



Mobilization Guide

Human Trafficking Prevention

PROTECT *me*

PROJECT



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PROTECT ME PROJECT | MOBILIZATION GUIDE 2025

WE EXIST as an organization to prevent commercial sexual exploitation in countries of origin.

OUR AXIS OF PREVENTION flows through a simple channel: capacity building + mobilization = prevention.

WE PROMOTE *authentic freedom and human dignity*.

WE VALUE:

Humility ~

- We recognize that we do not have all the answers.
- We value and respect the resources that other entities contribute to the fight to mitigate the scourge of human trafficking.
- We recognize that we can learn from people with approaches and methodologies different from ours.
- We give credit to sources that contribute to our movement.

Generosity ~

- We want to share the tools we have developed with genuine activists.
- We choose to believe the best of our colleagues in the fight.
- We establish collaboration agreements with entities whose goals are similar to ours.
- We strive to provide our volunteers with the training and accompaniment needed to fuel their sustainable activism.

OUR VOLUNTEERS are the most valuable resource of our organization. They are permanently present in their community to create zero tolerance zones. We offer them an introductory (basic) training with initial strategies to impact the community, as well as how to facilitate responsible self-care.

We strive for EXCELLENCE:

“We do the best we can with what we have and a good attitude”

The purpose of the Phase 2 Volunteer Training is to help assimilate the material presented during PHASE 1 and connect you with the reality of what is happening locally. Because human trafficking is a situational crime, we depend on your local knowledge to be effective. The Mobilization Guide (MG) is divided into five steps:

STEP 1 : “Understanding the Problem and Developing a Network” guides you in identifying what Human Trafficking is and who your allies are in the fight to prevent it.

STEP 2 : “Participants and Impacts” considers each participant along the route as human beings are exploited, and the impact exploitation has on its victim.

STEP 3: “Demand and Protection” encourages the activist to challenge porn consumption and

identify the most effective route to reporting crimes of sexual violence and abuse.

STEP 4: “Prevention” allows us to a) examine our passion and prejudices and b) analyze a local problem from the roots up, developing a problem & solution tree.

STEP 5: “Make and Execute an Action Plan” develop a first draft action plan based on the strengths of your local team in conjunction with your network of allies and the international family of Protect Me Project.

The information you need for responding to the Mobilization Guide can be found in THE NEW ACTIVIST (TNA), your Phase 1 Study Guide and online searches. Following the initial planning meeting, the next five sessions will look like this:

Session	Content	Bring answers for
1	Introduction to rhythm of work for Phase 2 and what it looks like to be a PMP volunteer.	
2	Introduction to practical application for this course: “Parents for Prevention”. Discuss responses to Step 1.	Step 1
3	Discuss responses to Step 2 – learn how to use the Google Form for Mobilization Report.	Step 2
4	Discuss responses to Step 3 and the experience of surveying friends/colleagues re. pornography.	Step 3
5	Discuss responses to Step 4 and working a problem tree.	Step 4 First draft of work schedule
6	Discuss responses to Step 5 and next steps for those who choose to become PMP Volunteers.	Step 5 – send in answers not yet turned in to this point.

At each step you will come across the following symbols:



Activity that requires reading and extracting information from the Book THE NEW ACTIVIST (TNA) or online.



Activity that requires opinions and personal concepts from the group. It is important to understand your own values and opinions, and that you can express them in a logical and simple way BEFORE you get to the public forum.



Activity or topic that serves to clarify vulnerabilities and strengths that exist in your community and offer opportunities for your local group to discuss concrete steps they will they want to take.

REQUIREMENTS TO PASS Introductory Training Phase 2

1. Have completed all the requirements of the Basic Training Phase 1.
2. Attend a minimum of FIVE sessions of the Phase 2: Volunteer Training.
3. Actively participate in all sessions. It is not a lecture; it is a round table discussion. All participants will contribute, having done their research before coming to each session. If taking this course as a local team, homework can be divided up and responses shared among the team. However, where a personal response is requested, each team member should contribute their own opinion.
4. Each participant, whether working as a team or individually, must send all responses to the steps assigned for that week per course schedule.
5. Submit evidence of having given the talk "Parents for Prevention". This practical action step can be completed individually or as a group. The modality can be online or in-person, but everyone should use the PowerPoint they received from Protect Me Project.
6. Submit a draft of a preliminary Action Plan, with the help of the facilitator for this course or local coordinato

STEP ONE: UNDERSTANDING THE PROBLEM AND DEVELOPING A NETWORK

Pages 1-13

Traffickers abuse people's vulnerability in order to exploit their sexuality and labor. 51% of people in the world are vulnerable just for BEING WOMEN. We must work to reduce inequality and ensure authentic freedom for all human beings.



1. Look for the definition of Trafficking in Persons according to the "Palermo Protocol" (2000) (p.6)

1.1. Write down the three elements required for a crime to be typified as human trafficking with a brief description of each (Study Guide Phase 1:

1.2. Why is it important to understand what is covered by the definition of Human Trafficking?

1.3. Make note how the laws in your country/state relate to the Palermo Protocol. (In the U.S., TVPA of 2000 with its amendments)

2. Trafficking in Persons is grouped into two basic categories: labor and sex: (TNA pp.8-12)

2.1. Describe ways people are exploited in each of these categories:

Labor Trafficking:

Sex Trafficking:



3. Why do I want to be part of a team that volunteers for the prevention of commercial sexual exploitation (CSE) as promoted by the organization Project Protect Me?



4. What are the resources that I bring to collaborate with a team for prevention of CSE? (Skills, affiliations, experience, licenses, physical elements such as sound equipment, vehicle, venue, laptop, projector, etc.)

Note: Before you activate as a volunteer individually or as a team, you will need to evaluate the anti-trafficking resources available in your community, including but not limited to trained physicians, psychologists, counselors with focus on trauma, the clergy, a safe house or shelter, state departments or agencies that defend human rights, sympathetic lawyers, the police and specialized security entities. *You will need the phone numbers to call to report a crime. Where is the nearest clinic with SANE / SART? What agencies offer aid to families in crisis? Who gives legal counsel? Is there a therapist you trust to speak with the victim's parents? Who else will you need in your corner? President of the School Board? Local school counselor? Survivors who would speak for an awareness event? Local law enforcement representatives who can tell you in local P.D. is trained?*

STEP TWO: PARTICIPANTS AND IMPACTS

Pg. 14-43 - Who participates in slavery?



1. Between pp.14-26 of THE NEW ACTIVIST there is talk of 5 protagonists who participate in slavery:

Place in order from 1 to 5 who you consider carries the greatest weight of social responsibility for the industry of sex trafficking. (5 is the highest, 1 is the lowest)

There is no single correct answer. Discuss with your group the reasons you chose that order and defend it with information from THE NEW ACTIVIST chapter one. (You don't have to write out your defense.)

- _____ Trafficker
- _____ Officials
- _____ Criminal Networks
- _____ Society
- _____ Victims



2. Take the time to write down how you understand each entity interacts with slavery:

- a. Trafficker _____
- b. Officials _____
- c. Criminal Networks _____
- d. Society _____
- e. Victims _____



3. If the prostituted person visits hotel rooms, has a phone, and travels by taxi, etc... in most cases, **why do you** think she doesn't leave "that life"? Enclose with a circle the letter(s) of your response(s)

- a. Because she likes her job.
- b. She is convinced that she does not deserve better.
- c. Because she believes that she is going to get rich in prostitution.
- d. Because she knows no other life.
- e. Because the working conditions are pleasant.
- f. Because she lives under threat of physical violence and deprivation of affection, food or lodging.

CAUTION: Do not respond lightly. Your perspective on this topic will have a lot to do with your approach to activism. Be prepared to share your choices with the group about your reasons.

4. In some countries prostitution is illegal and the prostituted person is the one who is arrested by the police instead of those who exploit her; like the pimp, the trafficker or consumers. In other countries it is illegal to "trade" with the body of another person; for example, running a brothel, but it is legal to prostitute oneself.



4.1. What are the laws in your country/state?

4.2. Are there many arrests? Who is arrested? Is the problem perhaps being ignored?

You can consult your own penal code, probably in the section that focuses on sexual crimes. A search for news about “sex trafficking”, “prostitution”, “sting operation sex trafficking” or “raid sex trafficking” can be good search terms to learn more about the practice.



5. Identifying the victims: Why **do you** think the victim of commercial sexual exploitation does not self-identify as such? (Circle the correct answer(s))

- a. Because her captor has brainwashed her
- b. Because admitting that would be acknowledging your own vulnerability
- c. Because she is a fighter and does not need anyone
- d. Because she distrusts everyone except herself
- e. All of the above



5.1. How can this attitude frustrate or obstruct intervention on behalf of a victim?

THE IMPACT OF THE PROBLEM



If you had a daughter, how would you raise her so she was not at risk for this type of treatment?



EFFECTS ON THE LIVES OF VICTIMS OF COMMERCIAL SEXUAL EXPLOITATION

6. Child victims of commercial sexual exploitation are deprived of a lot of things their peers enjoy. Can you list some?

7. Write five emotional impacts of commercial sexual exploitation (CSE) for a victim.

8. Using the graphic depicting the journey between Sexual Abuse of Minors and Commercial Sexual Exploitation of Minors (TNA p.41): Describe in your own words how sexual abuse as a minor can contribute to that minor falling prey to commercial sexual exploitation.

9. Write five physical effects of commercial sexual exploitation (CSE) on a victim.

10. According to "The Salvation Army" what are the five top reasons for mortality among persons being commercially sexually exploited? (TNA p.40)

STEP THREE: DEMAND & PROTECTION

Pages 44-62

1. If someone told you, "Demand is the "weakest link" in the chain of human trafficking." What would you think this means? Would you agree with the statement? Why?



2. True or False: "Pornography is a victimless crime."

2a. Who is the victim of pornography? (Circle the correct answer(s))

- a. The protagonists
- b. The consumers
- c. The relatives of the protagonists and the seers (consumers)
- d. All of the above



3. How does pornography contribute to the demand for the sale of sexual acts? Does it fuel sex trafficking? If so, how?



PRACTICAL APPLICATIONS:

OPTION 1:

Individually, or as a team, create a survey about pornography. Include only 3 to 4 short and concise questions that will help you understand public opinion surrounding porn, or habits related to pornography. (For example, "Do you think most men consume pornography?")

NOTE: The questions should be closed, with "yes" or "no" answers. A multiple-choice question could be included, as long as the language is simple and clear. (For example, "I believe the consumption of pornography should be: (a) illegal (b) protected as free speech or (c) better regulated). When offering alternatives for answers, these must be concrete. (For example, "Never", "1-5 times a week", "More than 5 times a week" in instead of "Little", "Almost never", "Sometimes", "Frequently").

Take the survey to the street, or maybe to your high school or college...Keep track

- of: a. the gender of the respondent
- b. their age (-18 / 19-50 / 50+)
- c. their answers



OPTION 2:

Share some of the anti-porn graphics with a person to start a conversation about porn consumption. (Graphics will be available for download on the LMS Course Website)

THE REPORTING OF SEXUAL CRIMES

Part of creating an atmosphere of protection is monitoring and reporting (TNA pp.59-62)



PROCESS:

1. Research the criminal code of your own country/state and write down the sexual crimes broken down there with a brief definition of each. (You'll probably want to divide this task up between your team members and have them report back?):



2. Write down the route to report:

2.1. Who can report? Who *must* report?



2.2. What information do I need to gather?



2.3. To whom do I report and where?



2.4. How long will it take to see action on a crime I report?



2.5. Is there a phone number to report anonymously? Is it functional?



3. COMMON IMPEDIMENTS: Why do you think sexual abuse goes unreported? (Why does a victim not report? Why does a 3rd party not report?)

WHAT THE REPORT IS NOT:

- Victim Services – Reporting the crime isn't the same as connecting a victim with the services they need to heal and overcome.
- An end to abuse – The legal process is slow. The perpetrator may continue to abuse during this process. The victim will need protection.
 - The cure – Due to many factors, sometimes a report fails to receive follow-up.

WHAT THE REPORT IS:

Despite the corruption, complicity, or lack of budget that plagues the justice system locally, what the report does achieve for the victim is to initiate the first leg on his or her journey towards holistic healing. It unequivocally declares that a crime occurred, that it was not fair, that this is not tolerated, that there are witnesses who insist the victim has rights which must be respected.

STEP FOUR: PREVENTION

Pages 63-70

“YOUR HEART HASN’T MOVED UNTIL YOUR FEET DO.” ~ C. Marroquín

What motivates you to join the fight against commercial sexual exploitation? Many people experience deep feelings when learning about the injustice that predominates when people are enslaved. Even so, they haven’t the courage to act.

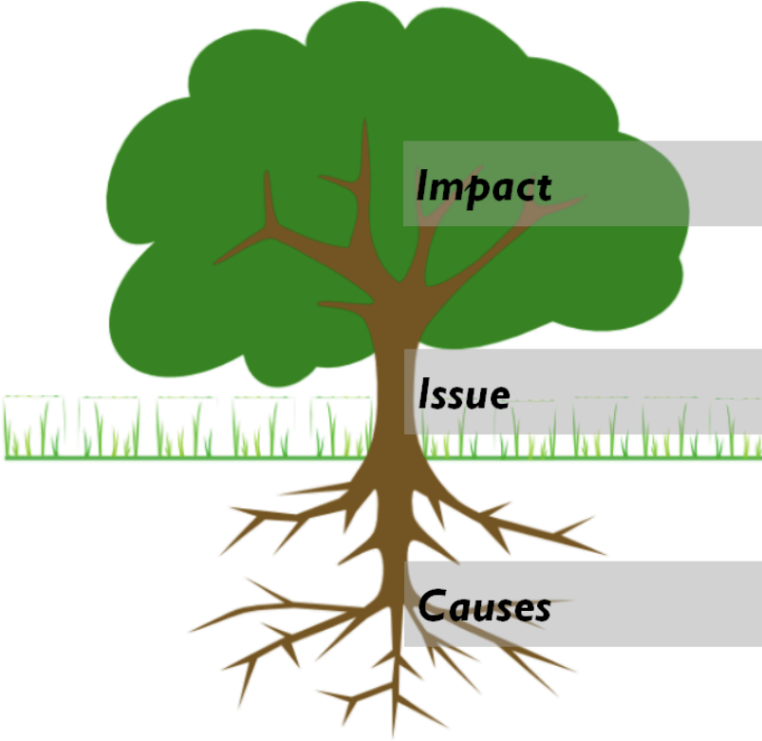


Congratulations on choosing to become an activist! We invite you to set aside an hour and find a quiet place where you can think deeply; even dream a little with us. In regards to the issues surrounding human trafficking and your activism, complete the following sentences in your own words:

1. “I believe that every boy and girl deserves _____.”
2. “I believe that a person equipped with _____ can bring about change in this world.”
3. “No one deserves _____.”
4. “We cannot expect our government to solve the problem of _____. Everyone has to do their part.”
5. “True beauty consists in _____.” Can you explain why the female person is often objectified? Why is she treated like property to be purchased or sold? How can we change that reality?
6. “Young people in our community need to know that _____.”
7. “Being tolerant is good, but not when it comes to _____.”
8. “The girl who thinks prostitution is her only option, needs _____.”
9. “I would like to tell the man who pays for sex acts that _____.”
10. “Corruption in government will not change until _____.”

Thank you for dreaming with us. We hope in the future you come back to visit this exercise as an activist because, without defining our goals we will never achieve them!

Now we invite you to work on an exercise that will help in forming a concrete action plan (Step 5) to achieve your goals. It's called the Problem Tree. It works best when created by a team, including the contribution of stake holders in your community.



THE PROBLEM TREE

A problem tree is a tool that provides a bird's-eye view of all known causes and effects related to a perceived problem.

Why build a problem tree? You already identified there is a problem in your community. Often there is more than one cause for a problem, and most likely there is no way to eliminate all the causes or roots. This exercise helps you identify the root causes and determine which of them can be eliminated or diminished with resources your Mobilization Team can gather.

If you desire, your team can invite members of the community to participate in this exercise: parents, teachers, school administrators, students, etc... The exercise may require two or three hours, depending on the complexity of the problem and the diversity among those involved. It may take a few sessions.

“HOW TO”

1. The central problem is placed in the middle of the tree (the trunk). The core problem must be specific if we want to achieve change. If the core problem you identify is too

vague, there will be too many causes to reach a specific solution. Protect Me Project suggests each Mobilization Team begin with the problem of Sexual Abuse of Minors (SAM). Why? Because it affects a large sector of our community, is a common denominator among survivors of CSE, and because it is preventable.

2. The leaves and branches of your tree are the direct effects, or the symptoms. These are placed above the central problem. To find the effects, ask “How does SAM effect our community?” or “What are shortcomings in my community that relate directly to SAM?” (Perhaps in physical, economic, or relational health). Once you write down one effect, ask “Then what?”
3. Direct causes are placed immediately below the trunk (the roots) and should be expressed in negative terms.
For example: a cause of sexual abuse of minors can be the culture. What aspects of culture? Parents believe sexual abuse is inevitable: Mom or Dad was abused, and their children will have to suffer the same. ... How would this be expressed in negative terms? Maybe, “Parents don't know alternatives” or “Lack of education regarding the rights of the child.” “Lack of education regarding healthy sexual relations” etc....
4. Once you have identified the direct causes, take time to contemplate each one. For each cause, ask “But why?”
Once your team has repeated this exercise for all the causes, you may decide that one of the root causes is really the problem your team is meant to address. In that case, all the other factors are removed, and that one root now becomes the trunk of the tree. If this is the case, you would begin again at #1.

THE SOLUTION

Solutions are arrived at by converting the negative of the problem tree into positive. “Lack of education” becomes “increasing knowledge” or “training”. Your team then determines what training, where, who will do it, and so on.

THE PREFERRED INTERVENTION.

This step allows the team to choose and focus their intervention.

If all the causes of our problem cannot be answered through our initial project, or complementary projects, it is important to identify if some of the roots influence the problem more than others. You will also want to consider the impact of these other roots when carrying out project monitoring and evaluation.

Your team may come to the conclusion that, considering their present resources, they can only address some symptoms (effects). Initially, and as a short-term fix, this may be exactly where you need to begin as you gather further resources to mitigate root problems.

In Protect Me Project we suggest you begin by asking, “What can we do to impact the most people, with the least resources and risk, while attaining the highest probability of change and producing the healthiest prevention outcome?” Start there. (That doesn’t mean end there. It

means begin there, then continue adding influence and information to grow the prevention outcome.

STEP 5: MAKE A PLAN AND EXECUTE IT

By now you are excited to mobilize. Brilliant!

Once you have

1. Read The New Activist
2. Sent us your response to each step (#1-4 above) of this Mobilization Guide
3. Submitted a first draft of your Action Plan (step 5)
4. Presented the talk “Parents for Prevention” and submitted your Mobilization Report

...you will receive an invitation to apply and become a volunteer via the “SIGN ME UP!” form. This form provides Protect Me Project with your personal contact information and specific areas of interest. It also gives the potential volunteer a better understanding of what is expected from him or her.

As a Volunteer you will have access to all digital and printed tools for each age group. See The New Activist, Chapter Six for details. We want you to be well equipped to create and execute a short-term work plan.

ACTION PLAN: write out your prevention action plan for (at least) the next month.

Activity	Date/Time	Location	Volunteers	Responsibility



XOCHITL: She was eleven years old when this photograph was taken. With the permission of her family, her image came to represent the great family of Protect Me Project. We helped her with school uniforms, supplies and the cost of her primary and secondary studies. Overcoming many odds, Xochitl strove to reach her goal and today has finished her university studies. From a single-parent, rural, low-income home, far away from the opportunities of the city, Xochitl represents the vulnerable in our communities. For them we work to “get there before the trafficker.” (Nicaragua, 2010)