continuum.

Fair work conditions: Where there are fair work conditions, a person is treated fairly in accordance with labour laws and policies of the country they are in and/or fairly as defined by international labour laws and standards. For example, they are given pay that is appropriate for their work. In Australia, there is a minimum wage to ensure that people are paid a minimum amount and there are awards and rates that are set for different industries.

Poor work conditions: Poor work conditions can include issues like discrimination, not receiving enough pay, or a lack of safeguards at work (e.g. a lack of safety equipment). Poor work conditions involve situations that do not uphold labour rights. These rights are sometimes defined differently in national laws and policies and in international law.

Modern slavery practices: At the end of the continuum, we have modern slavery practices, which represent the most severe types of exploitation. There are different modern slavery practices, and these practices include issues like people being deceived or forced to work, and significant violations of human rights. We will look more closely at modern slavery practices later.

What is important to remember is that modern slavery can include one or more of the issues that we see in poor work conditions, but there are additional issues that are related to these practices.

[Note: At this point, participants might mention specific situations and seek clarity on whether these situations amount to poor work conditions or modern slavery. An example of a potential question is provided below, along with a suggested response.]

### Potential questions:

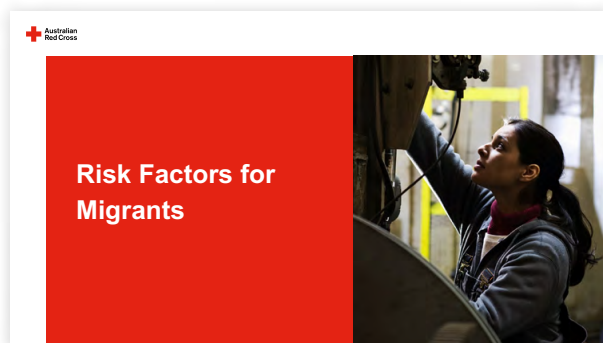
**Question 1:** I know of someone who was underpaid by their employer. Their boss also used to make sexual remarks at them and yell at them all the time. Would this situation amount to modern slavery?

**Response 1:** Great question. It is good that you are starting to think about the different elements involved in an exploitative situation. We will discuss labour exploitation practices in more detail soon, so we will come back to your question then.

# 14 Unit 3: Risk Factors for Migrants

Recommended duration: 10 min

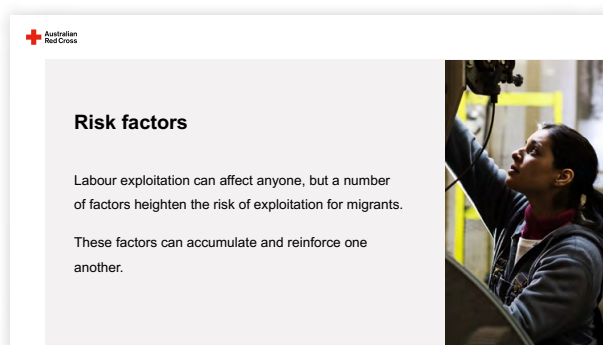
## Slide 12: Risk Factors for Migrants



**Description:** Title slide for unit 3.

**Speaking notes:** We will now look at some of the reasons why migrants are at a higher risk of labour exploitation.

## Slide 13: Risk Factors



**Description:** Trainer re-emphasises the fact that migrants are at a higher risk of experiencing labour exploitation in Australia.

**Speaking notes:** Anyone can experience labour exploitation, but there are a number of factors that can increase the risk of exploitation for people with migrant and refugee backgrounds.

These risk factors can add up and build on each other.

### Potential questions:

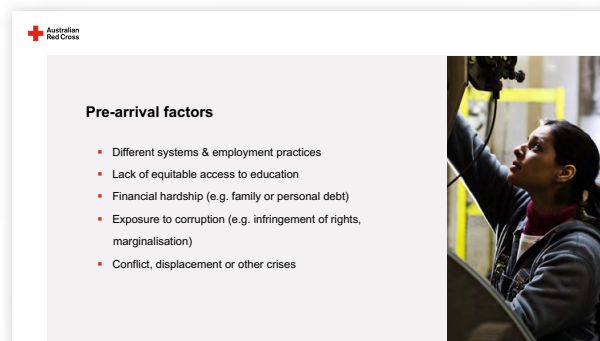
**Question 1:** What evidence is available to suggest that migrants and refugees are at higher risk of exploitation?

**Response 1:** Statistically, migrants and refugees around the world are disproportionately affected by exploitation. There are various international studies and reports that unpack why migrants are vulnerable to exploitation. Examples include:

- International Labour Organization (ILO), Walk Free and International Organization for Migration (IOM)'s 2022 report 'Global Estimates of Modern Slavery: Forced Labour and Forced Marriage.
- United Nations Office on Drugs and Crime (UNODC) has shared a 2013 paper 'Exploitation and abuse of international migrants, particularly those in an irregular situation: a human rights approach'.

In Australia, a high number of the modern slavery cases that have been prosecuted involve migrants.

## Slide 14: Pre-arrival Factors



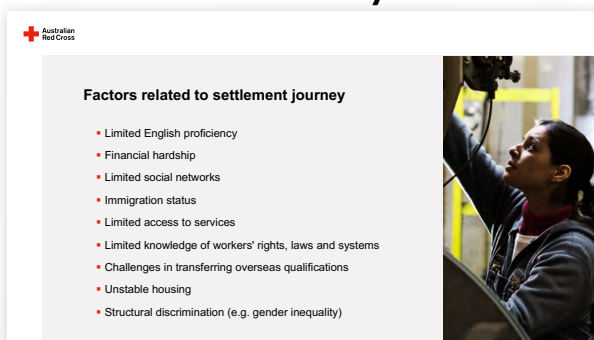
**Description:** Trainer outlines some of the pre-arrival factors that can increase the risk of exploitation for migrants.

**Speaking notes:** These factors are related to someone's circumstances before coming to Australia, and they can increase the risk of exploitation for them after arriving in Australia.

- Different systems & employment practices. For example, someone might have worked in an informal environment in their previous country where they did not have a written contract, and so might not be aware that this is a requirement in Australia.

- Lack of equitable access to education. For example, people from different cultural backgrounds may be discriminated against and denied access to education. If someone is not able to read or write, they could face barriers to gaining formal employment in Australia and undertake informal work as a result.
- Financial hardship. For example, someone might need to repay a family or personal debt, or have family members who require financial support. After arriving in Australia, they might feel a strong sense of responsibility to repay this debt or help their family, and so might be willing to take on any type of work to earn whatever money possible.
- Exposure to corruption. For example, a person may have had their human rights infringed by authorities or have lived in an environment where political or economic corruption by authorities is common and widespread. As a result, the person might mistrust authorities and be reluctant to seek help from Australian authorities if they are being exploited.
- Conflict, displacement or other crises. For instance, this can include wars or natural disasters. People who encounter such crises may experience ongoing health and psychosocial challenges that may make them more vulnerable to exploitation

## Slide 15: Factors related to Settlement Journey



**Factors related to settlement journey**

- Limited English proficiency
- Financial hardship
- Limited social networks
- Immigration status
- Limited access to services
- Limited knowledge of workers' rights, laws and systems
- Challenges in transferring overseas qualifications
- Unstable housing
- Structural discrimination (e.g. gender inequality)

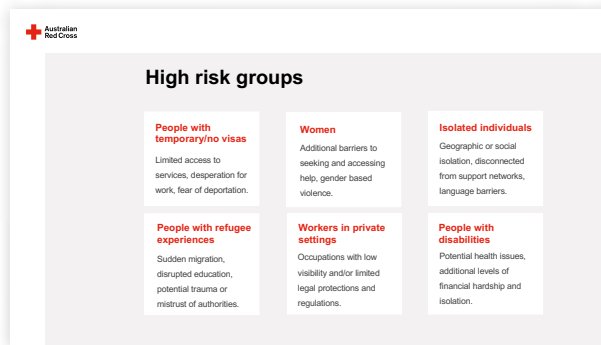
**Description:** Trainer outlines some of the post-arrival factors that can increase the risk of exploitation for migrants.

**Speaking notes:** After coming to Australia, there can be a number of challenges that increase the risk of exploitation for someone.

- Financial hardship. For example, someone might not be eligible for Centrelink or they might not have many assets if they are new to Australia.
- Limited social networks. For example, if someone is newly arrived, they might not have many contacts in their local community.
- Limited access to services. For example, depending on their visa, they might not be eligible to access different services.
- Unstable housing. For example, it can be difficult for someone who does not have a rental history in Australia to find a stable and long-term place to rent.
- Structural discrimination. For example, this can include gender inequality, or people being discriminated against because of their race or religion.

**Prompts:** Are there any other challenges related to settlement that come to mind?

## Slide 16: High Risk Groups



**Description:** Trainer identifies some groups who are particularly at risk of exploitation and outlines some reasons why they are at risk.

**Speaking notes:** In this slide, we have some groups that are particularly at risk of exploitation or are significantly impacted by exploitation, for a number of different reasons.

- Temporary visa holders can have limited access to services, and often face additional barriers to getting employment. Temporary visa holders may be particularly vulnerable to exploitation as they generally undertake work that is casual, short-term, labour intensive, and does not require previous experience or adequate training. People who have no visa or work rights can often experience significant levels of financial hardship and can feel a sense of desperation to take on any work that they can find. They may also have a fear of being deported if they are working illegally, and employers can take advantage of their vulnerability by threatening to have them deported.
- Women often face additional structural barriers across the world. For example, there may be social norms that discourage women from getting help, or norms that can lead to women not having control of their finances, which can make it difficult to leave an exploitative situation. Also statistically, women experience violence at a much higher rate and whether that abuse happens in their workplace or in a personal relationship, it can have significant impacts on their psychological wellbeing.
- People who are isolated (either geographically or socially) might be disconnected from people or

not be able to communicate with them because of language barriers. They might not be aware of services that are available to them or where to report if experiencing exploitation.

- People with refugee experiences may have had to leave suddenly and stop their studies or work, so it can be incredibly difficult to rebuild their lives in Australia. There may be other challenges depending on their experiences. For example, they may not trust authorities if they have been subjected to state violence and if authorities have persecuted them. Trauma might also significantly affect their ability to engage in work and seek help if they are exploited.
- People who work in private settings like homes are especially at risk, because they are not as visible to authorities or members of the community as people working in other settings. They might also have limited legal protections and regulations if they are employed informally.
- People who have disabilities may experience higher levels of financial hardship, social isolation or stigma. They might also have some health issues and face barriers to accessing healthcare.

**Prompts:** Are there any other groups that come to mind that could be at risk of exploitation or significantly affected by exploitation?

### Potential questions:

**Question 1:** What other groups could be at risk of exploitation?

**Response 1:** There are many other groups that could be at risk, including older people, agricultural or seasonal workers, people with limited English or limited literacy, etc.

Young people can be at risk because they often work in lower-paid and casualised industries (e.g. retail and hospitality). If they are working in their first job, they might not have any knowledge of legal working conditions. It can be difficult for them to speak up when issues arise in the workplace, because they might feel reluctant to raise concerns with an employer who is often older than them.

International students may be at risk because of fears around reporting, especially if they have worked more hours than their visa allows. They may not want to raise their concerns, as reporting might affect their ability to continue studies in Australia.

## Slide 17: What are the Risk Factors?

**What are the risk factors?**

Weh arrived on a student visa and is studying Business Management in Australia. He wants to work while he studies to help his family overseas repay some debts that they have. Weh lives in a regional area where his university is based and doesn't have many connections there.

**Description:** Trainer facilitates an activity where participants reflect on 3 short examples and identify risks in these situations.

This slide includes some examples of risks; however, this is not an exhaustive list. Participants may identify other indicators based on their experience in the field.

See Activity 2 in the Activity Table for more information.

**Speaking notes:** We will have a look at a few short examples and try to identify some of the risk factors in these situations.

### 1. WEH

First, we have Weh. [\[Read case study\]](#)

What risk factors can you see in Weh's situation?

#### [\[Responses\]](#)

- Weh arrived on a student visa, so he has a temporary visa and limited work rights on this visa. As a result, he might face some barriers to finding work or might have limited access to services. If he breaches his visa conditions (e.g. he works more than 20 hours a week), he might be afraid of being deported and might be reluctant to report his employer or get help if he is being exploited.
- Weh has some family debts as well, and so might feel a sense of desperation to get any work he can to support and help his family and reduce their financial hardship.
- It also appears that he might be socially isolated

and as he does not have many connections or sources of support where he lives.

**Prompts:** The trainer can utilise the questions below if participants require prompting to discuss risks:

- Can we see any pre-arrival risk factors in this situation?
- Are there factors related to this person's current situation in Australia that can increase the risk of exploitation (e.g. visa status, geographic location)?

## Slide 18: What are the Risk Factors? (continued)

Maryam was a doctor in Iran, but had to leave suddenly after her family was persecuted by local authorities. Now in Australia, she struggles to have her medical experience recognised and get enough work to cover her family's expenses.

Shankar was a chef in India and works for his friend in Australia, cooking and cleaning for his friend's family in their home. He is not sure how much he should get paid or how many hours he should be working a day.

**Description:** As in slide 17.

### 2. MARYAM

Next, we have Maryam. [\[Read case study\]](#)

What risk factors can you see in Maryam's situation?

#### [\[Responses\]](#)

- Maryam and her family experienced persecution in their home country and had to leave suddenly. She may have had some traumatic experiences and might feel some mistrust towards authorities because her family has been previously persecuted by authorities.
- She is facing the challenge of having her overseas qualifications and experience recognised in Australia.
- It also sounds like she is experiencing some financial hardship, as she is struggling to get enough work to cover her family's expenses.

### 3. SHANKAR

Finally, we have Shankar. [\[Read case study\]](#)

What risk factors can you see in Shankar's situation?

#### [\[Responses\]](#)

- Shankar works in a private setting in his friend's home, so he is in a less visible environment. Also, he might not have the same protections and regulations as people who are working in other settings because he may not be formally employed.
- He also has limited knowledge around his workplace rights, as he is not sure how much he should be paid and how many hours he should work.

**Prompts:** As in slide 17.

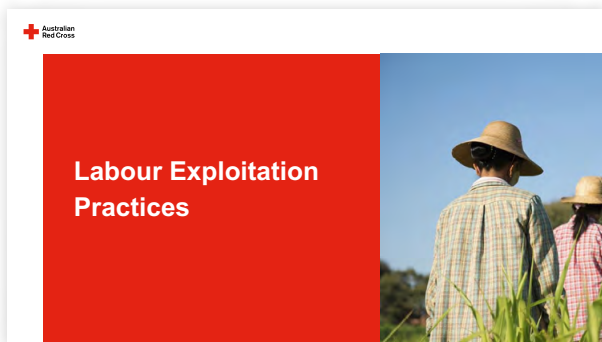
#### Notes

# Unit 4: Labour Exploitation Practices

19

Recommended duration: 15 min

## Slide 19: Labour Exploitation Practices

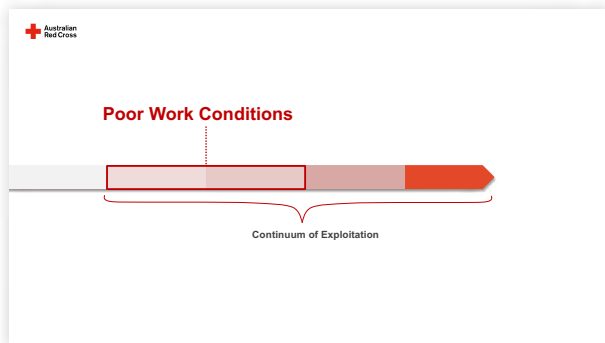


**Description:** Title slide for unit 4. At the outset of this unit, the trainer describes the scope of the frontline role and emphasises that we are not expected to determine what type of exploitation someone is experiencing. Rather, frontline workers can develop an understanding of these issues and refer at risk people to appropriate supports.

**Speaking notes:** We will now have a look at some labour exploitation practices. As we look at these practices, please keep in mind that we are not expected to be experts and determine whether someone is being exploited, or identify exactly what type of exploitation they might be experiencing.

The examples and definitions that we will cover are designed to give us a sense of what these practices can look like, to help us identify at risk people and connect them to appropriate supports.

## Slide 20: Poor Work Conditions



**Description:** Trainer shares that the coming few slides will focus on poor work conditions. The diagram in this slide re-introduces the spectrum of work conditions and demonstrates again that poor conditions are at the start of the exploitation continuum.

**Speaking notes:** We will start by looking at poor work conditions, which are at the less severe end of the exploitation continuum but may still be unlawful.

## Slide 21: Poor Work Conditions (continued)

**Poor Work Conditions**

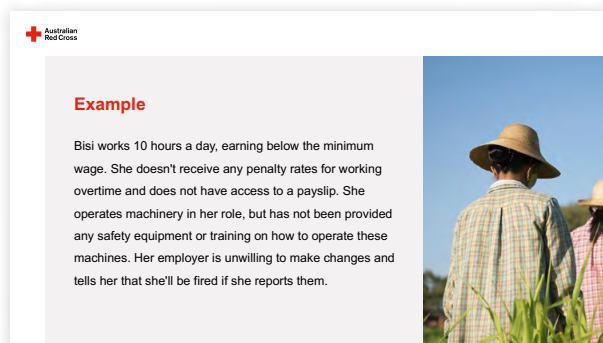
Poor work conditions can include a variety of situations that do not uphold the protections set out in the law.

These conditions might include a single issue or a combination of issues relating to hours of work, leave entitlements, wages and penalty rates, health and safety, workplace relationships, and so on.

**Description:** Trainer briefly describes some of the key elements of poor work conditions.

**Speaking notes:** Poor work conditions can include a variety of different situations where legal protections are not upheld in the workplace. It might be a single issue or many issues that relate to working hours, leave, wages, health and safety, relationships at work, and so on.

## Slide 22: Poor Work Conditions (continued)



**Example**

Bisi works 10 hours a day, earning below the minimum wage. She doesn't receive any penalty rates for working overtime and does not have access to a payslip. She operates machinery in her role, but has not been provided any safety equipment or training on how to operate these machines. Her employer is unwilling to make changes and tells her that she'll be fired if she reports them.

**Description:** Trainer presents a short example of poor work conditions and outlines some of the issues related to exploitation.

Trainer also describes why this scenario sounds more like poor work conditions, rather than modern slavery. This slide can encourage participants to start reflecting on the differences between poor work conditions and modern slavery.

**Speaking notes:** In this slide we have a short example of poor work conditions.

[\[Read out case study\]](#)

In Bisi's situation, we can see issues like:

- Long work hours
- Pay that doesn't meet the set minimum wage
- No penalty rates for overtime work
- A lack of essential employment documents like payslips
- Health and safety issues. Bisi has not been provided with the equipment or training she needs.

A key point in this example is that Bisi's employer is not forcing her to stay and work, but she is free to leave. Her employer is threatening to fire her if she reports them, which suggests that this could be an example of unfair dismissal. However, Bisi is still free to leave her job and to stop working. If the employer was instead using any form of coercion or deception to keep Bisi in this job, for example threatening to hurt Bisi or her family if she tried to leave or complain or seek help, then her situation might sound more like modern slavery.

However, all of the above issues are unlawful and Bisi can seek advice and assistance from the Fair Work Ombudsman or a legal service.

### Potential questions:

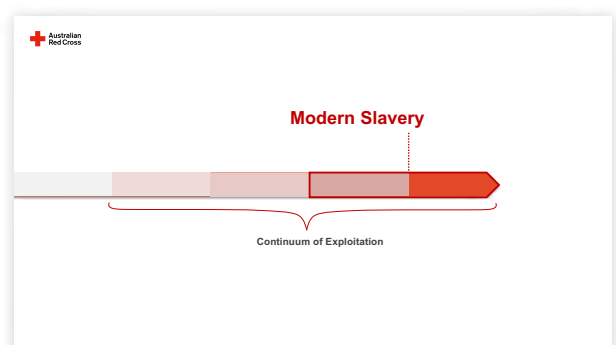
**Question 1:** If Bisi does not have any other viable employment options, is she still considered free to leave her current situation?

**Response 1:** People may accept bad work conditions simply because they do not have any other options and feel very limited in their ability to choose. However, they are still considered to be freely and voluntarily engaging in the work if they are not being forced or deceived by someone to stay in their work situation. Nonetheless, it is important to acknowledge the incredible challenges people may face that can compel them to stay in exploitative situations.

**Question 2:** If Bisi is happy with her situation, is it ok for her to stay in it?

**Response 2:** As service providers, it is not our role to make a judgement on someone's situation or to tell them what to do. Instead, it is our role to make sure that they have the information and access to resources they need to make decisions for themselves.


## Slide 23: Modern Slavery



**Description:** Trainer shares that the coming few slides will focus on modern slavery. The diagram in this slide represents the spectrum of work conditions and demonstrates again that modern slavery is at the more severe end of the exploitation continuum.

**Speaking notes:** We will focus now on modern slavery practices, which are at the more extreme or severe end of the exploitation continuum.


## Slide 24: Modern Slavery (continued)



### Modern Slavery

*'In Australia, modern slavery refers to a range of serious exploitative practices that undermine a person's freedom and ability to make choices for themselves. These practices include trafficking in persons, slavery, servitude, forced marriage, forced labour, debt bondage, deceptive recruiting for labour or services and the worst forms of child labour.'*

*- National Action Plan to Combat Modern Slavery 2020-2025*



**Description:** Trainer unpacks the concept of modern slavery and describes a few key elements of modern slavery.

Trainer also establishes the fact that there is no globally agreed definition of 'modern slavery' and outlines how this term is often used in Australia.

**Speaking notes:** What is modern slavery? There is no internationally agreed definition for the term 'modern slavery'.

In Australia, modern slavery refers to a range of serious exploitative practices that undermine a person's freedom and ability to make choices for themselves. These practices include trafficking in persons, slavery, servitude, forced marriage, forced labour, debt bondage, deceptive recruiting for labour or services and the worst forms of child labour.


Australia's offences for trafficking in persons, slavery and slavery-like practices are set out in Divisions 270 and 271 of the Criminal Code. We will look at how the Criminal Code defines these offences in the next few slides.

### Potential questions:

**Question 1:** If slavery was outlawed in the 18th century, how come it still exists today?

**Response 1:** The practice of owning a slave was indeed outlawed. However, sadly this did not stop slavery from occurring, but simply shifted it to occur in different ways.


## Slide 25: Slavery



### Slavery

*"... the condition of a person over whom any or all of the powers attaching to the right of ownership are exercised..."*

*- Criminal Code (Division 270)*



**In essence...**

Someone treats another person like an object or property that can be purchased, sold or traded.


The offender behaves as though they own the victim and can use their labour in an unlimited way.

**Description:** Trainer presents a definition of 'slavery' as seen in the Criminal Code. Trainer unpacks the meaning of this term and provides a simplified description.

**Speaking notes:** First, we will look at 'slavery'. According to Division 270 of the 1995 Criminal Code Act (often referred to as the Criminal Code), 'slavery' is defined as [\[read quote\]](#).

In essence, this means that [\[read remaining description\]](#).

## Slide 26: Trafficking in Persons



### Trafficking in Persons

*"...the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of forced or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation."*

*- Trafficking Protocol*

**In essence...**

Someone is recruited and transported through the use of coercion, threat, or deception.

The ultimate aim is often to exploit them for profit.

**Description:** Trainer presents the Trafficking Protocol's definition of 'trafficking in persons' and unpacks the meaning of this term and provides a simplified description.

Trainer unpacks the meaning of this term and provides a simplified description.

**Speaking notes:** Trafficking in persons is the physical movement of people across or within borders through coercion, threat or deception for the purpose of exploiting them when they reach their destination.

Australia's trafficking in persons offences are located in Division 271 of the Criminal Code and the international framework that guides domestic responses to trafficking in persons is set out in the Trafficking Protocol.

The Trafficking Protocol is the first global legally binding instrument with an agreed definition on trafficking in persons.

The Trafficking Protocol formally defines trafficking in persons as 'the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.

Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery, or practices similar to slavery, servitude or the removal of organs.'

In essence, this means that trafficking in persons is when [\[read remaining description\]](#).

- People can be moved across national borders or state borders within a country as well.
- Trafficking in persons and of itself is not 'slavery', but the end purpose of trafficking in persons is often to exploit someone and place them in slavery or slavery-like situations.
- Traffickers can use violence or fake employment agencies, or fake promises of study and job opportunities to trick and coerce their victims.

#### Potential questions:

**Question 1:** What is the difference between trafficking in persons and people smuggling?

**Response 1:** The aim of trafficking in persons is often to move someone and then place them in an exploitative situation. In people smuggling, on the other hand, the aim is not to place someone in an exploitative situation after moving them. Although, someone who has been smuggled can become vulnerable to exploitation.

People smuggling is usually conducted on a

payment-for-service basis and involves consent. In trafficking in persons, on the other hand, any consent that is provided is considered invalid, as it has been gained through deception or coercion.


**Question 2:** Can someone consent to being trafficked?

**Response 2:** The international definition outlines some means that can be used to control someone and get their consent (e.g. threat, use of force, abducting someone, deception and abusing someone's vulnerability). HOWEVER, any consent that a trafficked person provides is not considered to be valid, because they have been coerced or deceived to provide 'consent' and agree to these situations. When a child is involved, the means used to traffic them does not need to be proved.

**Question 3:** What sort of exploitative situations can trafficked people experience?

**Response 3:** People who are trafficked can be placed in a range of exploitative situations, including sexual slavery, domestic servitude, forced marriage, and so on. Trafficking can affect men, women, children and adults.

## Slide 27: Debt Bondage



### Debt bondage

... the status or condition that arises from a pledge by a person:

- (a) of his or her personal services; or
- (b) of the personal services of another person under his or her control; as security for a debt owed, or claimed to be owed, (including any debt incurred, or claimed to be incurred, after the pledge is given), by that person if:
- (c) the reasonable value of those services is not applied toward the liquidation of the debt or purported debt; or
- (d) the length and nature of those services are not respectively limited and defined.

— Criminal Code (Division 270)

**In essence...**

Someone offers their services or someone else's services to repay a debt **AND**:

The person's services are not going towards reducing or eliminating the debt **OR**

There is no limit to the length and nature of the services, or it is not made clear.

**Description:** Trainer presents a definition of 'debt bondage' as seen in the Criminal Code.

Trainer unpacks the meaning of this term and provides a simplified description and example.

**Speaking notes:** This is the definition of 'debt bondage' as seen in Australia's Criminal Code.

In essence, this means that someone offers their services to repay or work off a debt **AND** either:

- The person's work or their services are not

actually going towards reducing or getting rid of the debt, **OR**


- There is no limit to the amount of work or type of work the person would need to do to repay the debt, or it not might not be clear what the limit actually is.

In a debt bondage situation, the debt amount that someone is required to repay is often excessive.

*For example, an employer invites someone to come to Australia and work for them. The employer offers to cover the costs of their travel and provide some housing. After the person arrives in Australia, the employer tells them that they now owe \$50,000 and need to work without pay in their restaurant to pay it off. The employer does not let the person know how many hours they have to work to repay the debt, or how much of the debt amount is remaining as they continue to work to repay the debt.*

When we hear this example, we can understand how people may often feel trapped in these sorts of situations.

## Slide 28: Forced Labour



### Forced labour

"... the condition of a person... who provides labour or services if, because of the use of coercion, threat or deception, a reasonable person in the position of the victim would not consider himself or herself to be free:

(a) to cease providing the labour or services; or

(b) to leave the place or area where the victim provides the labour or services."

— Criminal Code (Division 270)

**In essence...**

A person is not able to leave their work or change their work conditions because of deception, coercion or threats.

Examples of coercion include isolation, intimidation and violence.

**Description:** Trainer presents a definition of 'forced labour' as seen in the Criminal Code. Trainer unpacks the meaning of this term and provides a simplified description.

**Speaking notes:** This is the definition of 'forced labour' as seen in Australia's Criminal Code. In essence, this means that [\[read remaining description\]](#).


## Slide 29: Video on Forced Labour



**Description:** Trainer plays a video on forced labour.


**Speaking notes:** We will watch a short video on forced labour to get a sense of what it can look like in someone's situation. We will have some time to reflect on this video later, so please hold any questions until then.

## Slide 30: Servitude



### Servitude

A person is not able to leave their work or change their work conditions because of deception, coercion or threats **AND** their personal freedom is significantly restricted (e.g. they are not able to choose when they can eat or sleep).



**Domestic servitude**

Conditions that amount to servitude in a private household.

The person is subjected to degrading work conditions and their personal freedom is significantly restricted.

**Description:** Trainer presents paraphrased versions of the definitions of 'servitude' and 'domestic servitude', as seen in the Criminal Code. Trainer provides a simplified description of these practices.

**Speaking notes:** The definitions in this slide are paraphrased and based on the definitions that are in Australia's Criminal Code.

**Servitude:** Servitude is when [\[read out definition\]](#). Australian law defines 'servitude' in the same way as 'forced labour'. However, Servitude also includes the significant restriction of personal freedom. That is what makes 'servitude' different to 'forced labour' in Australian law.

In a servitude situation, someone's personal freedom is significantly restricted. For example, they may be told when to sleep, how much to eat or how far they can travel outside of work hours.

Domestic Servitude: Domestic servitude involves situations of servitude that happen in a private household setting.

#### Potential questions:

**Question 1:** What is the difference between 'slavery' and 'servitude'?

**Response 1:** 'Slavery' is when someone exercises a power of ownership over the victim. In 'servitude', the perpetrator does not exercise a power of ownership over the victim, but coerces, threatens and/or deceives the victim in such a way that denies them freedom in some fundamental way. In Australian law, 'slavery' carries a higher prison sentence than 'servitude'.

**Question 2:** What is the official definition of 'servitude' as seen in Australia's Criminal Code?

**Response 2:** In the Criminal Code, 'servitude' is defined as:

"...the condition of a person (the victim) who provides labour or services, if, because of the use of coercion, threat or deception:

- (a) a reasonable person in the position of the victim would not consider himself or herself to be free:
  - (i) to cease providing the labour or services; or
  - (ii) to leave the place or area where the victim provides the labour or services; and
- (b) the victim is significantly deprived of personal freedom in respect of aspects of his or her life other than the provision of the labour or services."


## Slide 31: Video on Domestic Servitude




**Description:** Trainer plays a video on domestic servitude.

**Speaking notes:** Now we will watch a short video on domestic servitude.

## Slide 32: Reflection & Discussion



### Reflection & Discussion



What stood out to you about the experiences shown in the two videos?

What similarities or differences could you identify between the two videos?

**Description:** Trainer facilitates a time of reflection and discussion. The purpose of this slide is to encourage participants to share their thoughts and questions, and clarify any misunderstandings.

#### Prompts:

- As we were seeing the two videos on forced labour and domestic servitude, what stood out to everyone?
- Were there any similarities or differences you saw between the two videos?
- Does anyone have questions about any of the practices that we have talked about?

**Potential questions:**

**Question 1:** What are some of the similarities and differences between the two videos?

**Response 1:** We saw some similarities between the two videos. In both videos, there was some form of coercion (e.g. use of violence) or deception. For instance, in the second video, you hear someone saying that the family seemed nice and promised a good wage, but after the person arrived at her workplace, she realised that the situation was terrible.

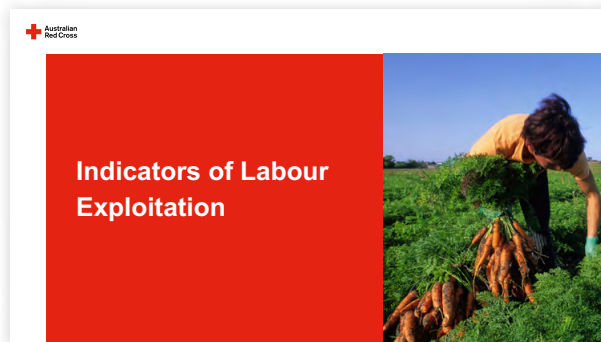
A key difference between both videos is that in the domestic servitude video, we see a significant restriction in people's personal freedom. For example, people are made to sleep with the pets, or their movement is restricted. Another difference is the work settings. In the forced labour video, we see a variety of work settings, including a farm and a construction site. In the domestic servitude video, we see private settings like homes.

**Notes:**

# 26 Unit 5: Indicators of Labour Exploitation

Recommended duration: 15 min

## Slide 33: Indicators of Labour Exploitation



**Description:** Title slide for unit 5.

**Speaking notes:** We will now spend a bit of time looking at some of the signs that could indicate that someone is being exploited.

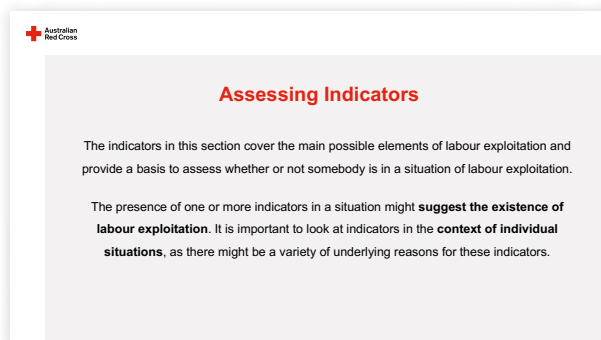
- If one or more indicators are present, it does not definitely mean that labour exploitation is taking place, but it just points to possibility that exploitation might be happening.
- There could also be other underlying reasons for these indicators, so it is always important to look at these issues in the context of people's situations.
- In some cases, the indicators even might point to other forms of abuse as well (e.g. domestic violence), so it is important not to dismiss any of these signs.

### Potential questions:

**Question 1:** What are some indicators that could apply to both labour exploitation and other issues or forms of abuse?

**Response 1:** Domestic violence (DV) is an example of a form of abuse, where we might see indicators that are similar to modern slavery. Indicators such as someone experiencing physical assault and threats, or not having control of their finances could point to DV or to a form of modern slavery. Some psychosocial indicators like anxiety and depression may be indicators of exploitation, but they could also point to mental health issues that are not related to exploitation. It is always important to view indicators in the context of the person's situation.

## Slide 34: Assessing Indicators



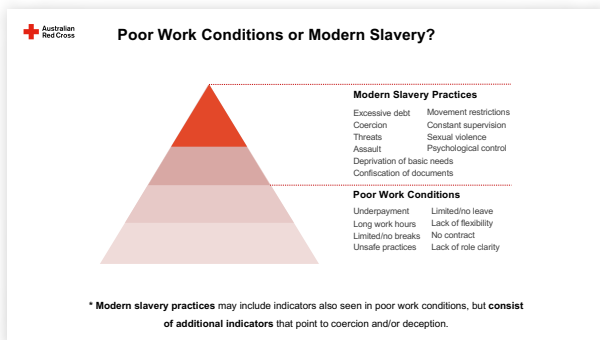
**Description:** Trainer outlines some foundational principles to keep in mind when looking out for indicators in people's situations.

**Speaking notes:** There are a variety of indicators (sometimes referred to as signs or red flags) that could suggest that someone is in a situation of exploitation or is at risk of exploitation. In this unit, we will be looking at some key indicators of labour exploitation.

Please keep in mind:

- The indicators that we will explore are not exhaustive.

## Slide 35: Poor Work Conditions or Modern Slavery?



**Description:** This slide unpacks some of the indicators of poor work conditions and modern slavery. The trainer re-emphasises the key point that poor work conditions may resemble modern slavery practices, but there are additional issues in modern slavery that make these practices more severe.

**Speaking notes:** How can we tell the difference between poor work conditions and modern slavery?

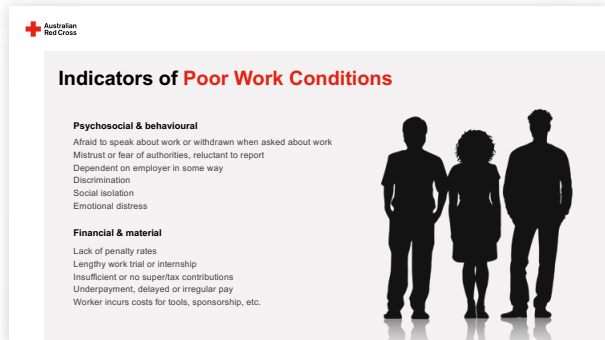
If we look at the triangle in this slide, we can see that the indicators of poor work conditions make up the foundation or the base of the triangle. These indicators are issues like underpayment, long work hours, and unsafe work practices.

We can see that the indicators of modern slavery are on top of this foundation or this base, and add to what we already see in poor work conditions. This means that modern slavery can include some of the indicators and issues that we can see in poor work conditions.

HOWEVER, there are additional indicators in modern slavery that point to some type of coercion or deception. These additional indicators can include issues like threats, restricting people's movements, and confiscating their personal or travel documents.

As we mentioned before, we are not required to be experts and determine what forms of exploitation people are experiencing. Our role is to have an understanding what some of these practices can look like and connect at risk people with appropriate support. This can include linking the person with legal and other advice to help them learn more about their employment situation.

## Slide 36: Indicators of Poor Work Conditions



**Description:** Slides 36 and 37 present some of indicators of poor work conditions. These indicators are presented in categories that reflect different aspects of a person's circumstances.

The Trainer can use their discretion and read out as many examples as they feel is necessary to promote participant learning.

**Speaking notes:** In this slide, we have examples of some of the indicators of poor work conditions.

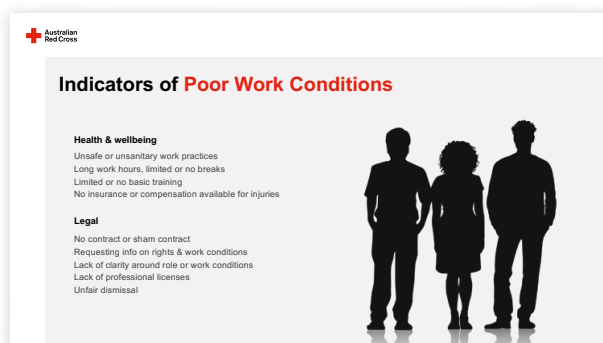
### Psychosocial & behavioural indicators:

- The person might feel afraid to speak about their work or become withdrawn when the topic of work comes up.
- They might be reluctant to approach authorities or may not trust them.
- They might be dependant on their employer in some way. For example, the person might be living at their workplace or at a residence that has been provided by their employer.
- Discrimination. This can include racism, bullying, sexual harassment, etc. For example, someone might have to work in conditions that are different to other people because they come from overseas.
- They might be isolated.
- Emotional distress. For example, the person might be feeling depressed or anxious. They might have low self-esteem, or feelings of powerlessness and uncertainty. Again, there could be other reasons for these indicators, so it is important to look at these signs through the lens of that person's situation.

Financial & material indicators:

- Not being paid penalty rates
- Lengthy work trial or internship. The purpose of a work trial is to demonstrate someone's skills and see if they are suitable for a role. According to the Fair Work Ombudsman, work trials generally should not be longer than one shift. Internships can be a useful way of gaining industry experience, but there can be issues where the person is working like an employee or working for an extended length of time.
- Not having enough, or any super or tax payments
- Not being paid enough, or being paid in a delayed or irregular way
- The person might need to pay for their own tools, equipment, or for their sponsorship.

## Slide 37: Indicators of Poor Work Conditions (continued)



**Description:** As in slide 36.

**Speaking notes:**Health & wellbeing indicators:

- Unsafe or unsanitary work practices. For example, poor ventilation or sanitation, chemical hazards, extreme temperatures, etc.
- Long work hours, or limited or no breaks. Someone might present as though they are exhausted or maybe their appearance might not be tidy. However, the underlying reason might be that they are overworked.
- Not having enough training.

- No insurance or compensation for injuries. For example, someone might have some injuries from work that are not addressed.

Legal indicators:

- The person might not have a contract or might have a sham contract. An example of a sham contract is when an employer designs a contract in a way that makes it look like their worker is an independent contractor and not an employee, in order to avoid giving their worker the payment and benefits that they would be entitled to receive if they were an employee.
- The person might be requesting information on their rights. For example, they may be looking for information on pay rates, hours, or safety requirements.
- Lack of clarity around role or work conditions. For example, they may not know the terms of their contract.
- Professional licences. For instance, someone might be working in construction with no white card. These licences are in place to protect workers and equip them with the skills and knowledge they need.
- Unfair dismissal. This is when an employer ends their employee's contract and dismisses them without a valid reason, or they dismiss the employee in a way that is harsh, unjust, or unreasonable.


## Slide 38: When does it become Modern Slavery?

**When does it become Modern Slavery?**

Although modern slavery practices may include indicators also seen in poor work conditions, there are a variety of additional signs that point to conditions of modern slavery.

**Key questions**

- Is the person free to leave or stop working?
- Has the person been coerced or deceived in any way?
- Has their personal freedom been affected by their work conditions?
- Are there any restrictions on the person's movement or communication?



**Description:** Trainer presents some questions that are useful to think about when considering whether a situation is modern slavery or not modern slavery. Trainer re-emphasises the key point that poor work conditions may resemble modern slavery practices, but there are additional issues in modern slavery that make these practices more severe.

**Speaking notes:** When would a poor work situation become modern slavery?

As we looked at earlier, we may see some of the same indicators in modern slavery that we would see in poor work conditions. HOWEVER, there are a variety of additional signs that could point to modern slavery.

### Key questions:

When reflecting on a situation and considering whether the situation might be modern slavery, some important questions to ask include:

- Is the person free to be able to leave or to stop working?
- Has the person been forced or deceived in any way by another person?
- Does the person's work situation affect their personal freedom?
- Are they able to freely move and communicate, or are there restrictions placed on their movement or communication?

## Slide 39: Indicators of Modern Slavery

**Indicators of Modern Slavery**

- Not allowed to speak for themselves, need to get permission for regular activities
- Threats of deportation, detention, violence, or harm to loved ones
- Deprivation of basic needs (e.g. food, shelter, sleep, privacy)
- Restrictions on movement and/or communication
- Being constantly supervised
- No access to or control of earnings
- Made to consume alcohol or other substances
- Psychological coercion (e.g. verbal abuse)
- Physical/sexual assault (e.g. physical injuries, bruises)
- Repaying large debt to employer or third party



**Description:** Trainer presents some of indicators of modern slavery practices. The Trainer can use their discretion and read out as many examples as they feel is necessary to promote participant learning.

**Speaking notes:** In this slide, we can see a few examples of modern slavery indicators:

- Someone not being able to speak for themselves or needing permission for everyday activities.
- Someone might be threatened with deportation (especially if they have a temporary visa), or with violence towards them or their loved ones.
- Being deprived of basic needs (e.g. food, shelter, sleep, privacy, etc.).
- Restrictions on movement and/or communication. Someone might be physically locked away and confined, or perhaps they never or rarely leave their accommodation for non-work reasons.
- Being constantly supervised. For example, they are always in the presence of someone, or their employer arranges transport for them to travel between their workplace and accommodation.
- Not being able to access or control their earnings. For instance, the person may be instructed to open bank accounts that are ultimately controlled by their employer.
- They might be forced to take alcohol or drugs.
- There may be psychological control, maybe through verbal abuse or emotional manipulation.
- There may be physical or sexual assault. Physical indicators of these issues may include signs like bruises or injuries.

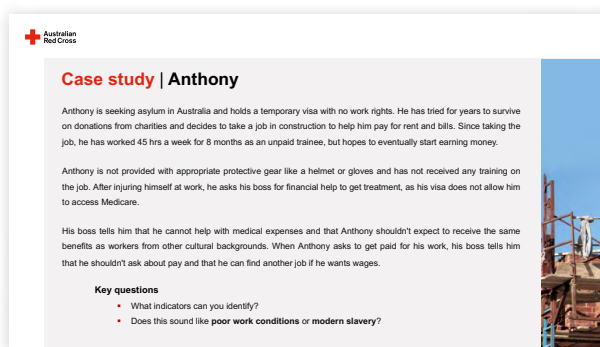
- Repaying a large debt to an employer. This indicator may point to the possibility of a debt bondage situation, but we would need to find out more about the debt and repayment processes. The debt might be related to some costs for travel to Australia, sponsorship, clothing, food, or accommodation.

#### Potential questions:

**Question 1:** What if some of these signs simply reflect cultural practices, rather than oppression or abuse?

**Response 1:** It is important to keep in mind that these indicators should be seen in the context of individual situations. One example we can think of is someone not having control of their finances, and instead their family member is managing their money for them. If it is a common practice to combine finances and resources in that person's culture, it might not be a coercive or abusive relationship. The presence of one or more of these signs can point to the possibility of exploitation, but it does not definitely mean that exploitation is happening.

## Slide 40: Case Study – Anthony



**Case study | Anthony**

Anthony is seeking asylum in Australia and holds a temporary visa with no work rights. He has tried for years to survive on donations from charities and decides to take a job in construction to help him pay for rent and bills. Since taking the job, he has worked 45 hrs a week for 8 months as an unpaid trainee, but hopes to eventually start earning money.

Anthony is not provided with appropriate protective gear like a helmet or gloves and has not received any training on the job. After injuring himself at work, he asks his boss for financial help to get treatment, as his visa does not allow him to access Medicare.

His boss tells him that he cannot help with medical expenses and that Anthony shouldn't expect to receive the same benefits as workers from other cultural backgrounds. When Anthony asks to get paid for his work, his boss tells him that he shouldn't ask about pay and that he can find another job if he wants wages.

**Key questions**

- What indicators can you identify?
- Does this sound like **poor work conditions** or **modern slavery**?

**Description:** Trainer introduces 2 case studies and provides instructions for a group work activity involving these three case studies.

See Activity 3 in the Activity Table for more information.

**Speaking notes:** We will now look at 2 case studies (Anthony and Mina) and split up into 2 groups.

- Group 1 can focus on Anthony's case study.
- Group 2 can focus on Mina's case study.

In each of your groups, please reflect on your case study and try to identify the indicators of labour exploitation in your scenario. Please also think about whether your case study sounds more like poor work conditions or more like modern slavery.

We will spend about 5 minutes discussing in our groups, and then come back together to share what we have discussed.

#### Prompts

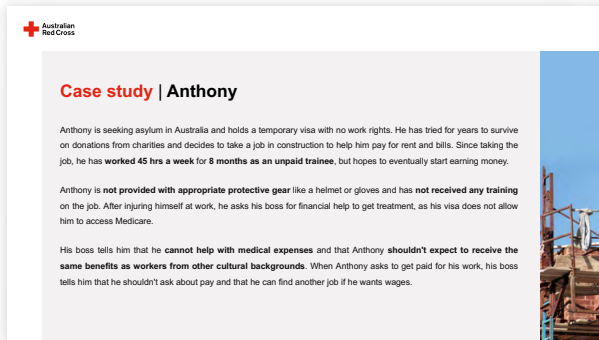
[After participants finish group discussions]

1. Group 1, would you like to share the indicators that you identified in Anthony's situation?
2. Did you feel like his situation sounds more like poor work conditions or modern slavery?

If participants require prompting to answer question 2, the trainer can use the following questions to facilitate discussion:

- Is Anthony free to leave or to stop working?
- Has Anthony been forced or deceived in any way by another person?
- Does Anthony's work situation affect his personal freedom?
- Is Anthony able to freely move and communicate, or are there restrictions placed on his movement or communication?

## Slide 41: Case Study – Anthony (continued)



**Case study | Anthony**

Anthony is seeking asylum in Australia and holds a temporary visa with no work rights. He has tried for years to survive on donations from charities and decides to take a job in construction to help him pay for rent and bills. Since taking the job, he has **worked 45 hrs a week for 8 months as an unpaid trainee**, but hopes to eventually start earning money.

Anthony is **not provided with appropriate protective gear** like a helmet or gloves and has **not received any training** on the job. After injuring himself at work, he asks his boss for financial help to get treatment, as his visa does not allow him to access Medicare.

His boss tells him that he **cannot help with medical expenses** and that Anthony **shouldn't expect to receive the same benefits as workers from other cultural backgrounds**. When Anthony asks to get paid for his work, his boss tells him that he shouldn't ask about pay and that he can find another job if he wants wages.

**Description:** Trainer summarises the indicators in Anthony's case study and explains why this scenario sounds more like poor work conditions than modern slavery. The purpose of this slide is primarily to reiterate the indicators that have been shared by participants and highlight any indicators that were not shared by participants. Participants may also identify additional indicators based on their experience in the field. See Activity 3 in the Activity Table for more information.

**Speaking notes:** In this scenario, some indicators of labour exploitation that we can see include:

- Anthony is working long hours.
- He is in a very lengthy traineeship where he is not getting paid for his labour.
- He is also not given any protective gear.
- When he injures himself, he is not provided any workers' compensation to pay for his medical treatment.
- It also sounds like there might be some workplace discrimination, as his employer tells him that he shouldn't expect the same benefits as others because of his cultural background.

This scenario sounds more like poor work conditions, as he is free to leave and stop working. His employer tells him that he is free to go, but that he will lose this opportunity if he does.

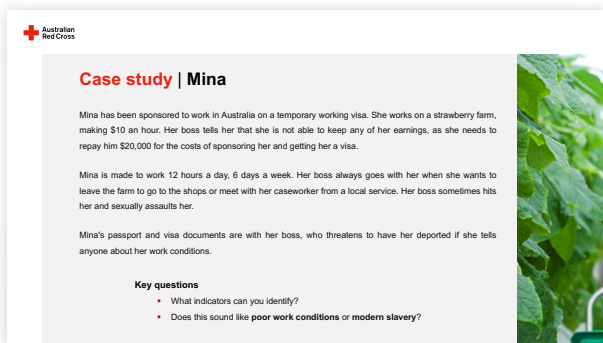
[Note: The question below may or may not be raised by participants. Nonetheless, the Trainer is encouraged to bring up this question and offer the response below, to highlight the point that we may only know some aspects of a person's situation and may need to explore further.]

### Potential questions:

**Question 1:** Would Anthony's situation be considered to be modern slavery if his employer used deception to keep Anthony working?

**Response 1:** While there is no mention of any deception in the case study, if Anthony's employer was using deception to keep him working, it might not necessarily mean that he is experiencing modern slavery. There are sometimes grey areas in practice, and it can be difficult to differentiate between poor work conditions and modern slavery. We might need to explore Anthony's situation further to find out whether his situation resembles modern slavery.

## Slide 42: Case Study – Mina



**Case study | Mina**

Mina has been sponsored to work in Australia on a temporary working visa. She works on a strawberry farm, making \$10 an hour. Her boss tells her that she is not able to keep any of her earnings, as she needs to repay him \$20,000 for the costs of sponsoring her and getting her a visa.

Mina is made to work 12 hours a day, 6 days a week. Her boss always goes with her when she wants to leave the farm to go to the shops or meet with her caseworker from a local service. Her boss sometimes hits her and sexually assaults her.

Mina's passport and visa documents are with her boss, who threatens to have her deported if she tells anyone about her work conditions.

**Key questions**

- What indicators can you identify?
- Does this sound like **poor work conditions** or **modern slavery**?

**Description:** Trainer encourages group 2 to share their reflections on Mina's case study.

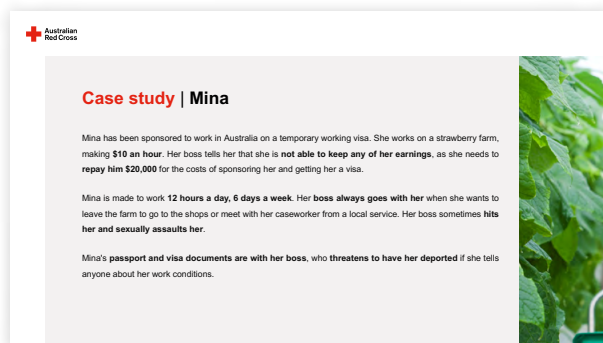
### Prompts:

1. Group 2, would you like to share the indicators that you identified in Mina's situation?
2. Did you feel like her situation sounds more like poor work conditions or modern slavery?

If participants require prompting to answer question 2, the trainer can use the following questions to facilitate discussion:

- Is Mina free to leave or to stop working?
- Has Mina been forced or deceived in any way by another person?
- Does Mina's work situation affect her personal freedom?
- Is Mina able to freely move and communicate, or are there restrictions placed on her movement or communication?

## Slide 43: Case Study – Mina (continued)



**Case study | Mina**

Mina has been sponsored to work in Australia on a temporary working visa. She works on a strawberry farm, making \$10 an hour. Her boss tells her that she is **not able to keep any of her earnings**, as she needs to **repay him \$20,000** for the costs of sponsoring her and getting her a visa.

Mina is made to work **12 hours a day, 6 days a week**. Her boss **always goes with her** when she wants to leave the farm to go to the shops or meet with her caseworker from a local service. Her boss sometimes **hits her and sexually assaults her**.

Mina's **passport and visa documents are with her boss**, who **threatens to have her deported** if she tells anyone about her work conditions.

**Description:** Trainer summarises the indicators in Mina's case study and explains why this scenario sounds more like modern slavery than poor work conditions. The purpose of this slide is primarily to reiterate the indicators that have been shared by participants and highlight any indicators that were not shared by participants. Participants may also identify additional indicators based on their experience in the field. See Activity 3 in the Activity Table for more information.

**Speaking notes:** In this scenario, we can see some of these indicators of exploitation:

- Mina is earning well below the minimum wage and she doesn't have any access to or control of her earnings.
- It also sounds like there might be a debt bondage type of situation, because she is being asked to work to repay a significant amount to her boss. We would need more information about the debt and whether there is a clear repayment plan, but we can see how it can be used as a mechanism to control her or force her to work.
- She is working long hours.
- It sounds like there are restrictions on her movement and constant supervision, because her boss is always accompanying her.
- There is also physical and sexual assault.
- Her personal documents have been confiscated and her boss has made threats as well.

This situation sounds more like modern slavery because there are a variety of methods that

are being used to coerce Mina (e.g. threats, confiscation of documents, supervision, and violence).

[Note: At this point, participants might begin to ask about specific responses that they can employ to help someone in a situation of modern slavery or poor work conditions. The trainer can encourage this reflection; however, suggest that questions of this nature are held until later in the training.]

## Slide 44: End of Part 1



**End of Part One**

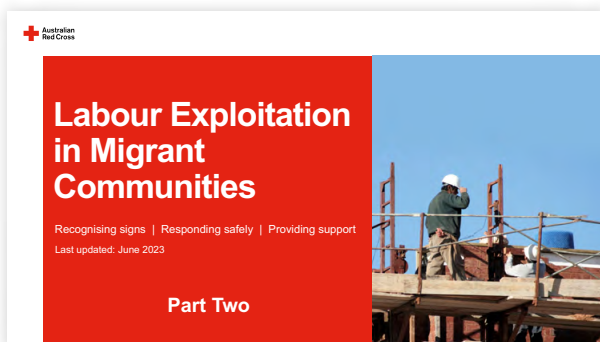
Australian Red Cross

**Description:** Closing slide of part 1 of the training. Trainer announces a break.

# Unit 6: Responding to Concerns or Disclosures

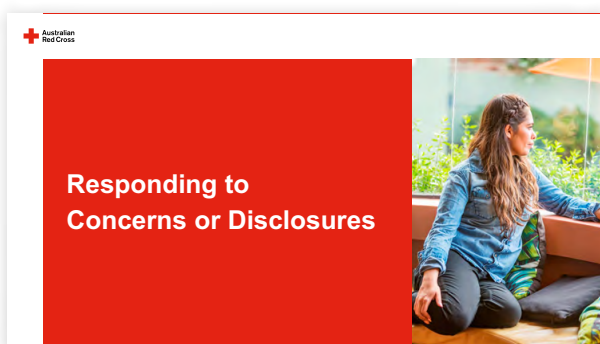
Recommended duration: 15 min

## Slide 1: Labour Exploitation in Migrant Communities



**Description:** First slide of part 2 of the training.

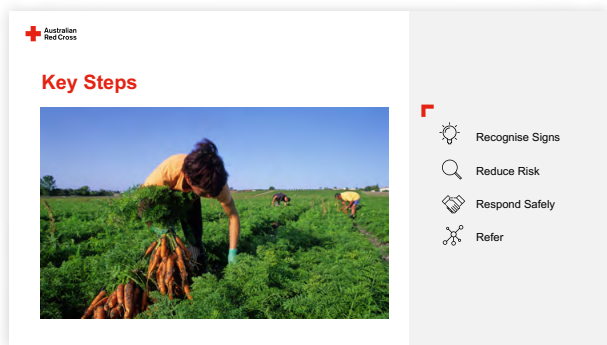
## Slide 2: Responding to Concerns or Disclosures



**Description:** Title slide for unit 6. This slide introduces the focus of part two of the training.

**Speaking notes:** In the second part of this training, we will be looking at how we can be responding when we have concerns, or when someone comes forward and shares that they are being exploited.

## Slide 3: Key Steps



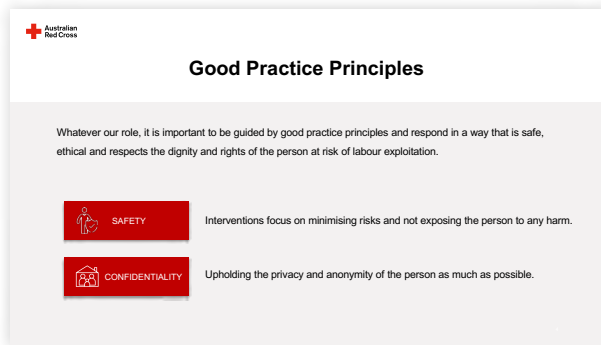
**Description:** Trainer outlines 4 key steps to consider when responding to concerns or disclosures. The remaining units of the training are based on these 4 steps.

**Speaking notes:** When responding to concerns or disclosures, it is helpful to be guided by these four steps or the four "R"s. These are all important steps in identifying and picking up issues, assessing risks, and providing appropriate support.

We have already talked about recognising signs and indicators. In this section, we will cover some of the ways that we can be reducing risk, as well as strategies that we can use to respond in a safe way and refer the person to appropriate services and supports.

In practice, our response might not be linear and we might not go through these steps in this order. For example, we could make a referral and then recognise some signs or risks afterwards.

## Slide 4: Good Practice Principles



**Good Practice Principles**

Whatever our role, it is important to be guided by good practice principles and respond in a way that is safe, ethical and respects the dignity and rights of the person at risk of labour exploitation.

**SAFETY** Interventions focus on minimising risks and not exposing the person to any harm.

**CONFIDENTIALITY** Upholding the privacy and anonymity of the person as much as possible.

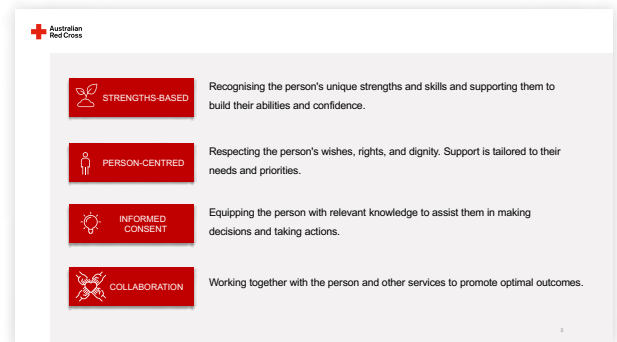
**Description:** Trainer introduces the significance and relevance of good practice principles. Trainer also describes a few good practice principles and explains why these principles are important when working with people at risk of exploitation.

**Speaking notes:** When we are supporting people who have experienced or are at risk of exploitation, it is important to be mindful of and guided by good practice principles. These principles are key in helping us respond in a way that is safe and ethical, and in a way that respects and upholds the rights and dignity of people.

**Safety.** When people experience exploitation, especially modern slavery, it can affect their sense of security, safety and trust in other people. It is therefore important that the support we offer promotes safety and does not increase the risks that people might face. We should aim to 'do no harm', by looking for ways to minimise risk and create safe environments for people to receive support.

**Confidentiality.** Confidentiality can also promote safety because through upholding confidentiality, we can reduce risks and avoid negative outcomes. Sharing someone's personal information may at times put them at risk of experiencing threats, physical harm, stigma or discrimination.

## Slide 5: Good Practice Principles (continued)



**STRENGTHS-BASED** Recognising the person's unique strengths and skills and supporting them to build their abilities and confidence.

**PERSON-CENTRED** Respecting the person's wishes, rights, and dignity. Support is tailored to their needs and priorities.

**INFORMED CONSENT** Equipping the person with relevant knowledge to assist them in making decisions and taking actions.

**COLLABORATION** Working together with the person and other services to promote optimal outcomes.

**Description:** As in slide 4.

**Speaking notes:**

**Strengths-based.** To work in a way that is strengths-based means that we recognise someone's strengths and skills, rather than just focusing on the challenges and issues that they are facing. Our goal is to support them to build their abilities and their level of confidence.

Someone who has experienced exploitation, especially modern slavery, may have needed to repeatedly conform to an authority or perhaps to someone who is abusive. They may have needed to just say 'yes' and comply, in order to avoid certain consequences. As a result, the person might feel that they are not able to refuse our support or that they need to comply with our instructions. It is important to affirm the person's strengths and ability to choose the kind of support they would like, to reduce any sense of pressure that they might feel to comply.

**Person-centred.** People have different needs and priorities. They might have different concerns about their work conditions and different preferences, so it is important that we are providing support that is tailored to their needs and priorities.

A loss of control can be a key element in situations of exploitation, so regaining control is often a vital part of someone's recovery process. The ultimate decision is always theirs, even if we do not agree with it (unless there is any immediate danger to the person or others).

**Informed consent.** Informed consent means that the person is given all of the relevant details, and they are also given the opportunity to ask questions and understand the consequences of an action. This can include explaining the benefits and the risks associated with an action, and making our role and responsibilities clear. It also includes the use of interpreters to ensure that the person has a full understanding of what they are consenting to. We can seek specialist advice if we are looking to gain informed consent from a minor, or a person with a cognitive impairment or intellectual disability.

Informed consent can be given by someone who is 18 years and older. If they are 17 years or younger, they may need to give consent through a guardian or third party.

**Collaboration.** It is always important to be partnering with other services, and also encouraging the person to be involved and seeking their ideas and input.

In addition to these principles, it is important to understand and recognise the particular needs of children.

The particular physical, psychological and psychosocial harm that may be suffered by children who have experienced modern slavery, and their increased vulnerability to exploitation, means that they may require additional supports to those who are adults. The best interests of the child should be the primary consideration in all decisions or actions that affect the child.

#### Resource:

The [Guidelines for NGOs: Working with Trafficked People](#) is an important resource for any organisation, whether they are an NGO well established in this area, or one working with trafficked people for the first time.

The Guidelines promote the best interests of trafficked people including the importance of informed consent, privacy protection and services tailored to the individual. They provide practical advice to NGOs dealing with people who have experienced all forms of human trafficking and slavery, including sexual and other forms of labour exploitation, forced marriage and other serious exploitation within intimate relationships.

## Slide 6: Examples of Good Practice Principles

**Examples of Good Practice Principles**

Which principles do the following examples represent?

Making referrals based on the needs of the person, rather than making decisions on their behalf.	<b>PERSON-CENTRED</b>
Not sharing information about the person to an external service, unless you have their consent.	<b>CONFIDENTIALITY</b>

**Description:** Trainer facilitates an activity where participants reflect on 4 short examples and vote on which good practice principles these examples best represent. See Activity 4 in Activity Table for more information.

**Speaking notes:** We will now look at some examples and think about which good practice principles they represent. There might be more than one principle that we have looked at today that could apply to these examples, but please reflect on which principle you feel best fits the example. [\[Explain options to respond/cast votes\]](#)

#### Example 1

[\[Read first example\]](#)

Which principle do we feel this example best represents?

[\[Reveal answer\]](#)

Person-centred.

#### Example 2

[\[Read second example\]](#)

Which principle does this sound like?

[\[Reveal answer\]](#)

Confidentiality. It is also good practice to let the person know what information we will be sharing with external agencies.

There are limitations when it comes to confidentiality, as we may be legally required to report certain issues and share details with certain agencies (e.g. we need to report any child protection issues as mandatory reporters, or we may need to contact law enforcement if there is a significant risk of harm to the person or to others).

## Slide 7: Examples of Good Practice Principles (continued)

Which principles do the following examples represent?

Letting the person know about the benefits and potential impacts they might experience if they choose to engage with a particular service.

INFORMED CONSENT

Creating a safe and calm environment to meet with the person, to reduce the risk of re-traumatisation.

SAFETY

**Description:** As in slide 6.

**Speaking notes:**

### Example 3

[\[Read third example\]](#)

Which principle do we feel this example represents?

[\[Reveal answer\]](#)

Informed consent.

### Example 4

[\[Read fourth example\]](#)

Which principle does this sound like?

[\[Reveal answer\]](#)

Safety. For example, someone with refugee experiences may feel anxious if they are in a situation where there is formal questioning. The person might prefer a more informal style of communication. A welcoming environment can include having sufficient space for their comfort and privacy.

## Slide 8: Discussing Exploitation

**Discussing Exploitation**

It is important to have conversations about the person's situation in a respectful and sensitive way.

**Practice Considerations**

**Active Listening:** listening attentively in a non-judgemental way while the person speaks and paraphrasing or reflecting back what is said.

**Relevance of information:** asking questions that are necessary and appropriate, and gathering information that is relevant.

**Allowing flexibility:** if the person is not ready or willing to talk, informing them of how they can contact you at a later stage if they want to.

**Open questions:** employing open questions to allow the person to shape how they share their story.

**Description:** This slide outlines a few practice considerations for participants when discussing exploitation with someone who is at risk of or experiencing exploitation.

**Speaking notes:** Exploitation can be a difficult topic to discuss with someone. People are less likely to self-report and say that they are being exploited. They might instead describe parts of their experience, such as being underpaid or being deceived. It is important to have these conversations in a respectful and sensitive way.

These practice considerations can be useful to keep in mind when we are having a conversation with someone about exploitation.

**Active listening:** This involves withholding judgement and advice, and paraphrasing or reflecting back what someone has said. For example, when the person has finished speaking, clarifying that we have understood what they have said.

**Relevance of information:** It is important that we ask for information that is necessary and relevant. Asking less relevant questions or asking unnecessary intrusive questions about the person's background can create a sense of anxiety or mistrust.

**Allowing flexibility:** It can take people months and sometimes years to trust a person enough to make a disclosure. It is important to be mindful that people may not feel ready to talk, and sometimes we just need to let them know that we are available to provide support and inform them of how they can contact us if or when they choose to.

**Open questions:** Asking open questions can be useful because it allows people to tell us about their feelings, worries and understanding of the situation. Open questions also allow them to control how much information they want to disclose at a certain time. That being said, closed questions are sometimes useful in addressing specific concerns or issues, especially when there are language barriers.

## Slide 9: Barriers to Seeking Help

**Barriers to Seeking Help**

People who have experienced labour exploitation may be reluctant to seek help or share their experiences due to variety of reasons and barriers.

- Fear of deportation or arrest
- Shame, manipulation or intimidation
- Lack of awareness of rights and available pathways for support
- Difficulties in discussing sensitive/taboo topics like exploitation
- Concerns for the safety of loved ones
- Language barriers
- Social isolation
- Mental health issues including trauma
- Potential loss of income and livelihood
- Mistrust of authorities

**Description:** Trainer emphasises the point that there are barriers and challenges impacting people's decisions to report exploitation or seek help. Trainer describes a few examples of barriers.

**Speaking notes:** Each person's experience of exploitation is unique and a number of different factors and barriers might affect their decision to come forward and seek help. It is important to keep these barriers in mind when we are trying to have conversations about exploitation.

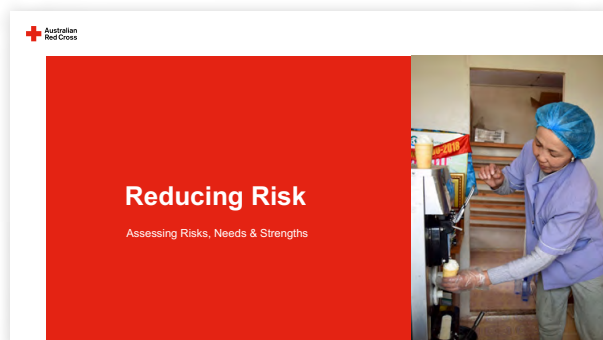
- Fear of deportation or arrest. The person may be afraid to get help from authorities or other organisations because they think they will be arrested or returned to their country of origin.
- Shame, manipulation or intimidation. These tactics can sometimes be used by the person's employer or perpetrator to keep them silent.
- Lack of awareness. The person might not know that they are being exploited or understand what sort of support they could access (e.g. they may not know that there is a possibility for them to remain anonymous in the reporting process)

- As we mentioned, it can be difficult to bring up the topic of exploitation in a conversation, as it can be a sensitive and taboo topic.
- Concerns for the safety of loved ones. These concerns could be based on previous or current threats. The level of concern a person feels may also depend on the connections their employer or perpetrator has to their loved ones. For example, even if the person's family is overseas, the employer may be still able to harm them.
- Language barriers and social isolation.
- Mental health issues. Someone might experience mental health difficulties as a result of their exploitative experience, or perhaps their mental health issues might not be related to exploitation. If someone has experienced trauma, they may feel reluctant to re-tell their story, as it can cause distress and re-traumatisation.
- If the person tries to get help or leave their workplace, there might be a risk of income loss.
- Not feeling trust towards authorities including service providers.

# 38 Unit 7: Reducing risk

Recommended duration: 15 min

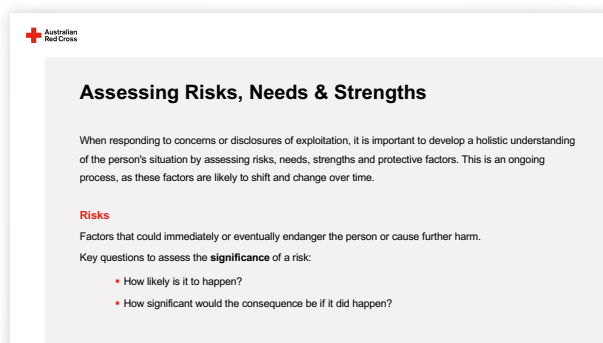
## Slide 10: Reducing Risk: Assessing Risks, Needs & Strengths



**Description:** Title slide for unit 7.

**Speaking notes:** We will now move on to the second step in responding to concerns or disclosures, and look at how we can be assessing the risks, needs and strengths in someone's situation.

## Slide 11: Assessing Risks, Needs & Strengths



**Description:** Slides 11 and 12 describe what risks, needs and strengths/protective factors are. Trainer highlights why these are useful concepts when building a holistic understanding of someone's situation.

**Speaking notes:** It is always useful to develop a holistic understanding of someone's situation. One way to have a fuller picture of their situation is to do an assessment of their needs, risks, and strengths or protective factors. These factors and

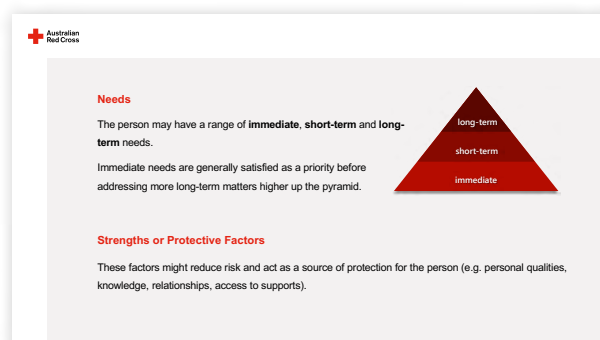
issues often change and shift over time, so this assessment is an ongoing process.

Risks are issues that might either happen immediately or eventually, that could harm or endanger the person.

When thinking about how significant a risk is, it is helpful to ask:

- How likely is it to happen?
- How severe would the consequences be – what would be the impact of it happening?

## Slide 12: Assessing Risks, Needs & Strengths (continued)



**Description:** As in slide 11.

**Speaking notes:**

**Needs:** The triangle in this slide illustrates different types of needs: immediate, short-term and long-term needs. Someone's immediate needs generally need to be addressed first and met as a priority before we address more long-term matters that are higher up the pyramid. The person may find it difficult to focus on their long-term needs (e.g. exploring study options) if they are struggling with immediate needs like shelter and food.

- Immediate needs can include urgent safety, or health and other practical needs like food, water, toiletries, rest, and temporary accommodation.
- Once a person's immediate needs have been met and their situation is more stable, we can start assisting them with short-term needs and other aspects of their recovery. For example, it may be challenging to find housing, or the person


might want to develop new skills so that they can secure a job.

- Long-term needs may not be urgent, but if they are overlooked, this may affect someone's recovery. For example, someone might choose to access psychological therapy or legal advice, or they may want to make a compensation claim. Addressing these long-term needs might help them regain independence and confidence.

Depending on the person's situation, we may need to address different needs at the same time (e.g. addressing their short-term and long-term needs simultaneously). It is also important to take a person-centred approach to assessing needs, and be guided by the person's own assessment of their needs.

**Strengths:** Strengths and protective factors can reduce risk and be a source of protection for someone. For example, this can include factors like someone's personal qualities (e.g. resilience, being proactive), their knowledge, their relationships or their access to supports.

## Slide 13: Examples of Risks, Needs & Strengths



**Examples**

Risks	Needs	Strengths / Protective Factors
Deportation	Legal advice	Awareness of legal services
Distress	Psychological wellbeing	Strong family bonds
Loss of income	Financial stability	Eligible for Centrelink
Food insecurity	Material aid	Access to food bank
Homelessness	Stable housing	Alternative housing available
Physical harm	Safety	Safety plan in place
Substance addiction	Healthcare	Willingness to seek help

**Description:** Trainer describes a few examples of risks, needs and strengths/protective factors, and highlights how strengths/protective factors can be useful in reducing risks and meeting needs.

Trainer can use their discretion and read out as many examples as they feel is necessary to promote participant learning.


**Speaking notes:** In this slide, we can see some examples of risks, needs, and strengths or protective factors.

- Someone may be at risk of being deported and might be in need of legal advice to navigate their visa pathways. A strength or protective factor could be that they are aware of existing legal services and know where to get information and advice.
- Someone might be at risk of feeling distressed, and may have a need for psychological wellbeing. A protective factor might be that they have some strong family bonds that can help and protect them.
- If someone chooses to leave a job, they might face the risk of losing their income, so their need might be for financial stability. A strength can be that they are eligible to access Centrelink and can receive some financial assistance.
- If there is a risk of homelessness, someone might be in need of stable housing. A strength or protective factor might be that they have some options available for housing.
- There might be a risk of physical harm, and someone in that situation needs to be and feel safe from harm. One strength could be that there is a plan in place to promote safety. We will talk more about safety planning soon.

Depending on someone's situation, certain strengths or protective factors can minimise risks and help them in meeting their needs.

**Prompts:** Are there any other examples of risks, needs, or strengths that come to mind?

Slide 14: Case Study (risks, needs & strengths) – Ahmed




### Case study | Ahmed

Ahmed visits your drop-in service and is looking for financial aid. He states that he has been working, but does not earn enough to pay rent. When asked about his financial situation, he shares that he is currently repaying a debt to his employer, who has threatened to deport him if he stops making repayments. He shares that the employer is also violent towards him if he refuses to work, which has resulted in some minor injuries.

Ahmed's visa has expired and he is afraid to report his employer, as he is not sure what his rights are in the workplace. He is also living with his employer, so he doesn't want to jeopardise his housing arrangement. Ahmed shares that he might have a friend who could offer him a room to stay if needed, but he needs money to get medical treatment for his injuries. He shares that he is willing to visit different services for assistance.

#### Key questions

- What risks, needs and strengths/protective factors can you identify?
- Does this sound like poor work conditions or modern slavery?



**Description:** Trainer introduces case study and provides instructions for a small group activity where participants reflect on the risks, needs and strengths/protective factors that they can identify in the scenario.

See Activity 5 in the Activity Table for more information.

**Speaking notes:** We will have a look at this case study and then come together to discuss some of the risks, needs and strengths or protective factors that we can identify in this scenario.

[Read out case study]

As we reflect on this case study, we are going to form 3 groups:

- Group 1 will look at what the risks are in this case study
- Group 2 will focus on what the needs are in this situation
- Group 3 will look at any strengths and protective factors that we can see

In your groups, please also reflect on whether you think this situation sounds more like poor work conditions or modern slavery.

We spend about 5 minutes discussing in our groups and then come back to share what we have identified.

**Prompts:**

[After participants finish group discussions]

1. Does each group want to share what risks, needs and strengths/protective factors you identified?

- Group 1. What risks were we able to pick up?
- Group 2. What needs did we identify in this situation?
- Group 3. What strengths or protective factors could we see?
2. Did we feel this situation sounds more like poor work conditions or modern slavery?
- If participants require prompting to answer question 2, the trainer can use the following questions to facilitate discussion:
- Is Ahmed free to leave or to stop working?
  - Has Ahmed been forced or deceived in any way by another person?
  - Does Ahmed's work situation affect his personal freedom?
  - Is Ahmed able to freely move and communicate, or are there restrictions placed on his movement or communication?

Slide 15: Case Study (risks, needs & strengths) – Ahmed (continued)



### What risks, needs and strengths/ protective factors can you identify?

Risks	Needs	Strengths / Protective Factors
Threats	Financial aid	Social connections
Physical harm	Healthcare	Alternative housing
Deportation	Legal/immigration advice	Willingness to seek help
Homelessness		
Health issues		



**Description:** Trainer summarises the risks, needs and strengths/protective factors in Ahmed's case study and explains why this scenario sounds more like modern slavery. The purpose of this slide is primarily to reiterate what participants have shared and highlight any factors that were not shared by participants. Participants may identify other risks, needs and strengths/protective based on their experience.

See Activity 5 in the Activity Table for more information.

**Speaking notes:** This is a summary of some of the risks, needs and, strengths or protective factors in the case study. There may be other risks, needs and strengths in his situation that we have not explored.

The risks in this situation include:

- Threats. The employer is making threats. The presence of threats could mean that Ahmed may be experiencing conditions similar to modern slavery.
- Physical harm. The employer is violent towards Ahmed if he refuses to work, so there is a risk that he might face further harm if he tries to leave his work.
- Deportation. Ahmed's visa has expired, so there is a risk that he might face deportation. The significance of this risk depends on factors like his visa options and access to legal support.
- Homelessness. As he is living with his employer, he might face homelessness if he leaves his work and does not have alternative housing. Ahmed potentially has an alternative housing option, which is a protective factor that may reduce the risk of homelessness.
- Health issues. He may have developed some health issues as a result of his injuries. If these injuries are untreated, they might cause significant harm or lead to a deterioration of his health.

The needs in this situation include:

- Financial aid. Ahmed has come to the drop-in service looking for financial aid. He is struggling to pay rent to his employer and is repaying a debt to them as well, which is adding to his financial hardship. It might be worthwhile learning more about his debt, as he might potentially be in a debt bondage situation.
- Healthcare. Ahmed is seeking medical treatment for his injuries.
- Legal/immigration advice. As he has an expired visa and is not sure what his rights are in the workplace, he would benefit from legal support.

The strengths/protective factors in this situation include:

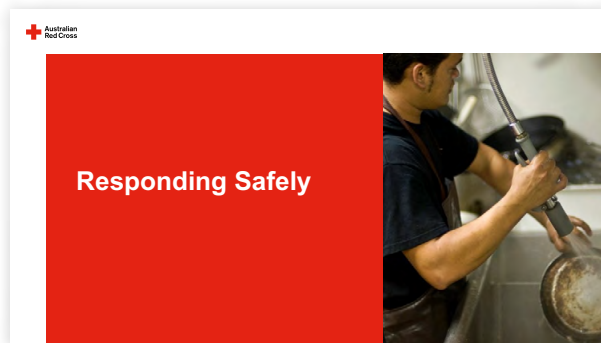
- Social connections. Ahmed has a friend in the community who might be a source of emotional and/or financial support.
- Alternative housing. His friend might have a room that he could offer to Ahmed.
- Willingness to seek help. Ahmed has reached out to your service and has stated that he is willing to engage with other services.

Ahmed's situation sounds more like modern slavery, as his employer is using a few mechanisms (e.g. threats, physical violence) to force him to work and repay his debt.

# 42 Unit 8: Responding safely

Recommended duration: 10 min

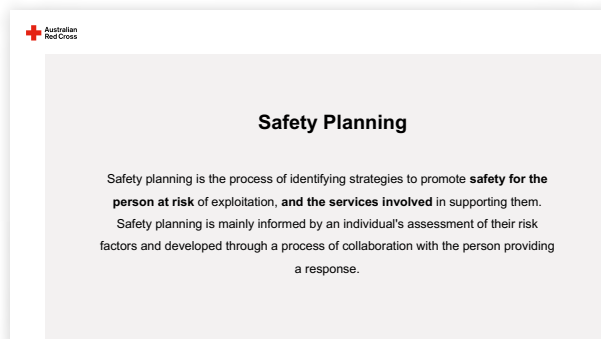
## Slide 16: Responding Safely



**Description:** Title slide for unit 8.

**Speaking notes:** Now we are up to the third step, which is responding safely.

## Slide 17: Safety Planning



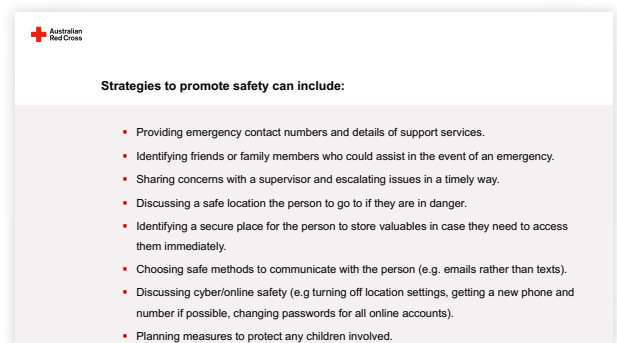
**Description:** Trainer briefly explains the purpose and process of safety planning.

**Speaking notes:** Safety planning is a process where we map out strategies to minimise risk and promote someone's safety and the safety of the services that are involved. Safety planning is mainly informed by an individual's assessment of their risk factors and developed through a process of collaboration with the person providing a response.

It is always good to remember that individuals already have strategies they are using to keep themselves safe, so its drawing on those and suggesting other strategies that are tailored to the person's situation.

Safety planning is useful at various stages, whether the person is still in the exploitative situation, or whether they have left the situation.

## Slide 18: Strategies to Promote Safety



**Description:** Trainer presents examples of strategies that can be employed to promote someone's safety if they are at risk of or experiencing labour exploitation.

**Speaking notes:** In this slide, we have some examples of strategies that we can employ to promote safety.

- Sharing emergency contacts and details of services.
- Identifying with the person some of their family members or friends who could be available to help them in the event of an emergency.
- Debriefing with a supervisor. This includes talking through some of the risks and having strategies in place to raise issues and respond quickly if needed.
- Confirming a safe location that the person can go to if they are in danger.
- Discussing a secure place to store their valuables (e.g. personal and travel documents) in case they need to quickly collect their belongings in an emergency.
- The methods of communication are important as well. What option works well for them? If their employer is monitoring their phone texts for example, they might prefer another form of communication (e.g. emails).

- Discussing cyber/online safety (e.g turning off location settings, getting a new phone and number if possible, changing passwords for all online accounts). For more information, see [esafety.gov.au/key-issues/domestic-family-violence/online-safety-planning](https://esafety.gov.au/key-issues/domestic-family-violence/online-safety-planning).
- And lastly, we always want to work in a child safe way and put in measures to protect any children who might be involved.

## Slide 19: Case Study (safety strategies) – Ahmed

**Case study | Ahmed**

Ahmed visits your drop in service and is looking for financial aid. He states that he has been working, but does not earn enough to pay rent. When asked about his financial situation, he shares that he is currently repaying a debt to his employer, who has threatened to deport him if he stops making repayments. He shares that the employer is also violent towards him if he refuses to work, which has resulted in some minor injuries.

Ahmed's visa has expired and he is afraid to report his employer, as he is not sure what his rights are in the workplace. He is also living with his employer, so he doesn't want to jeopardise his housing arrangement. Ahmed shares that he might have a friend who could offer him a room to stay if needed, but he needs money to get medical treatment for his injuries. He shares that he is willing to visit different services for assistance.

**Key questions**

- What strategies would you suggest to **promote Ahmed's safety** in this situation?
- What information would you provide Ahmed?

**Description:** The case study introduced in slide 14 is revisited. Trainer facilitates a discussion about the strategies that can be employed to promote Ahmed's safety in this scenario.

See Activity 6 in the Activity Table for more information.

**Speaking notes:** We will look at the same case study again and think about what kind of strategies we could put in place to promote safety in Ahmed's situation. We will also think about the kind of information we could provide Ahmed to promote his safety. This time, we will all work as one group and reflect together.

### Prompts:

- Are there any strategies that you would suggest to promote safety in this situation?
- What sort of information could we provide Ahmed to promote his safety?

## Slide 20: Case Study (safety strategies) – Ahmed (continued)

**Strategies to promote safety:**

- Identifying friends or family members who could assist Ahmed.
- Connecting Ahmed with free or affordable healthcare.
- Giving contact details of emergency services.
- Details of services that provide immigration and legal advice.
- Discussing a safe location Ahmed to go to or store valuables if he is in danger.
- Escalating any issues to a manager or supervisor.
- Identifying what methods of communication he feels comfortable with.

**Description:** Trainer summarises some of the strategies that can be employed to promote Ahmed's safety in this scenario. The purpose of this slide is primarily to reiterate what participants have shared and highlight any strategies that were not shared by participants. Participants may identify other strategies, based on their experience in the field. See Activity 6 in the Activity Table for more information.

**Speaking notes:** These are some examples of strategies that we can put in place to promote safety:

### Prompts:

1. Identifying friends or family members who could assist Ahmed with housing, or help him in the event of an emergency. It is also important to consider the safety of his friends and family.
2. Connecting Ahmed with free or affordable healthcare to treat his injuries and prevent them from getting worse.
3. Providing contact details of emergency services, in case there is any immediate danger.
4. Sharing details of services that provide immigration and legal advice, to equip Ahmed with appropriate information about his rights and help him manage risks related to deportation.
5. Discussing a safe location for Ahmed to go if he is in danger, and a secure place for him to store his belongings in case he needs to access them quickly in an emergency.

6. Escalating any issues to a manager or supervisor, so that they are aware of the risks in Ahmed's situation and could support in assisting Ahmed if his situation gets worse.
7. Identifying the methods of communication that he feels comfortable using.

As we can see through these examples, safety strategies often involve drawing on strengths and protective factors (e.g. access to services, relationships), and reducing risks (e.g. homelessness, health issues, physical harm).

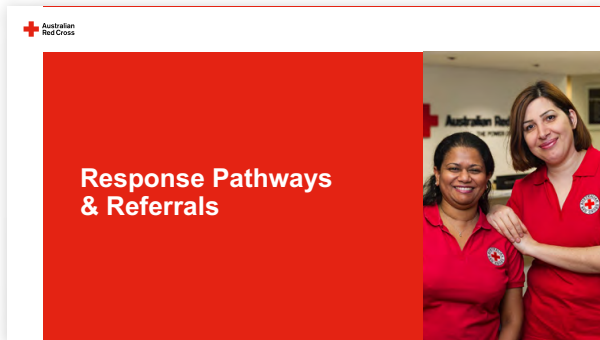
**Notes:**

# Unit 9: Response Pathways & Referrals

45

Recommended duration: 15 min

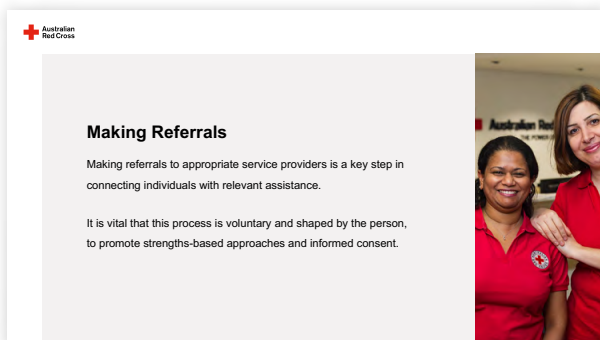
## Slide 21: Response Pathways & Referrals



**Description:** Title slide for unit 9.

**Speaking notes:** We will now focus on the fourth step in responding to concerns or disclosures, and take some time to look at some of the support agencies and pathways that are available for people who at risk or who have experienced labour exploitation.

## Slide 22: Making Referrals

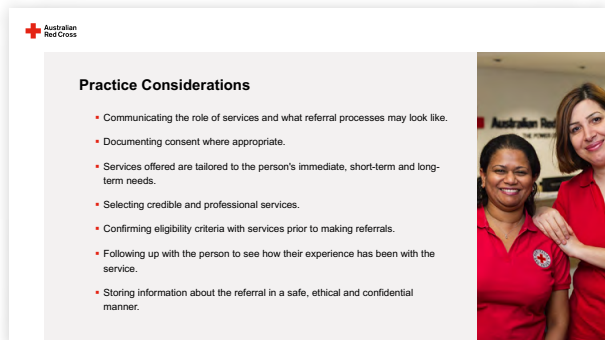


**Description:** This slide highlights the purpose and significance of referrals.

**Speaking notes:** Making referrals is a key step to help someone access appropriate support that might be outside of our role or the scope of our organisation. Referrals can be made to a variety of services, depending on the person's needs and priorities (e.g. healthcare, education, housing, financial assistance, nutrition, social connections, etc.).

It is important to allow the person at risk to shape the referral process as much as possible, to promote person-centred practice. It is also worthwhile to focus not just on referring people to services, but also on connecting them with community networks. Ultimately, it is not just about resolving someone's issues, but supporting them to achieve their goals.

## Slide 23: Practice Considerations (Making Referrals)



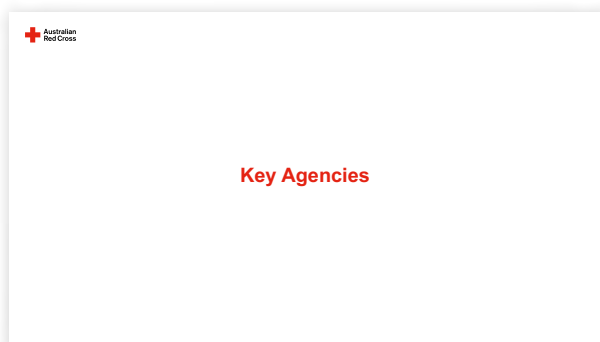
**Description:** This slide outlines a few practice considerations for participants when making referrals.

**Speaking notes:** When making referrals, some practice considerations to be mindful of include:

- Communicating the roles of different services. This can enhance the person's sense of choice and control in accessing support. It can also help to manage their expectations about the kind of support that is available. As certain services are not available in other countries, someone who is newly arrived may not be aware of even essential services like Medicare.
- Having a written record of someone's consent, as much as possible.
- As we mentioned earlier, making sure that the support is tailored to their needs.
- Selecting credible/professional services. It is important to refer the person to services that will uphold confidentiality, in order to build and maintain their trust. It might also be helpful to select services that specialise in helping certain groups like women, or services that have experience in supporting certain cultural groups.

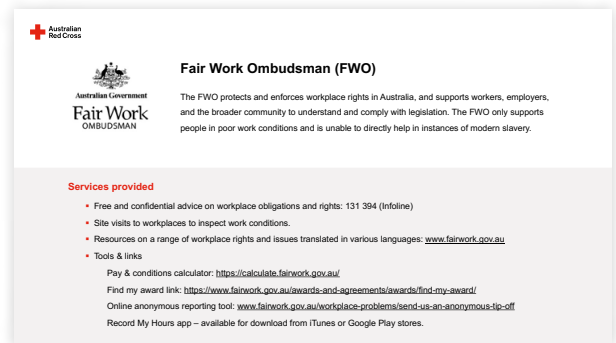
- Confirming eligibility criteria. This is an important step, as it reduces the risk of someone being turned away by agencies because they are not eligible. People with temporary visas, in particular, might not be eligible for many of the services that are available for people with permanent residency or citizenship.
- Asking the person about their experience with the service or agency that we have referred them to. This can provide us with the opportunity to advocate on the person's behalf if there are any issues, as long as they give consent and want this advocacy support from us. It can also be a good chance to provide feedback to the other agency, to help them in improving their services.

## Slide 24: Key Agencies



**Speaking notes:** We will now focus on some of the key agencies that are available for support.

## Slide 25: Fair Work Ombudsman



**Description:** Trainer describes some of the key functions of the Fair Work Ombudsman, and highlights some its services.

**Speaking notes:** The Fair Work Ombudsman is the government body that is responsible to ensure that workplaces and employers uphold the minimum standards that are outlined in the 2009 Fair Work Act.

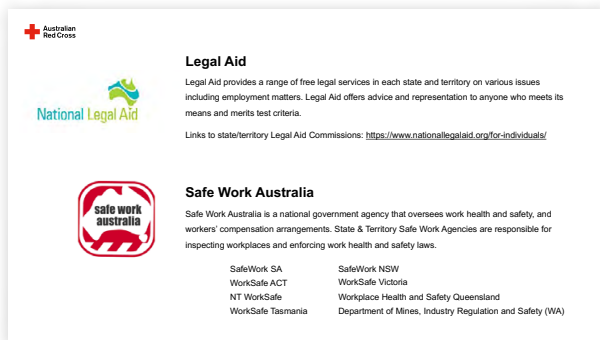
The Ombudsman has Compliance Officers who visit and inspect workplaces, to make sure that employers are complying with Australian workplace laws and paying their workers appropriately. Anyone, regardless of their visa status, can get free and confidential advice from the Ombudsman on their rights at work.

The Ombudsman has a variety of resources on its website to help people get an understanding of whether their work conditions are fair and meet the minimum requirements in Australia. These resources include:

- A pay calculator
- An app to help workers record their hours at work
- A link to different award rates.

The Ombudsman generally only supports people who are in poor work conditions, but their staff are trained to refer suspected cases of modern slavery onto the Australian Federal Police (AFP). We will look at the role of the AFP soon.

## Slide 26: Legal Aid & Safe Work Australia



**Legal Aid**

Legal Aid provides a range of free legal services in each state and territory on various issues including employment matters. Legal Aid offers advice and representation to anyone who meets its means and merits test criteria.

Links to state/territory Legal Aid Commissions: <https://www.nationallegalaid.org/for-individuals/>

**Safe Work Australia**

Safe Work Australia is a national government agency that oversees work health and safety, and workers' compensation arrangements. State & Territory Safe Work Agencies are responsible for inspecting workplaces and enforcing work health and safety laws.

SafeWork SA	SafeWork NSW
WorkSafe ACT	WorkSafe Victoria
NT WorkSafe	Workplace Health and Safety Queensland
WorkSafe Tasmania	Department of Mines, Industry Regulation and Safety (WA)

**Description:** Trainer describes some of the key functions of Legal Aid and Safe Work Australia, and highlights some of the services that these agencies provide.

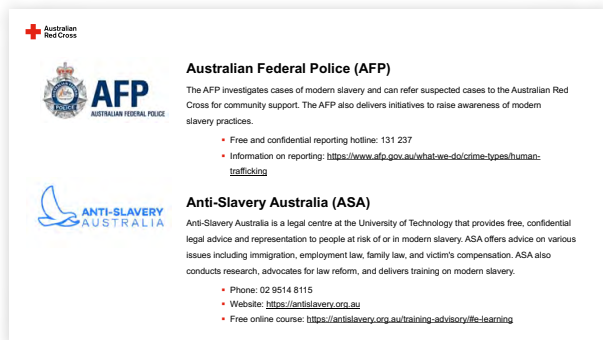
### Speaking notes:

**Legal Aid:** Legal Aid is a government body that provides free legal advice on workplace matters. People can also be represented in court if needed. In order to be eligible, someone has to meet Legal Aid's means and merits test criteria. Every State and Territory has its own Legal Aid agency.

**Safe Work Australia:** Safe Work Australia is a national government agency that looks after work health and safety issues, including workers' compensation. Similar to Legal Aid, it includes members from all states and territories. Safe Work Australia does not regulate or enforce work health and safety laws, but its state and territory members are responsible for inspecting workplaces, enforcing laws and representing the interests of workers.

State and Territory agencies also provide free workshops and presentations to groups on workplace health and safety.

## Slide 27: Australian Federal Police & Anti-Slavery Australia



**Australian Federal Police (AFP)**

The AFP investigates cases of modern slavery and can refer suspected cases to the Australian Red Cross for community support. The AFP also delivers initiatives to raise awareness of modern slavery practices.

- Free and confidential reporting hotline: 131 237
- Information on reporting: <https://www.afp.gov.au/what-we-do/crime-types/human-trafficking>

**Anti-Slavery Australia (ASA)**

Anti-Slavery Australia is a legal centre at the University of Technology that provides free, confidential legal advice and representation to people at risk of or in modern slavery. ASA offers advice on various issues including immigration, employment law, family law, and victim's compensation. ASA also conducts research, advocates for law reform, and delivers training on modern slavery.

- Phone: 02 9514 8115
- Website: <https://antislavery.org.au>
- Free online course: <https://antislavery.org.au/training-advisory/#e-learning>

**Description:** Trainer describes some of the key functions of the Australian Federal Police and Anti-Slavery Australia, and highlights some of the services that these agencies provide.

### Speaking notes:

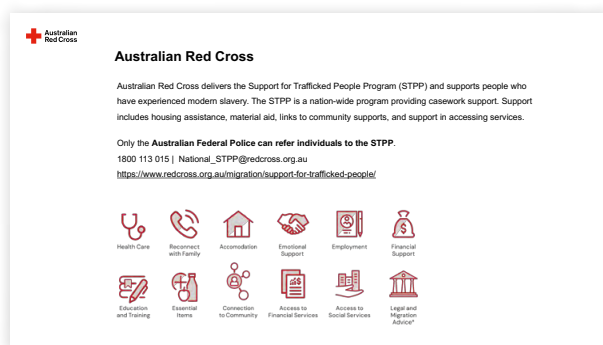
**Australian Federal Police:** The Australian Federal Police (or AFP) investigates cases of modern slavery. Currently, the AFP is the only agency that can refer suspected cases of modern slavery to the Support for Trafficked Program, which the Australian Red Cross delivers.

The AFP has a confidential reporting hotline that anyone can call and there is information about this process on the website. AFP's reporting hotline is available 24 hours a day, seven days a week.

**Anti-Slavery Australia:** Anti-Slavery Australia (or ASA) is a legal centre that offers free and confidential legal advice to people who have experienced modern slavery, or people who might be at risk and want more information and advice about their options.

ASA can offer advice on a variety of issues, like immigration, family law, and employment law as well. They also offer different courses on modern slavery, including a free online course on their website.

## Slide 28: Australian Red Cross



**Description:** Trainer describes some of the key functions of the Australian Red Cross STPP program, and highlights some its services.

**Speaking notes:** The Red Cross Support for Trafficked People Program (or the STPP) provides initial health and wellbeing support to people who have experienced different forms of modern slavery. The STPP is a nation-wide program with caseworkers in each state and territory who can provide information and advice.

The Australian Federal Police (AFP) assesses whether someone is eligible for the STPP and makes referrals into the program. The AFP can refer anyone who they suspect may have experienced modern slavery, regardless of age, gender, nationality, or type of visa.

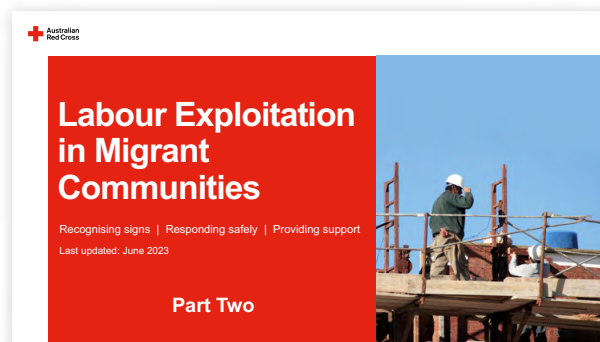
Anyone can contact Red Cross directly if they want information about their options and what kind of support is available in their local area.

In the STPP, people can access support such as:

- Assistance with essential items like food, toiletries and clothes
- Accommodation and housing support
- Access to healthcare, like counselling
- Access to education and training services
- Access to legal and migration advice
- Links to community supports

Red Cross also provides emergency relief to people on temporary visas, including people seeking asylum, international students, and people on tourist visas. This includes anyone on a temporary visa, not just people being supported in the STPP.

## Slide 29: Which agency would you refer to?



**Description:** Trainer facilitates an activity where participants reflect on 5 short examples and vote on which agency they would refer to in these scenarios.

See Activity 7 in the Activity Table for more information.

**Speaking notes:** We will now look at some examples together and vote on which agencies we would refer to. [Outline options to vote/share responses]

### Example 1

[\[Read out example\]](#)

Which agency do we feel would be best to contact in this situation?

[\[Reveal answer\]](#)

Anti-Slavery Australia. ASA would be the best option, as Lakshmi thinks she may be experiencing modern slavery and wants some advice. If someone is unsure about whether they are experiencing modern slavery or just wants more information, they can contact ASA to talk about their situation. Service providers who have concerns or questions about potential cases can contact ASA as well.

### Example 2

[\[Read out example\]](#)

Which agency would we contact in this situation?

[\[Reveal answer\]](#)

Australian Federal Police. Ling is also experiencing modern slavery. However, as he wants to report his situation to authorities, the AFP is the agency to contact because they are able to take a statement from Ling and investigate the situation further.

### Example 3

[Read out example]

Which agency could we refer to in this situation?

[Reveal answer]

Australian Red Cross. Fatema is experiencing modern slavery and wants to find out more about her options for support. As there are casework teams in every State and Territory as part of the STPP, Fatema will be able to access information on local supports in her area. She can call Red Cross directly if she just wants some information and does not need to be referred by the AFP for this.

## Slide 30: Which agency would you refer to? (continued)

**Which agency would you refer to?**

Jasmine is experiencing poor work conditions and unsafe work practices. She would like advice on work health and safety. [Safe work agencies](#)

Mohammad is experiencing poor work conditions. He wants to report his employer to authorities and have them investigated. [Fair Work Ombudsman](#)

**Description:** As in slide 29.

**Speaking notes:**

### Example 4

[Read out example]

Which agency do we feel would be the best to contact in this situation?

[Reveal answer]

Safe work agencies. Depending on where Jasmine is based, the appropriate State or Territory Safe

Work agency near her would be the best option in this situation. She is experiencing poor work conditions and wants advice on work health and safety. Safe Work agencies can provide specialised advice in this area. If she is experiencing modern slavery, then she could consider involving some of the organisations we looked at in the last slide.

### Example 5

[Read out example]

Which agency do we feel would we contact in this situation?

[Reveal answer]

Fair Work Ombudsman. Mohammad is experiencing poor work conditions as well, but he wants to report his situation to authorities. The Ombudsman is the agency that is able to investigate poor work conditions.

## Slide 31: Other Agencies

**Other Agencies and Services**

<b>Community Legal Centres</b> <a href="http://www.clcs.org.au/legal-help/">www.clcs.org.au/legal-help/</a>	<b>Australian Human Rights Commission (AHRC)</b> 1300 656 419   <a href="http://www.humanrights.gov.au">www.humanrights.gov.au</a>
<b>Australian Unions</b> 1300 486 466   <a href="http://www.australianunions.org.au">www.australianunions.org.au</a>	<b>Pacific Australia Labour Mobility (PALM) Scheme Support Service Line</b> 1800 51 51 31   <a href="mailto:support@pacificlabourfacility.com.au">support@pacificlabourfacility.com.au</a>
<b>The Fair Work Commission (FWC)</b> 1300 799 675   <a href="http://www.fwc.gov.au">www.fwc.gov.au</a>	<b>Translating and Interpreting Service (TIS National)</b> 131 450   <a href="http://www.tisnational.gov.au">www.tisnational.gov.au</a>

**Description:** This slide presents some other agencies that may be useful to engage when supporting someone who is at risk of or experiencing exploitation.

**Speaking notes:** In this slide, we have some other agencies and service providers that are available to provide support for people who have been exploited or are at risk of exploitation.

Community Legal Centres Community legal centres are independent, not-for-profit community-based organisations. They provide free legal help, including information, referrals, legal education, advice, casework and representation services.

Some centres provide services in a specialist area of law, for example employment or migration law, or to a particular community or group, for example women, migrants, refugees and asylum seekers.

There are a range of Unions across Australia that can give people advice on workplace rights and advocate on someone's behalf when their work conditions are not meeting certain legal or industry standards. Someone would typically need to be a member of a Union to receive support, but in some cases, Unions may be able to provide free advice and assistance.

The Fair Work Commission is Australia's national workplace relations tribunal, and it focuses on issues like unfair dismissals, workplace bullying, and other workplace issues.

The Australian Human Rights Commission investigates and works to resolve complaints relating to discrimination.

#### Pacific Australia Labour Mobility (PALM) Scheme

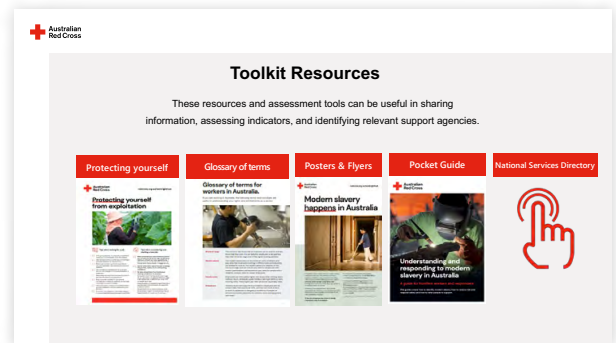
Pacific and Timor Leste workers under the PALM scheme can seek help and advice from the PALM support service line.

#### **Potential questions:**

**Question 1:** In what situations could Unions provide free advice and assistance?

**Response 1:** Union may sometimes provide free advice and assistance when, for example, there is a class action lawsuit. Unions may provide free help to individuals when they are affected by a particular issue that also affects a larger group of people.

## Slide 32: Toolkit Resources



**Description:** Trainer introduces and describes some of the resources available in the Toolkit to assist participants in assessment, response and referral processes.

**Speaking notes:** We are coming to the end of the training. As we wrap up today, please keep in mind that there is a toolkit of resources that is available in addition to this training. These resources are designed to help us in identifying risks and indicators, sharing useful information with at risk people, and navigating which agencies to contact.

The resources on this slide are from the Australian Red Cross, and include:

- A checklist of tips when looking for and considering a new job. These tips include keeping records of hours and conditions of work and being wary of positions that involve poor work conditions. This checklist has been translated into different languages.
- A glossary of common workplace terms and concepts, such as compensation, penalty rates, and superannuation. These terms have been simplified and translated into some community languages, so they can be shared with people who might not be familiar with these concepts.
- Posters and flyers with information on modern slavery and where to get support. These have been also translated into different languages.
- A downloadable guide that covers how to identify modern slavery, how to reduce risk and respond safely and how to refer people to support.

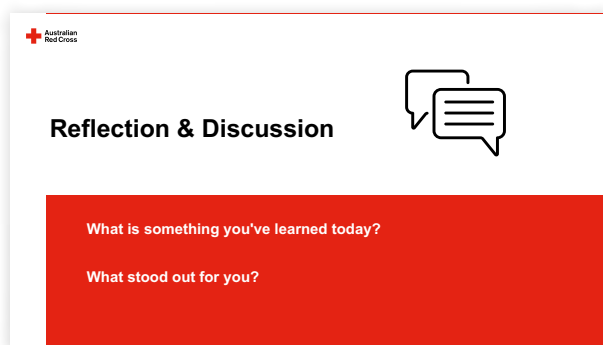
- A directory of organisations and agencies which can provide information and support to people experiencing labour exploitation.
- A free, self-paced e-module on 'Understanding and Responding to Labour Exploitation in Migrant Communities' is also included in the Toolkit.

**Notes:**

# 52 Unit 10: Reflection & wrap up

Recommended duration: 5 min

## Slide 33: Reflection



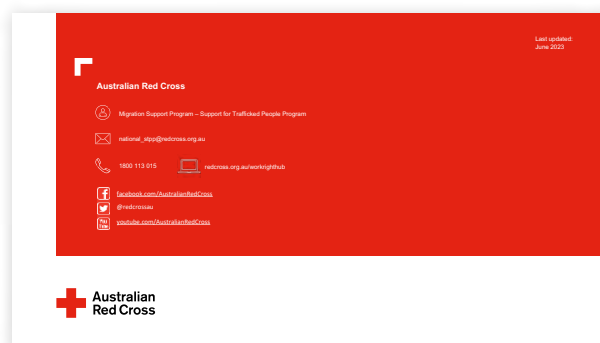
**Description:** Trainer facilitates a final reflection and discussion on what participants have learned and gained from the training. This is a good opportunity to refer back to the learning goals that participants shared at the start of the training and reflect on whether these goals have been achieved.

**Prompts:**

- Does anyone want to share something that they have learned today?
- What parts of the training stood out for you?

[Note: If the Trainer chooses to use the Feedback Survey, they can introduce it here. If training is delivered face-to-face, the trainer may provide participants with print copies of the Feedback Survey. If training is delivered online, the trainer may disseminate the survey using free online tools like SurveyMonkey.]

## Slide 34: Red Cross Contact for Follow-up



**Description:** Trainer shares relevant contact details of Australian Red Cross for participants who want more information about the training, or want to provide feedback on the training.

**Speaking notes:** If you would like more information about this training or if you would like to provide feedback to the Australian Red Cross about this training, please feel free to contact the Red Cross via the details on this slide.

# Activity Table

53

UNIT	SLIDES	ACTIVITY	PROCEDURE	SUGGESTED DELIVERY METHODS
PART ONE				
1	6	Activity 1: Introductions	<p>Trainer asks participants to introduce themselves and share one thing that they would like to learn more about in this training. The trainer might like to scribe or have a written record of participants' learning goals, and facilitate a discussion at the end of the training to reflect on whether these goals have been achieved and review what participants have learned.</p> <p>There is an opportunity for the trainer to conduct an end of training reflection in slide 34 of part 2.</p>	<p><b>Face to face</b></p> <p>Trainer writes participants' learning goals on a butcher's paper or whiteboard.</p> <p><b>Online</b></p> <p><u>Option 1:</u> Participants type their learning goals via comments or a chat.</p> <p><u>Option 2:</u> Participants type their learning goals via platforms like <a href="#">Mentimeter</a> and <a href="#">Wooclap</a>.</p>
3	17, 18	Activity 2: What are the risk factors?	<p>Trainer reads aloud 3 short examples one at a time. After reading each example aloud, the trainer asks participants to share what risk factors they can identify in these situations.</p> <p>After participants share their responses, the trainer reveals the answers.</p>	<p><b>Face to face</b></p> <p>Participants share risk factors by calling out their responses. After participants share their responses, the trainer clicks on the slide to reveal the answers.</p> <p><b>Online</b></p> <p>Participants call out their responses, or write their responses via comments or a chat. After participants share their responses, the trainer clicks on the slide to reveal the answers.</p>

UNIT	SLIDES	ACTIVITY	PROCEDURE	SUGGESTED DELIVERY METHODS
5	40, 41, 42, 43	Activity 3: Case study (Anthony & Mina)	<p>Participants split into 2 groups or pairs (depending on group size), and each group or pair focuses on one of two case studies. Trainer asks each group/pair to reflect on their case study, and try to identify indicators of labour exploitation.</p> <p>Each group /pair is also asked to reflect on whether they think that their case study sounds more like poor work conditions or more like modern slavery.</p> <p>Participants discuss their reflections in their groups/pairs for approx. 5 minutes. Participants then share what they discussed with everyone.</p>	<p><b>Face to face</b></p> <p>Trainer provides participants with printed handouts of each case study. After each group/pair share their reflections with everyone, the trainer moves to the next slide to reveal answers.</p> <p><b>Online</b></p> <p>Trainer provides participants with digital copies of each case study prior to the training. Participants call out their responses, or write their responses via comments or a chat.</p> <p>After each group/pair share their reflections with everyone, the trainer moves to the next slide to reveal answers.</p>

PART TWO				
6	6, 7	Activity 4: Examples of good practice principles	<p>Trainer reads aloud 4 short examples one at a time. After reading each example aloud, the trainer asks participants to share which good practice principle they think best fits the example.</p> <p>After participants share their responses, the trainer reveals the answer and outlines why the example best represents or is related to a particular principle.</p>	<p><b>Face to face</b></p> <p><u>Option 1:</u> Participants call out their responses. After participants share their responses, the trainer clicks on the slide to reveal the answer.</p> <p><u>Option 2:</u> Participants anonymously share their responses via a platform like <a href="#">Mentimeter</a>, <a href="#">Kahoot!</a>, or <a href="#">Wooclap</a>.</p> <p><b>Online</b></p> <p><u>Option 1:</u> Participants call out their responses, or type their votes via comments or a chat. After participants share their responses, the trainer clicks on the slide to reveal the answer.</p> <p><u>Option 2:</u> Participants anonymously share their responses via a platform like <a href="#">Mentimeter</a>, <a href="#">Kahoot!</a>, or <a href="#">Wooclap</a>.</p>

UNIT	SLIDES	ACTIVITY	PROCEDURE	SUGGESTED DELIVERY METHODS
PART TWO				
7	14, 15	Activity 5: Case study (Ahmed: risks, needs & strengths)	<p>Trainer reads case study aloud. Participants then split into 3 groups or pairs (depending on group size), and each group or pair reflects on the case study and focuses on one of the following areas:</p> <ul style="list-style-type: none"> <li>• Risks</li> <li>• Needs</li> <li>• Strengths/protective factors</li> </ul> <p>Each group /pair is also asked to reflect on whether they think that the case study sounds more like poor work conditions or more like modern slavery.</p> <p>Participants discuss their reflections in their groups/pairs for approx. 5 minutes. Participants then share what they discussed with everyone.</p>	<p><b>Face to face</b></p> <p>Trainer provides participants with printed handouts of the case study. After each group/pair share their reflections with everyone, the trainer moves to the next slide to reveal answers.</p> <p><b>Online</b></p> <p>Trainer provides participants with digital copies of the case study prior to the training. Participants call out their responses, or write their responses via comments or a chat.</p> <p>After each group/pair share their reflections with everyone, the trainer moves to the next slide to reveal answers.</p>
8	19, 20	Activity 6: Case study (Ahmed: safety strategies)	<p>The case study from Activity 5 is used again. Trainer asks all participants as one larger group to reflect on the case study again, and share any safety strategies that they would employ in this situation.</p>	<p><b>Face to face</b></p> <p>Trainer provides participants with printed handouts of the case study. After participants share their reflections, the trainer moves to the next slide to reveal answers.</p> <p><b>Online</b></p> <p>Trainer provides participants with digital copies of the case study prior to the training. Participants call out their responses, or write their responses via comments or a chat.</p> <p>After participants share their reflections, the trainer moves to the next slide to reveal answers.</p>

UNIT	SLIDES	ACTIVITY	PROCEDURE	SUGGESTED DELIVERY METHODS
9	29, 30	Activity 7: Which agency would you refer to?	<p>Trainer reads aloud 5 short examples one at a time. After reading each example aloud, the trainer asks participants to reflect on the example and vote on which agency they would refer to in this situation.</p> <p>After participants share their responses, the trainer reveals the answer and outlines why a particular agency is suitable or useful in that situation.</p>	<p><b>Face to face</b></p> <p><u>Option 1:</u> Participants call out their responses. After participants share their responses, the trainer clicks on the slide to reveal the answer.</p> <p><u>Option 2:</u> Participants anonymously share their responses via a platform like <a href="#">Mentimeter</a>, <a href="#">Kahoot!</a>, or <a href="#">Wooclap</a>.</p> <p><b>Online</b></p> <p><u>Option 1:</u> Participants call out their responses, or type their votes via comments or a chat. After participants share their responses, the trainer clicks on the slide to reveal the answer.</p> <p><u>Option 2:</u> Participants anonymously share their responses via a platform like <a href="#">Mentimeter</a>, <a href="#">Kahoot!</a>, or <a href="#">Wooclap</a>.</p>

# Labour Exploitation Toolkit

57

The labour exploitation toolkit consists of a suite of resources on labour exploitation for professionals and community members working with people at risk of exploitation. It includes information on identifying signs of labour exploitation and navigating existing referral pathways.

The toolkit is also designed to equip people from migrant and refugee backgrounds with information on their employment rights, different exploitative practices, and available supports. The toolkit resources provide information on a range of topics and offer practical examples, and some are available in a variety of languages.

The following index provides relevant information on these resources.

## **Glossary of Terms for Workers in Australia**

Provides a quick-reference glossary of common workplace terms and concepts to help people understand their rights and entitlements at work.

Available in [English](#), [Tamil](#), [Hindi](#), [Arabic](#), [Farsi](#), [Chinese](#), and [Thai](#).

## **Protecting Yourself from Exploitation**

Provides tips to people who are looking for and starting a new job.

Available in [English](#), [Arabic](#), [Chinese](#), [Hindi](#), [Malay](#), [Nepali](#) and [Thai](#).

## **Modern Slavery Happens in Australia materials**

A suite of [downloadable materials](#), including postcards, posters, brochures and flyers are available to download.

## **Understanding and Responding to Modern Slavery in Australia. A Guide for Frontline Workers and Responders**

A [downloadable guide](#) that covers how to identify modern slavery, how to reduce risk and respond safely and how to refer people to support.

## **Understanding and Responding to Labour Exploitation in Migrant Communities e-module**

A free, self-paced [e-module](#) for community members and frontline workers.

## **National Services Directory**

A [directory](#) of organisations and agencies which can provide information and support to people experiencing labour exploitation.

## **Work Right Hub**

Visit the Work Right Hub for more information and resources developed for migrant communities and frontline responders and workers.

[redcross.org.au/workrighthub](https://redcross.org.au/workrighthub)

## **Further information**

For further information on the labour exploitation toolkit, please contact the National Red Cross Anti-Trafficking team at

E. [national\\_stpp@redcross.org.au](mailto:national_stpp@redcross.org.au)

T. 1800 113 015

To access multilingual resources on modern slavery, visit our website [redcross.org.au/stpp](https://redcross.org.au/stpp)

For more information and tools to help you find support if you or someone you know is being exploited at work, visit [redcross.org.au/workrighthub](https://redcross.org.au/workrighthub)

Last updated: January 2023

**Support for Trafficked People Program**  
23-47 Villiers St, North Melbourne, VIC 3051

Last updated: January 2023

[facebook.com/AustralianRedCross](https://facebook.com/AustralianRedCross)

[@redcrossau](https://twitter.com/redcrossau)

[youtube.com/AustralianRedCross](https://youtube.com/AustralianRedCross)

[redcross.org.au/workrighthub](https://redcross.org.au/workrighthub)