

# Smooth Flight: A Guide to Preventing Youth Trafficking

Edited by Alison Boak, MPH, Amy Boldosser, and Ofronama Bui

Forward by Alison Boak, MPH



Published as part of the  
Project for the Prevention of Adolescent Trafficking (PPAT)

Generously funded by the  
United Nations Development Fund for Women (UNIFEM)



# SMOOTH FLIGHT

## A GUIDE TO PREVENTING YOUTH TRAFFICKING

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Foreword

By Alison Boak, MPH

When I returned to the US in 1996 after living and working in Latvia for three years, first as a Peace Corps Volunteer and then as a Fulbright Scholar, I came across an article in the New York Times entitled, "Traffickers in Sex Find Naïve Slavic Women an Easy Cargo." This article was the first mention I had heard of human trafficking from the former Soviet Union despite my experience working with young people from the region for more than three years. I had not heard about human trafficking in any of my work with community organizations in Latvia or in any of the other Eastern European countries that I often visited. I began to ask my colleagues in the region if they knew anything about human trafficking or if they had encountered any victims in their work. No one seemed to know anything about this disturbing phenomenon. A year later, I met Dr. Tatjana Kurova, President of GENDERS, a community organization that conducts outreach programs for prostitutes in Latvia. Dr. Kurova indicated that some of the women who had come to the GENDERS center were victims of human trafficking. We discussed at length her experience working with trafficked people in Latvia, many of whom were youth, and the lack of knowledge and response to the problem in the Baltic region.

The Project for the Prevention of Adolescent Trafficking (PPAT) was developed by the International Organization for Adolescents (IOFA) in response to the burgeoning problem of youth trafficking in Latvia and Eastern Europe and in response to the need for a model program to effectively prevent youth from becoming victims of human trafficking. The PPAT model, the first program of IOFA's Prevention of Youth Trafficking Initiative, represents the first comprehensive trafficking prevention program developed specifically for youth, including children, adolescents, and young adults.

The project partners - IOFA, the Youth Health Center Council of Latvia, and GENDERS - embarked on a journey together to create, test, and implement a program to prevent youth trafficking that empowers youth to make informed decisions about working abroad. The rights of young people to live, work, and travel freely are the core principles at the heart of the PPAT program model. Over a two-year period, the project partners worked closely together to implement a host of innovative educational programs aimed at preventing young people, both boys and girls aged 14-25, from becoming victims of human trafficking. Together we created the PPAT Youth Trafficking Curriculum and *Smooth Flight*, a 30-minute documentary film which shares the hopes, dreams and experiences of youth from Latvia as they go abroad in search of work, adventure, and opportunity. The film, like all PPAT program model activities, teaches young people that going abroad to work has both benefits and risks, including the risk of being trafficked, and helps them learn how to protect themselves.

There is much work that still lies ahead of us. However, because of the strong partnerships we have developed and our spirit of collaboration, I feel confident that together we will continue to make significant progress towards preventing youth from becoming victims of human trafficking. I hope that this guide will inspire you to join us on this journey to protect our young people.

Alison Boak

Co-Director

International Organization for Adolescents (IOFA)

May 2003

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Smooth Flight

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## **Project for the Prevention of Adolescent Trafficking in Latvia (PPAT-Latvia)**

### ***Project Partners***

#### ***The International Organization for Adolescents (IOFA)***

Based in the United States, the International Organization for Adolescents (IOFA) is a nonprofit, non-governmental organization dedicated to improving the health and well-being of young people throughout the world. IOFA works in partnership with individuals, local organizations, universities, and governments to develop and implement sustainable programs and services for youth. IOFA's two programmatic initiatives include 1) Prevention of Youth Trafficking and 2) Girls Leadership Development. IOFA is working to educate and support young people who are at risk for human trafficking in both destination and sending countries. IOFA has worked in close collaboration with youth and youth-serving NGOs in the Baltic States since 1999 and continues to play a critical role in the prevention of adolescent trafficking in the region by assisting local NGOs with research, training, coalition building, and project implementation.

#### ***The Youth Health Center Council of Latvia (LJVCP)***

The Youth Health Center Council of Latvia (LJVCP) is an umbrella organization for 14 youth health centers located throughout Latvia. The centers, recognized for providing accurate, unbiased and comprehensive reproductive health education and services, offer adolescents educational programs, consultations and examinations by staff and trained youth peer counselors. LJVCP is one of the leading organizations working to prevent the trafficking of young people in Latvia.

#### ***GENDERS Community Youth Organization***

GENDERS provides social support and education to young people in Latvia with a focus on victims of violence, sexually exploited youth, sex workers/prostitutes, lesbians and gays, and HIV positive people and their families. GENDERS hosts the only shelter in Latvia specifically for young women who are victims of domestic violence and human trafficking. GENDERS is extremely active in the prevention of human trafficking among young people and conducts extensive outreach with young prostitutes.

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## **Introduction: How to use this guide**

*Smooth Flight* was conceptualized by Alison Boak, MPH, the Director of Education and Training for the Project for the Prevention of Adolescent Trafficking, supported by the United Nations Development Fund for Women (UNIFEM). The goal of this guide is to provide teachers, youth counselors, or anyone who works with or cares about youth with a comprehensive approach to preventing young people from becoming victims of the international trade in human beings. *Smooth Flight* is meant to be a simple and practical tool for understanding the complex problem of human trafficking. This guide presents the issue in easy to understand language and provides step-by-step instructions for empowering and educating youth about the problem of human trafficking. No previous knowledge of, or experience working on, human trafficking is necessary.

### **Part 1                      What is human trafficking?**

Part 1 of this guide introduces readers to the complex phenomenon of human trafficking. In Chapter 1, the concept of youth trafficking is defined and described in easy to understand terms. Chapter 2 examines why youth trafficking is a violation of human rights by explaining the concept of human rights and the international laws that exist to protect them. Chapter 3 examines the factors that push young people to migrate for work and increase their risk of becoming victims of human trafficking. The final chapter also presents some of the existing research on human trafficking, and on youth trafficking in particular, to help readers understand the global scope of the problem.

### **Part 2                      Human Trafficking Prevention Strategies**

Part 2 guides readers through the design and implementation of a trafficking prevention program for youth. In Chapter 4, project partners from the Project for the Prevention of Adolescent Trafficking (PPAT) share lessons learned during the implementation of their successful youth trafficking prevention program in Latvia. Chapter 5 presents sample lesson plans, activities, and worksheets developed as part of the PPAT project which readers can replicate to use in their own programs. Chapter 6 provides step-by-step instructions for developing and implementing a trafficking prevention information campaign. Chapter 7 describes the process of providing pre-travel consultations to young people who are planning to go abroad to work in order to help them protect themselves from becoming victims of youth trafficking. Finally, Chapter 8 provides an overview of resources for safe work abroad.

### **Part 3                      Advocacy and the Rights of Trafficked Persons**

Part 3 of this guide is dedicated to advocacy and to meeting the special needs of trafficking victims. Chapter 8 provides an overview of strategies for identifying and assessing youth trafficking victims. Chapter 9 offers strategies for counselors working with youth trafficking victims. Chapter 10 highlights the importance of collaboration among nongovernmental organizations, governments, law enforcement agencies, and the media in combating human trafficking. Chapter 11, the final chapter of the guide, provides an extensive collection of resources on the issue of human trafficking.

Your feedback is welcome and important. Please send comments, questions, and suggestions to Alison Boak, International Organization for Adolescents, P.O. Box 25792, Brooklyn, NY 11202, USA; e-mail: [iofa@iofa.org](mailto:iofa@iofa.org). Thank you your for interest in protecting the world's young people!

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# Smooth Flight: A Guide to Preventing Youth Trafficking

## Table of Contents

### **PART 1 What is Human Trafficking?**

- Chapter 1 An Introduction to Youth Trafficking 11**  
By Alison Boak, MPH, & Amy Boldosser, International Organization for Adolescents (IOFA) and Lisa Kurbiel, Child Trafficking Programme Division/Child Protection, UNICEF
- Chapter 2 Youth Trafficking: A Violation of Human Rights 17**  
By Lisa Kurbiel, Child Trafficking Programme Division/Child Protection, UNICEF
- Chapter 3 What do we know about Youth Trafficking: Research & Global Realities 25**  
By Amy Boldosser, International Organization for Adolescents (IOFA)

### **PART 2 Human Trafficking Prevention Strategies**

- Chapter 4 Preventing Youth Trafficking: Lessons Learned from the Project for the Prevention of Adolescent Trafficking (PPAT) 39**  
By Alison Boak, MPH, International Organization for Adolescents (IOFA), Vita Karklina, MA, Youth Health Center Council of Latvia, and Tatjana Kurova, MD, GENDERS
- Chapter 5 Preventing Youth Trafficking: Lesson Plans and Activities from the Project for the Prevention of Adolescent Trafficking (PPAT) 51**  
By Vita Karklina, MA, Youth Health Center Council of Latvia and Alison Boak, MPH, International Organization for Adolescents (IOFA)
- Chapter 6 Preventing Youth Trafficking: Developing an Effective Information Campaign 79**  
By Alison Boak, MPH, International Organization for Adolescents (IOFA), Laurentiu Ciobanica, International Organization for Migration (IOM), and Kenneth W. Griffin, PhD, MPH, Institute for Prevention Research, Department of Public Health, Weill Medical College Cornell University
- Chapter 7 Preventing Youth Trafficking: Providing Pre-Travel Consultations for Young People 99**  
By Alison Boak, MPH, International Organization for Adolescents (IOFA)
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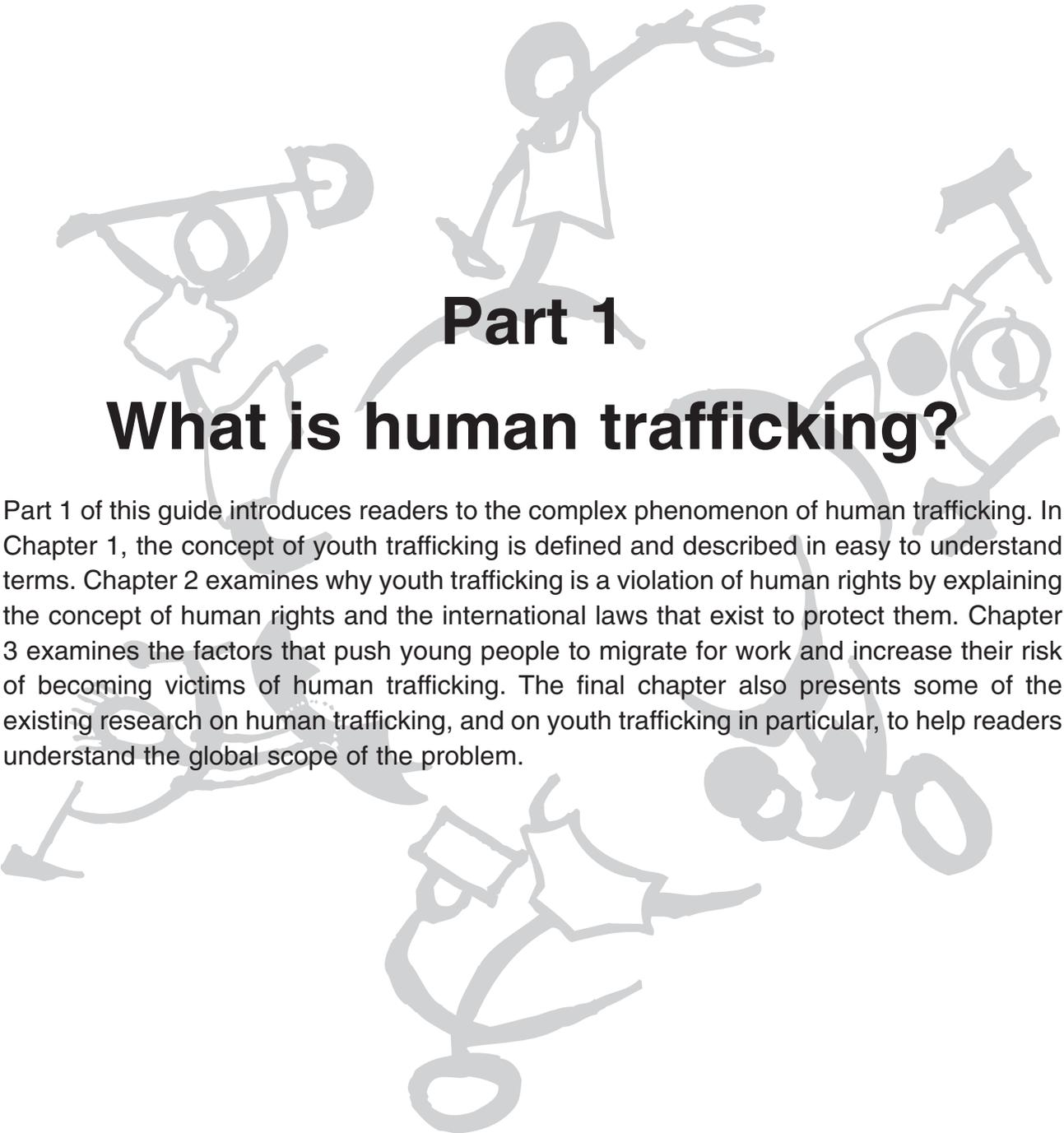
**PART 3    Advocacy and the Rights of Trafficked Persons**

<b>Chapter 8</b>	<b>Identifying &amp; Assessing Trafficking Victims</b>	<b>107</b>
	By Jenny Stanger and Sari Yoshioka, MSW, Coalition to Abolish Slavery & Trafficking (CAST)	
<b>Chapter 9</b>	<b>Counseling Victims of Human Trafficking</b>	<b>119</b>
	By Florrie Burke, M.Ed., MA, LMFT, Safe Horizon	
<b>Chapter 10</b>	<b>Advocacy: How Community Organizations Can Collaborate with Government, Law Enforcement, and the Media to Develop a Comprehensive Trafficking Strategy</b>	<b>159</b>
	By Ofronama Biu and Irena Dawid-Olczyk, La Strada	
<b>Chapter 11</b>	<b>Resources on Human Trafficking</b>	<b>167</b>
	By Mia Spangenberg, MA, Independent Expert on Human Trafficking	

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## Part 1

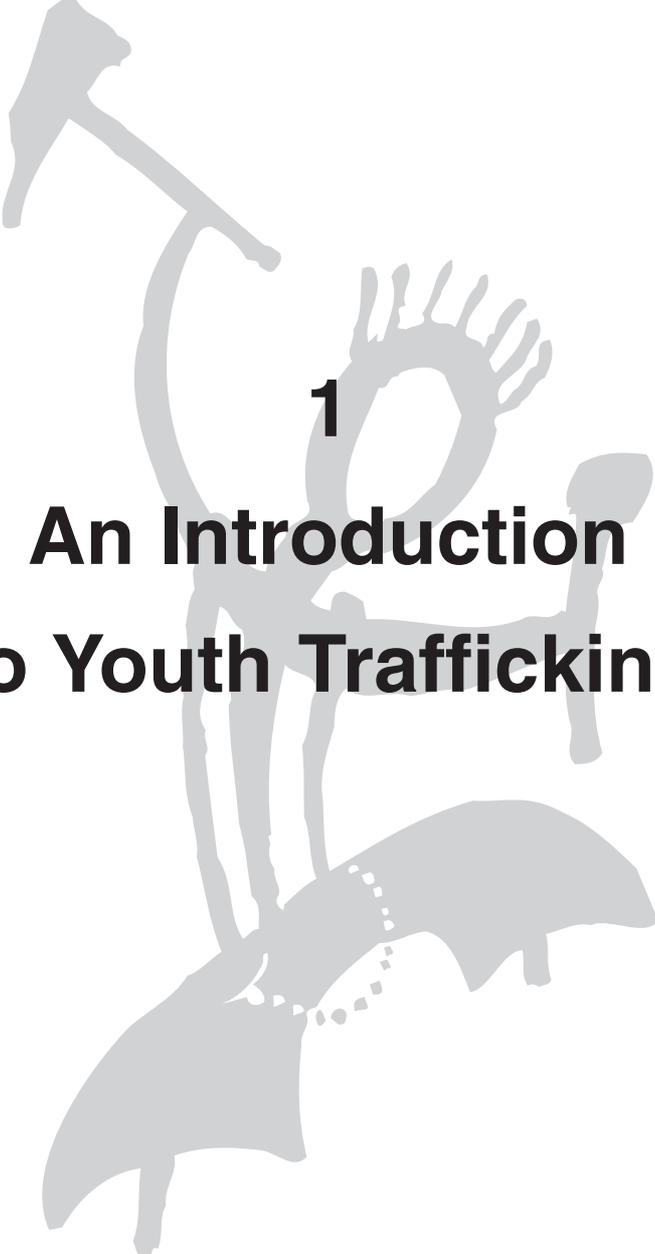
# What is human trafficking?

Part 1 of this guide introduces readers to the complex phenomenon of human trafficking. In Chapter 1, the concept of youth trafficking is defined and described in easy to understand terms. Chapter 2 examines why youth trafficking is a violation of human rights by explaining the concept of human rights and the international laws that exist to protect them. Chapter 3 examines the factors that push young people to migrate for work and increase their risk of becoming victims of human trafficking. The final chapter also presents some of the existing research on human trafficking, and on youth trafficking in particular, to help readers understand the global scope of the problem.

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**1**  
**An Introduction  
to Youth Trafficking**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 1 An Introduction to Youth Trafficking

By Alison Boak, MPH, & Amy Boldosser, International Organization for Adolescents (IOFA) and Lisa Kurbiel, Child Trafficking Programme Division/Child Protection, UNICEF

#### Introduction: What is youth trafficking?

Around the world, young people are increasingly leaving home in search of work opportunities and a better life. When a person leaves his or her home to live or work in another place this is known as **migration**. Young people may choose to migrate to another country or they may migrate within their own country in order to study, to earn money, or simply to travel and find adventure. Sometimes young people migrate to escape economic hardship, abuse, war, or environmental catastrophes. In most cases, when young people go abroad their experience is positive and their return home is happy. They have learned new things and gained new skills that they can apply in their home country. Unfortunately, as the number of young people migrating to look for work increases so does the number of young people who are returning home with deep physical and psychological scars, or who are never able to return home at all, because they have become victims of the growing trade in human beings called human trafficking.

The first step to preventing young people in your community from becoming victims of human trafficking is to gain an understanding of how young people are trafficked. The issue of youth trafficking is very complex and the legal definitions of trafficking vary from country to country. In this chapter, the concept of youth trafficking is described and defined in easy to understand language. For more information about human trafficking, please refer to Chapter 11 *Resources on Human Trafficking*.

#### Definitions

**Youth trafficking** refers to the criminal manipulation of children, adolescents, and young adults who want, need, or are forced to migrate for a better life. Youth who are victims of trafficking are recruited, transported, and exploited by criminals, known as traffickers.

**Traffickers** are criminals that assist in any part of the trafficking process which includes the recruitment, transportation, and exploitation of youth. There may be several traffickers involved in the trafficking of a young person. The traffickers may be part of an organized criminal group or they may be operating independently. They may be strangers or they may be known community members. Traffickers are not only men. Women and youth, both boys and girls, also work as traffickers.

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## Elements of Youth Trafficking

### ***Youth are recruited by traffickers***

Traffickers, known as **recruiters** at this stage, recruit young people by deceiving them with promises of high paying jobs, marriage, a better life, money or material possessions. While recruiters consider all young people to be potential victims, they may target youth who are especially vulnerable such as those who have run away from home, live on the street, are poor, or come from troubled families. In order to gain the trust of a young person, the trafficker may try to befriend him or her and may even pretend to be in love with the potential trafficking victim. Therefore, youth may be trafficked by people they consider acquaintances or friends. Youth can even be trafficked by a relative. In some cases where recruitment has not been successful, traffickers may resort to kidnapping their victim.

### ***Youth are transported***

Once traffickers have recruited a young person, they move him or her to a place far from home where he or she can be more easily exploited and controlled. Traffickers may transport a young person to a different country where he or she does not know anyone, does not speak the language, and does not know the culture. Traffickers may arrange to transport victims across national or international borders using forged documents, such as passports or visas. However, a national or international border does not have to be crossed for trafficking to occur. For example, a young person can be trafficked from the countryside to the city within his or her own country.

### ***Youth are exploited***

Once traffickers have transported the young person away from home, they may force him or her into prostitution, begging or soliciting, or into labor on plantations or farms, or in mines, markets, factories, sweatshops or private homes. Traffickers may control their victims and force them to work by physically and/or sexually abusing them or by threatening violence against the young person's family back at home. Traffickers frequently confiscate the young person's passport or other identification so that he or she has no proof of his or her identity or country of origin. Because youth trafficking victims are usually in a country illegally, many traffickers also threaten that the young people will be arrested if discovered by the police. These threats foster a fear of criminal justice agents and prevent victims from seeking help from the authorities. Trafficked youth are often terrified, and with good reason. They often do not know where to seek help and may feel trapped.

Young people who are trafficked often work in dangerous conditions. They get little rest; they do not have health care; and they do not have the care and protection of their families. Trafficked youth are forced to work long hours and are usually not allowed to attend school since it would reduce their available working time. Trafficked youth may be sold from one person to the next. Young victims may be forced to work to repay their traffickers for the cost of their travel, false documents, food and other expenses. The unfortunate reality is that these debts can never truly be paid off as the traffickers continually inflate the debt to keep the victim in their control.

Youth trafficking victims usually agree to accept the work or travel opportunity being offered (except in the case of kidnapping) because the traffickers deceive them with false promises about what their job and working conditions will be. It is important to note that even if a young person agreed to migrate in order to pursue a job opportunity, he or she can still be a victim of human trafficking.

If a young person goes abroad to work in a job that he or she agreed to accept, and if he or she works at the job and in the conditions that were promised, this is considered migration. However, if a young person agreed to go abroad to work because he or she was deceived about the kind of work being offered, or because he or she was threatened and forced to go, this is considered trafficking. While a young person can consent to migrating, a young person *cannot* consent to being trafficked and exploited. Just because a young person agreed to take a job does not mean that he or she consented to being exploited, abused or threatened with violence, and held in a condition of forced labor, servitude or slavery-like practices.

### **Youth trafficking vs. Smuggling**

In addition to understanding the difference between migration and youth trafficking, it is also important to know the difference between youth trafficking and smuggling. Smuggling is the transport of a person, with his or her consent, to another country through illegal means in exchange for payment. When a young person cannot find a way to migrate legally to another country to find work or to escape abuse or hardship at home, he or she may seek to be smuggled into another country illegally. For example, Lena pays a man US \$500 to hide her in his truck and transport her to Germany. Once they are across the border, Lena leaves the man and they have no further contact. This is an example of smuggling. Once she has been smuggled across the border, Lena is considered an illegal immigrant in Germany but she may be able to obtain work illegally on her own. Though she is still at risk for exploitation as an illegal worker and may face deportation if discovered by authorities, Lena has not been trafficked.

While smuggling requires a young person's consent and is a one-time transaction, trafficking involves an element of deception or coercion and the subsequent exploitation of a young person by placing him or her in a condition of forced labor, servitude, or slavery-like practices. For example, a man approaches Lena outside a coffee shop and offers her a high paying job as a waitress in Germany. He says that he will pay for her transportation and obtain a visa for her. They agree that she can pay him back once she starts working. Once across the border, the man forces Lena to work long hours in a factory to pay him back the money he spent to get her into Germany and threatens to beat her if she tries to leave. This is an example of youth trafficking.

## How Trafficking Happens

### *The Story of Liena, a 23 year old young woman from Latvia*

I left Latvia because I couldn't get along with my family. I moved in with a friend. I had a few odd jobs, but in the end I had nothing to eat. My friend said she had a friend who went abroad. So I called her friend and she told me to call a lady about working abroad. The lady told me I could earn good money. I contacted the lady and we met. She lent me \$3,000, supposedly for the fee for finding me a job and paying for my travel. We signed an agreement that I would pay her back. When I asked her what kind of work it was, she said in a bar in Denmark. That is all.

Only when I was about to get on the plane did the lady ask me whether I knew what kind of job it was. She told me that I was going to be a prostitute and asked me whether I wanted the job. At that moment I didn't think. I simply got on the plane and went to Denmark.

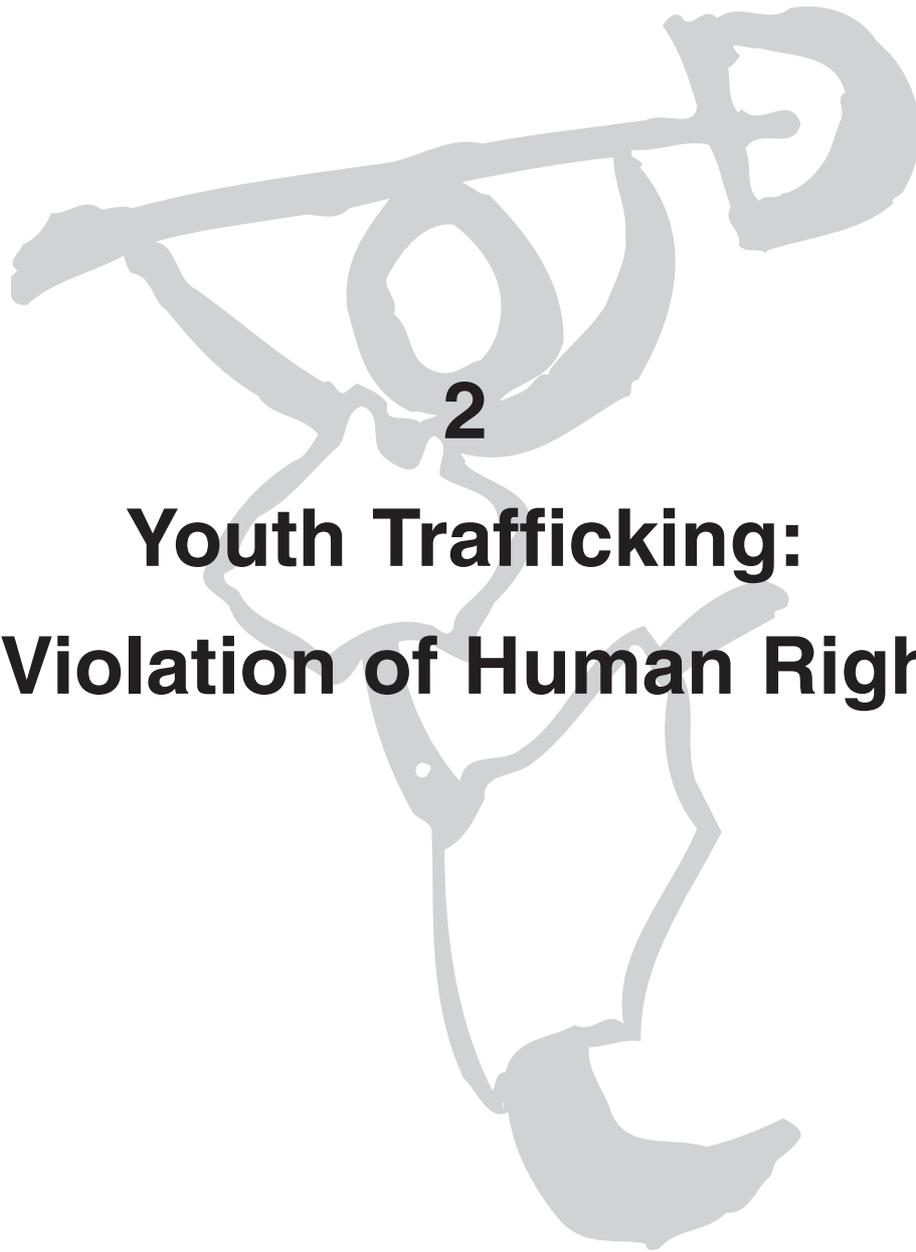
On the first floor there was a bar and on the second floor we had our rooms where we had to live, eat, and do our job. The thing is I had never done anything like that before. The first time was very, very difficult. Afterwards, I cried. We all cried. We were from many places – Hungary, Turkey, Russia. But most of the girls were from Latvia. And none of us knew the local language. But it didn't matter if we spoke Russian or Latvian. The most important thing was that we all wanted to go home. But how? How was it possible?

It seemed impossible to pay back the money. And that woman got angry and sold me further to Germany. But then one night, the police came and took all our clothes and money and put us in jail. I never felt so low.

I had my passport with me and soon they sent us home. When I returned to Latvia that woman soon found me and threatened me all the time. She said she would have me raped or killed. I don't know how long I'm going to be safe.

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**2**

# **Youth Trafficking: A Violation of Human Rights**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 2

### Youth Trafficking: A Violation of Human Rights

By Lisa Kurbiel, Child Trafficking Programme Division/Child Protection, UNICEF

#### Introduction: A Human Rights-Based Approach to Preventing Youth Trafficking

This training manual advocates for educating young people about the problem of human trafficking by teaching them about their human rights. Human rights law is a powerful tool for protecting the fundamental freedoms and human dignity of all individuals, including youth.

This approach requires the human rights of trafficked persons to be at the center of all efforts to prevent and combat trafficking and to protect, assist, and provide redress to victims. Given that violations of core human rights are both a cause and a consequence of human trafficking, the protection of all human rights must be at the center of any measures taken to prevent and combat trafficking.<sup>1</sup>

As a result of trafficking, youth suffer physical, psychological, and psychosocial consequences and remain extremely vulnerable to exploitation. Victims of youth trafficking should be provided age appropriate assistance and protection. Full account should be taken of their special rights and needs in relation to laws, policies, programs, and interventions.<sup>2</sup>

A human rights based approach to preventing youth trafficking values youth as human beings and focuses on the young person as a whole. It requires recognition of the many factors involved in building an environment in which all youth are protected from violence and exploitation. This notion is built on the conviction that a world suitable for all young people is one in which young people have the best possible start in life and have ample opportunities to develop their individual capacities in a safe and supportive environment.

Furthermore, a human rights based approach demands that the best interests of the young person be a primary consideration in all actions concerning trafficked youth- whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies. A human rights perspective on trafficking empowers young people and promotes respect for their views.

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<sup>1</sup> See, UN High Commissioner for Human Rights' Recommended Principles and Guidelines on Human Rights and Human Trafficking. The document was submitted to the UN Economic and Social Council 20 May 2002.

<sup>2</sup> Ibid.

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This chapter is divided into two sections. **Section 1** introduces the concept of human rights and discusses the international laws that exist to protect human rights. **Section 2** examines why youth trafficking is a violation of human rights.

## Section 1

### What are human rights?

Human rights are commonly understood as those rights that are inherent to the human being. The concept of human rights acknowledges that every single human being is entitled to enjoy his or her human rights without distinction as to race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Examples of human rights include:

1. Right to life, liberty, and security
2. Freedom from torture, cruel, inhumane treatment or punishment
3. Freedom of movement and residence
4. Right to freedom
5. Right to health

The United Nations (commonly referred to as the UN) exists to preserve and protect human rights. Today, nearly every nation in the world belongs to the UN. When States become members of the UN, they agree to accept the obligations of the UN Charter, an international treaty that sets out basic principles of international relations, including human rights law. **Human rights law** legally guarantees human rights by protecting individuals and groups against actions that interfere with fundamental freedoms and human dignity. Human rights laws are expressed in treaties, customary international law, bodies of principles and other sources of law. Human rights law places an obligation on Member States to act in a particular way and prohibits States from engaging in specified activities. However, the law does not establish human rights. Human rights are inherent entitlements, which come to every person as a consequence of being born human. Treaties and other sources of law formally serve to protect the rights of individuals and groups against actions or abandonment of actions by governments that interfere with the enjoyment of human rights.

### **What is the United Nations?**

The United Nations (UN) was established on October 24, 1945 by 51 countries committed to preserving peace through international cooperation and collective security. Today, nearly every nation in the world belongs to the UN-membership totals 191 countries.

When states become members of the UN, they agree to accept the obligations of the UN Charter, an international treaty that sets out basic principles of international relations. According to the Charter, the UN has four purposes:

1. To maintain international peace and security;
2. To develop friendly relations among nations;
3. To cooperate in solving international problems and in promoting respect for human rights; and
4. To be a center for harmonizing the actions of nations.

The UN is not a world government and it does not make laws. It does, however, provide the means to help resolve international conflicts and formulate policies on matters affecting the world. At the UN, all the Member States-large and small, rich and poor, with differing political views and social systems-have a voice and a vote in this process.

The Universal Declaration of Human Rights, proclaimed by the UN General Assembly in 1948, sets out basic rights and freedoms to which all women and men are entitled-among them the right to life, liberty and nationality; to freedom of thought, conscience and religion; the right to work and to be educated; the right to food and housing; and the right to take part in government.

The Declaration laid the groundwork for more than 80 conventions and declarations on human rights. These include two International Covenants; conventions to eliminate racial discrimination and discrimination against women; on the rights of the child, against torture and other degrading treatment or punishment, the status of refugees and the prevention and punishment of the crime of genocide; and declarations on the rights of persons belonging to national, ethnic, religious, or linguistic minorities, the right to development, and the rights of human rights defenders.

More information on the United Nations is available at <http://www.un.org/>.

Full text of the Universal Declaration of Human Rights is available at <http://www.un.org/Overview/rights.html>.

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The following are some of the most important characteristics of human rights:

- Human rights are founded on ***respect for the dignity and worth of each person***;
- Human rights are ***universal***, meaning they are applied equally and without discrimination to all people. Human rights are not things a richer person gives to a poorer person, nor are they owned by a select few and given to others as a favor or gift. Youth living in developing countries have the same rights as youth in wealthy countries. Human rights also apply to all age groups. They do not magically begin with a young person's passage into adulthood, nor do they stop when a person reaches the age of 18;
- Human rights are ***inalienable***. This means that no one can have his or her human rights taken away, except in specific situations (for example, the right to liberty can be restricted if a person is found guilty of a crime by a court of law);
- Human rights are ***indivisible, interrelated*** and ***interdependent***. It is insufficient to respect some human rights and not others. All human rights should therefore be seen as equally essential for ensuring the dignity and worth of every person.

The Convention on the Rights of the Child (CRC), approved by virtually every country in the world, is the most universally accepted human rights instrument in history. The full text of the Convention on the Rights of the Child (CRC) is available at <http://www.unicef.org/crc/>. The CRC describes the basic human rights of children, defined as all people under the age of 18. Without discrimination, these human rights include survival; the opportunity to develop to one's fullest potential; protection from harmful influences, abuse and exploitation; and full participation in family, cultural, and social life. The CRC is guided by four main principles as listed in the table on the following page.

**Four Principles  
Of the Convention on the Rights of the Child (CRC)**

<p><b>The Principle of Non-Discrimination (Article 2)</b></p>	<p>According to the principle of non-discrimination, each child is entitled to the rights set forth in the CRC, regardless of the child's or parent's or guardian's race, color, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.</p>
<p><b>The Principle of Best Interests of the Child (Article 3)</b></p>	<p>The principle of the best interests of the child supports a child-centered approach. It obliges those in authority to review legislation, regulations, policies and programs so that they have a positive effect on promoting or fulfilling children's rights. This principle applies to all actions concerning children, whether by public or private social welfare institutions, courts of law, administrative or legislative bodies or civil society. It stresses that both government and civil society have clear obligations to children and their best interests.</p>
<p><b>The Principle of the Right to Life, Survival, and Development (Article 6)</b></p>	<p>The right of children to life implies that children should be protected from situations, including conflict, which would end their lives. The survival and development components imply that countries must take all measures to ensure a child does not die from disease, malnutrition, or other causes.</p>
<p><b>The Principle of Respect for the Views of the Child (Article 12)</b></p>	<p>The principle of respect for the views of the child establishes that children's opinions are important and their views must be taken into account whenever decisions are made concerning their well-being. Children should be given the opportunity to participate in making decisions that affect them, in a manner appropriate to their age and evolving capacity.</p>

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Other important articles in the CRC are:

**Article 19** Protection against physical or mental violence, injury, abuse, neglect, negligent maltreatment or exploitation, including sexual abuse.

**Article 32** Protection from economic exploitation or performing any work likely to be hazardous, interfere with education or harmful to a child's health or physical, mental, spiritual, moral or social development.

**Article 34** Protection from all forms of sexual exploitation and sexual abuse.

**Article 35** Protection from abduction, sale or trafficking for any purpose.

In 2000, the Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography was ratified by the UN. States that have ratified this protocol must adopt appropriate measures to protect the rights and interests of child victims – including recognizing the vulnerability of child victims, informing child victims of their rights, providing adequate support services to victims, protecting the privacy and identity of victims, and avoiding unnecessary delays in the prosecution of the cases.

## Section 2

### Why is youth trafficking a violation of human rights?

When youth are trafficked their essential needs are denied such that their fundamental human rights guaranteed in the United Nations Declaration of Human Rights and the CRC are violated.

Trafficking is a danger to the mental and physical health of youth. It threatens their survival and impacts their future lives in destructive ways. Youth who are trafficked are subjected to situations of extreme psychological stress, leading to trauma, depression, and possibly even suicide. These effects may be lifelong and may seriously hamper the child's physical, psychological, and social development.<sup>3</sup>

The most obvious consequences of youth trafficking for forced labor include physical abuses, extreme exhaustion, starvation, and even death. In cases of youth trafficking for sexual exploitation, health risks such as sexually transmitted diseases, especially HIV and AIDS, are a major threat. Youth are subjected to sexual abuse, rape and other forms of violence. Perpetrators of youth trafficking may use psychological torture and abuse to break down their victims, particularly in cases where all stages of trafficking-recruitment, transportation, and exploitation-are carried out by the same criminal organizations.

<sup>3</sup> *Trafficking in Women and Children in Asia and Europe*, Regeringskansliet, Ministry of Foreign Affairs, 2001.

Youth who have been victims of human trafficking into the sex industry are often stigmatized, along with their families, thus making it more difficult for the young person to return home. Both the family and the community may reject these young victims, particularly if they are suffering from a sexually transmitted disease or other ailment. These youth may be unable to rejoin their peers, have relationships, or find employment. Youth may then become involved in a human trafficking situation again due to their lack of resources and limited opportunities.<sup>4</sup>

Trafficked youth are often treated as criminals, not victims, by criminal justice agents. In fact, trafficked youth, rather than the perpetrators of the crimes, are often punished, thus continuing the trend and success of those criminals who abuse and exploit young people. Trafficked youth are often arrested and subjected to charges of illegal migration and prostitution; as a result, they are often deported back to their country of origin. Young victims rarely have documentation or permits for residency, leaving them unprotected by the national laws of the country where they reside. Language barriers may complicate their situation; and, the fear of criminal justice agents may prevent youth from receiving legal aid or giving information about the perpetrators.<sup>5</sup>

Youth trafficking undermines efforts to protect and eliminate discrimination against young people. In combating the phenomenon of youth trafficking a human rights based approach is essential.<sup>6</sup>

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<sup>4</sup> See, e.g., UNICEF, *Trafficking in Human Beings in Southeastern Europe: Current Situation and Responses to Trafficking in Human Beings in Albania, Bosnia Herzegovina, Bulgaria, Croatia, The Federal Republic of Yugoslavia, The Former Yugoslav Republic of Macedonia, Moldova and Romania* (June 2002). See also, Human Rights Watch, *Hopes Betrayed: Trafficking of Women and Girls to Post-Conflict Bosnia and Herzegovina for Forced Prostitution* (November 2002).

<sup>5</sup> *Id.*

<sup>6</sup> Karin Landgren, Chief, Child Protection Section, UNICEF: Statement made during Briefing on Trafficking in Children to the Congressional Human Rights Caucus, 6 June 2002.

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**3**

**What Do We Know  
About Youth Trafficking?  
Research & Global Realities**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 3

## What Do We Know About Youth Trafficking? Research & Global Realities

By Amy Boldosser, International Organization for Adolescents (IOFA)

### Introduction: Understanding the Global Scope of Human Trafficking

This chapter examines some of the existing research on human trafficking, and on youth trafficking in particular, and presents statistics to help define the global scope of the problem. Unfortunately, because of the hidden and dangerous nature of the crime, it is impossible to know the full extent of youth trafficking worldwide and to accurately quantify the numbers of victims. The research that has been conducted to date relies mostly on anecdotal and experiential evidence but, nonetheless, can help us to gain a better understanding of the magnitude and severity of the youth trafficking problem.

The lack of hard data can sometimes present problems for those conducting trafficking prevention or awareness raising activities within their communities or lobbying their governments for support. The general public, government officials, and donor agencies may be skeptical about the scope of the trafficking problem and may interpret the lack of reported cases or victims discovered in their communities to mean that the problem does not exist or is not serious. The unfortunate result of this skepticism may be a lack of support for anti-trafficking activities or victims' services. The resources in this chapter can help you as an advocate to better explain and quantify the global scope of youth trafficking and the root causes behind trafficking in your outreach efforts to your community, your government and, most importantly, to young people.

**Section 1** of this chapter examines the factors that push youth to migrate to seek work or other opportunities, or that push their families to encourage or force them to migrate, thereby increasing their risk of becoming victims of trafficking. **Section 2** identifies reasons for the lack of quantitative data and statistics about trafficking and highlights the usefulness of qualitative data in understanding the scope of youth trafficking. **Section 3** provides an overview of what we do know about the global realities of youth trafficking and provides supporting statistics from many regions of the world.

### Section 1

#### What are the “push factors” of youth trafficking?

It is important to understand the factors that push youth to migrate to seek work or opportunities, or that push their families to encourage or force them to migrate, thereby increasing their risk of becoming victims of trafficking. Learning about the “push factors” of youth trafficking is particularly useful for people working with youth who are at risk for, or who have been victims of, human trafficking. Understanding the difficult economic, societal,

and familial realities that make young people vulnerable to trafficking can help to inform prevention activities and to sensitize service providers to the experiences of their clients. It is sometimes difficult for the general public to understand why young people would believe the false promises of traffickers and accept risky offers to travel abroad for work. By examining the “push factors” we can see that a young person’s decision to migrate for work is often motivated by necessity and harsh realities and does not simply reflect his or her naïve or foolish decision to accept offers that are too good to be true. While not all young people who migrate for work are directly impacted by the push factors listed here, all young people can benefit from receiving information about the real benefits and risks of traveling abroad to work, including human trafficking.

Some of the push factors at the societal and familial level can be categorized as follows:

### ***ECONOMIC***

Widespread poverty and homelessness (for homeless youth, migrating for work is often

- a question of survival)
  - Poor educational opportunities
  - Lack of training and job opportunities for young people. Young people may want to travel abroad to acquire the English language and computer or technical skills required in the globalized job market. Young people may have to go abroad to gain work experience which is required for available jobs in the tight job market in their home country.

Chronic unemployment. If parents or family members are unable to provide for their

- children on low or no wages or to pay for urgent medical care, young people may migrate to seek work opportunities and higher wages themselves in order to help support their families.

### ***GENDER BASED DISCRIMINATION***

Due to limited educational opportunities for girls and young women in some parts of the

- world, work options are limited both at home and abroad. Therefore, young women from developing countries often migrate to become domestic helpers, entertainers in the sex industry, factory workers or seek to marry since marriage is often the only way for women to obtain legal status to work and live in a foreign country.

Discrimination in the labor market about what jobs women are capable of doing may lead

- young women to seek better opportunities outside of their home country.

### ***MEDIA PORTRAYAL OF WESTERN COUNTRIES, PARTICULARLY THE UNITED STATES***

The portrayal of western countries, particularly the United States, as a panacea of opportunities makes potential victims more likely to believe trafficker’s false promises of easy money and glamorous lifestyles. This is especially true for youth seeking not only basic employment but a life more exciting than in their home country.

Seeing acquaintances who return from abroad (perhaps from working legitimately) with possessions such as cars or clothing, appearing rich by country standards, further fuels the desire of young people to migrate for work. This is why acquaintances are often used by traffickers to recruit victims.

### **ARMED CONFLICT OR NATURAL DISASTER**

Young people and their families may be displaced and impoverished by armed conflict or a natural disaster in their country of origin. They may need to flee their homeland in order to survive and support themselves and their families.

Young women are particularly vulnerable to rape and forced domestic service by soldiers. Lack of viable legal means to migrate results in young people who need to escape the situation at home accepting assistance from traffickers out of desperation.

### **RELIGIOUS/CULTURAL PRACTICES**

Such as the practice of entrusting poor children to more affluent friends and relatives. These families may exploit the young person themselves or sell the young person to traffickers in order to make money and relieve themselves of having to care for their poor relative.

*Adapted in part from "Human Rights and Trafficking in Persons: A Handbook" GAATW, Bangkok 2001.*

## **Section 2**

### **Difficulties in quantifying the global scope of human trafficking**

Although there are reports of youth trafficking occurring on nearly every continent in the world, there are a number of obstacles that make collecting quantitative data on the number of young people trafficked each year difficult or nearly impossible. These include:

#### ***Differing definitions of what constitutes youth trafficking.***

Estimates of the numbers of trafficking victims worldwide vary based on the differing definitions of what constitutes human trafficking, and youth trafficking in particular, used by researchers. The definition used in the United Nations Protocol to Prevent, Suppress and

Punish Trafficking in Persons, especially Women and Children<sup>1</sup>, which has been signed onto by more than 100 countries, is widely accepted. However, some countries, such as the United States, have their own definitions which appear in their anti-trafficking legislation<sup>2</sup>. Some non-governmental organizations, such as the Global Alliance Against Trafficking in Women (GAATW), also have their own definitions of human trafficking. The lack of a standard, internationally agreed upon definition makes it difficult to collect consistent data on the number of human trafficking victims throughout the world.

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<sup>1</sup> See [www.odccp.org/crime\\_cicp\\_convention\\_documents.html](http://www.odccp.org/crime_cicp_convention_documents.html)

<sup>2</sup> See <http://www.state.gov/documents/organization/10492.pdf> for the text of the US anti-trafficking legislation, the Victims of Trafficking and Violence Protection Act of 2000

***The crime of human trafficking is underground and illegal in nature.*** Traffickers go to great lengths to hide their activities from the general public and from the authorities. Victims may be moved frequently to prevent their discovery; they are often literally locked up to prevent them from alerting authorities to the abuse they are suffering. Traffickers have become adept at moving victims across borders by obtaining false documents or by paying bribes to corrupt officials and have developed sophisticated techniques for avoiding sting operations by police. Law enforcement officials have found that traffickers are often involved in other related criminal activities, such as extortion, racketeering, money laundering, drug use, document forgery, and gambling which gives them added incentive to avoid detection by police authorities<sup>3</sup>. Because victims are kept well hidden and because trafficking rings are difficult to investigate and break-up, many victims are never discovered and the cases of trafficking go unreported and, therefore, uncounted. It is important to note that even when police are successful in discovering victims of trafficking, they may view the victims as criminals themselves and arrest them on charges of, for example, prostitution. If police have not been trained to recognize trafficking victims, these cases will be mis-reported.

***Fear of retribution from traffickers and shame at the stigma of exploitation prevent victims from coming forward.***

As we learned in Chapter 1, coercion is a central element of trafficking. Traffickers use threats against victims and their families as well as physical violence to keep victims under their control. Because of the severity of the threats and abuse, many victims remain afraid to tell their stories even after escaping the trafficking situation and refuse to share information with the police because they believe they are protecting themselves or their families from future harm by the traffickers.

In addition, trafficking victims often suffer horrendous exploitation and abuse during their enslavement. Victims may feel ashamed about what has happened to them, particularly in cases where sexual abuse or prostitution is involved, and will therefore not tell anyone, even family members, what happened to them at the hands of their traffickers. Victims sometimes feel that they are to blame for having gotten into this difficult situation, and do not recognize that they have been recruited and manipulated by criminals. Young victims often fear that they will be ostracized by their parents and community if news of their exploitation becomes public. This fear prevents them from telling their story or participating in investigations of their traffickers. Youth trafficking victims have also experienced extreme psychological trauma which makes it very difficult to talk about their experiences. (See Chapter 10 for more details.)

If victims are too afraid or ashamed to identify themselves and if police and service providers are not trained to recognize victims of human trafficking, these cases go unrecognized and uncounted.

<sup>3</sup> See <http://usinfo.state.gov/topical/global/traffic/report/chapt06.htm>

***Language and cultural barriers isolate victims which may prevent them from telling their stories and being recognized as victims.***

After a victim escapes from his or her traffickers or is discovered during a police raid, he or she must provide details about the exploitation suffered in order to help police or service providers recognize the case as trafficking. In addition to the fear of repercussions from traffickers, there are other barriers that prevent victims, and especially young victims, from coming forward and telling their stories. If the victim is discovered outside of his or her home country, he or she may not be able to communicate with the authorities or service providers due to language or cultural barriers. If interpretation services are not available, for example, the victim will remain isolated and unable to tell his or her story. In addition, victims often do not know that trafficking is a crime or do not realize that trafficking is what happened to them. Again, if victims cannot or will not self-identify and if police and service providers are not trained to recognize victims themselves, these cases go unreported and uncounted.

***The lack of anti-trafficking legislation in many countries, and the lack of political will or resources to enforce anti-trafficking laws where they do exist, means that trafficking cases are not being counted as such.***

In countries where anti-trafficking legislation does not exist, or in countries where existing legislation is not rigorously enforced, cases of trafficking may be prosecuted instead as cases of prostitution, kidnapping, or smuggling. Although there may be high levels of trafficking taking place in the country, government and crime statistics will not reflect this reality.

***The lack of centralized data collection and research and the need for improved research methodologies.***

There is currently no one centralized international agency monitoring the trafficking situation and compiling accurate statistics. Data collection at the national level is also not a priority for many governments. Youth trafficking is just starting to be recognized as a new issue in some regions, such as Africa and Latin America, and so research and data collection methodologies to quantify the problem have not yet been fully developed<sup>4</sup>. Therefore, the research that does exist is for the most part anecdotal, is scattered throughout government and service provider agencies, and is based on limited case studies.

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<sup>4</sup> Panudda Boonpala and June Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*. (Geneva, Switzerland: ILO, 2002), 3.

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**A Note About Research on the Global Scope of Youth Trafficking**

As we prepare to examine existing estimates and statistics about youth trafficking in Section 3, it is important to remember that they have to be seen as just that, estimates. The methods of calculating and the research methodologies that created the statistics also have to be taken into consideration. For example, many figures only refer to numbers of women and children, usually girls, being trafficked although there is strong qualitative evidence that the trafficking of men and boys is a widespread problem as well. In the figures that refer to women and children, victims are often not aggregated by age so it is also difficult to draw conclusions about the numbers of youth being trafficked.

In general, there are two types of research that can be conducted on any issue. The first type is quantitative research which deals mostly with numerical information and statistical analysis of larger population groups. The second type is qualitative research which deals with less tangible, yet often rich data such as anecdotal evidence in the form of interview responses or individual opinions, the outcome of focus group discussions, and observational analysis. Most of the data that is currently available on the global scope of human trafficking, and of youth trafficking in particular, is qualitative data. The obstacles listed in this section explain why it is so difficult to collect quantitative data about the number of victims. Although quantitative data produces results that are easier to generalize statistically than qualitative results, and which therefore might seem more credible to the general public, the existing case studies and anecdotal reports from agencies that serve youth trafficking victims around the world taken together can help to provide a broader, more holistic understanding of the very serious global problem of youth trafficking.

**Section 3****Youth Trafficking: The Global Reality**

Chapters 1 and 2 of this manual explained that youth are particularly vulnerable to recruitment by traffickers and that, if they survive their enslavement, they are likely to suffer long-term developmental, emotional, and physical wounds which can prevent them from living productive lives as adults in their communities. The existing research about youth trafficking reveals the stark reality that youth of all ages are being trafficked to and from all regions of the world in order to be exploited in many types of labor. This section provides statistics to illustrate the scope of youth trafficking around the world and the urgent need for prevention activities targeted directly to youth.

***Youth of All Ages Are Being Trafficked***

Reports from victim serving NGOs, law enforcement, governmental and inter-governmental agencies and others show that youth of all ages, from babies to young adults, are becoming victims of trafficking. Some statistics include:

Human Rights Watch documented cases of girls as young as three or four years old being forced to carry infants or sell merchandise. Most of the girls received no pay at all for their work.<sup>5</sup>

UNICEF estimates that 1,000 to 1,500 Guatemalan babies and children are trafficked each year for adoption by foreign couples in North America and Europe.<sup>6</sup>

The International Labor Organization (ILO) estimates that there are 1.2 million children (defined as those under the age of 18) worldwide who are victims of trafficking.<sup>7</sup>

A 2001 report from the University of Pennsylvania in the United States reported that sexually exploited trafficked foreign children under the age of 18 had been found in seventeen US cities including New York, Chicago, Los Angeles, and Miami.<sup>8</sup>

China's Public Security Bureau reported 6,000 cases of trafficking of children in 1997, with a steady increase in girls aged 14 and 15 according to Oxfam.<sup>9</sup>

UNICEF reports that girls as young as 13 are being trafficked as "mail-order brides."<sup>10</sup>

IOM reports that 10 to 15% of the trafficked persons whom IOM assisted to return home from the Balkan countries in Southeastern Europe were girls under the age of 18.<sup>11</sup>

Save the Children estimates that up to 80% of all trafficked persons from Albania are teenage girls under the age of 18.<sup>12</sup>

Italy is a destination and transit country for young women and girls from Albania, the CIS, China, Nigeria and South America. 80% of the girls trafficked through Italy are reported to be below the age of 20 with most being between the ages of 14 to 18 years old.<sup>13</sup>

The average age of women trafficked to Germany in 1999 fell from 23-25 years to 17 to 19 years according to the IOM.<sup>14</sup>

<sup>5</sup> See [http://www.hrw.org/reports/2003/togo0403/togo0303.htm#P103\\_4323](http://www.hrw.org/reports/2003/togo0403/togo0303.htm#P103_4323)

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Richard J. Estes and Neil Allan Weiner, *The Commercial Sexual Exploitation of Children in the US, Canada, and Mexico: Full Report of the US National Study*. (Philadelphia, PA: University of Pennsylvania, 2001).

<sup>9</sup> See <http://www.unicef.org/programme/cprotection/focus/trafficking/issue.htm>

<sup>10</sup> Ibid.

<sup>11</sup> UNICEF, *Trafficking in Human Beings in Southeastern Europe: Current Situation and Responses to Trafficking in Human Beings in Albania, Bosnia Herzegovina, Bulgaria, Croatia, The Federal Republic of Yugoslavia, The Former Yugoslav Republic of Macedonia, Moldova and Romania*. (Belgrade, Federal Republic of Yugoslavia: UNICEF/UNOHCHR/OSCE-ODIHR, 2002). Accessible at: <[http://www.unicef.org/sexual-exploitation/report\\_trafficking.html](http://www.unicef.org/sexual-exploitation/report_trafficking.html)>.

<sup>12</sup> Daniel Renton, *Child Trafficking in Albania*. (Tirana, Albania: Save the Children, 2001).

<sup>13</sup> Boonpala and Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*, 18.

<sup>14</sup> Frank Laczko et al., *Migration in Central and Eastern Europe 1999 Review*. (Geneva, Switzerland: International Organization for Migration and International Centre for Migration Policy Development, 1999), 70.

In Bolivia, children ages 12 to 16 from the rural Ketchua-speaking population are trafficked to the sugarcane region in Santa Cruz where they are forced to do the heavy labor of harvesting from dawn to dusk.<sup>15</sup>

A 2001 study by Defensa de los Niños internacional in Bolivia found that of 337 young trafficking victims interviewed 54% were below the age of 14 and, of these, about 8.1% were less than 10 years old. Over 60% of the young victims had no education or only a rudimentary education. Over 50% of them came from rural areas and from families with an average of 6 children and a low income.<sup>16</sup>

### ***Youth Trafficking Victims Are Exploited in Many Different Types of Work***

As we learned in Chapter 1, young people are trafficked and forced to work in prostitution, begging or soliciting, and to serve as labor on plantations or farms, or in mines, markets, factories, sweatshops or private homes. The ILO report “Every Child Counts” indicates that boys are trafficked mostly for forced labor in commercial farming, petty crimes, and the drug trade and that girls are trafficked most often for commercial sexual exploitation and domestic service.<sup>17</sup> As the following examples show, young people, both boys and girls, are being trafficked for many different kinds of work.

According to UNICEF, large numbers of children are being trafficked in West and Central Africa, mainly for domestic work but also for sexual exploitation, to work in shops or on farms, to be scavengers or street hawkers. Nearly 90% of the children trafficked for domestic work are girls.<sup>18</sup>

Children in West Africa are trafficked to work on plantations or mine sites. The ILO reports that children working on plantations reported having limited washing facilities which led to them developing skin diseases. These children work in the sun all day and at night share accommodation with up to 20 other children.<sup>19</sup>

According to UNICEF, between 5,000 and 7,000 Nepali girls are trafficked every year across the border to India with most of them ending up as sex workers in brothels in Bombay and New Delhi.<sup>20</sup> ILO-IPEC Rapid Assessment research indicates that the number may be as high as 12,000 children per year.<sup>21</sup>

Children are trafficked internally in Morocco to work as domestic servants. It is estimated that more than 50,000 children work as child domestics in that country.<sup>22</sup>

<sup>15</sup> See [http://www.stopchildtrafficking.org/site/uploads/media/english/InBrief\\_SouthAmerica.pdf](http://www.stopchildtrafficking.org/site/uploads/media/english/InBrief_SouthAmerica.pdf)

<sup>16</sup> Ibid.

<sup>17</sup> ILO, *Every Child Counts: New Global Estimates on Child Labour*. (Geneva: International Labour Office, 2002). Available at <http://www.ilo.org/public/english/standards/ipecc/simpoc/others/globalest.pdf>

<sup>18</sup> See <http://www.unicef.org/programme/cprotection/focus/trafficking/issue.htm>

<sup>19</sup> Boonpala and Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*, 22.

<sup>20</sup> See <http://www.unicef.org/programme/cprotection/focus/trafficking/issue.htm>

<sup>21</sup> Boonpala and Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*, 19.

<sup>22</sup> Boonpala and Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*, 20.

### ***Youth Trafficking Victims Are Trafficked to and from All Regions of the World***

The ILO report “Every Child Counts” indicates that children have been found trafficked to and from all regions of the world.<sup>23</sup> While trafficking routes for moving young victims around the world change to accommodate the demand for easily exploited labor, UNICEF has identified these main trafficking routes from south to north and from east to west<sup>24</sup>:

from Latin America to North America, Europe and the Middle East;

from countries of the former Soviet bloc to the Baltic States and Western Europe;

from Romania to Italy, and through Turkey and Cyprus to Israel and the Middle East;

from West Africa to the Middle East: from Thailand and the Philippines to Australia, New Zealand and Taiwan;

from Cambodia, Myanmar, and Viet Nam to Thailand;

from Nepal and Bangladesh to India; and from India and Pakistan to the Middle East.

Because significant trafficking of young people is reported to occur along each of these routes and on other routes around the world, supporting statistics will not be provided for all routes in this section. However, as an example, we will examine Central and Eastern Europe and the CIS countries. This region has seen a dramatic rise in youth trafficking due largely to economic marginalization, social disruption, and lack of opportunities resulting from political and economic transition. IOM estimates that 175,000 people are trafficked from this region each year.<sup>25</sup> That figure represents one quarter of the estimated 700,000 to 2 million women and children who are trafficked across international borders annually.<sup>26</sup> While these figures do not focus exclusively on youth, the following statistics highlight the growing problem:

Young women and adolescents are trafficked from Bulgaria, Romania, Ukraine, and the Czech Republic, Slovakia, Hungary and the Balkans into Western Europe.<sup>27</sup>

Save the Children reports that in Albania there are villages where nine out of every 10 girls over the age of 14 stay away from school because they are afraid of being trafficked.<sup>28</sup>

Eighty percent of young women and girls trafficked to Germany by organized crime rings are from Eastern Europe according to Terre des Hommes.<sup>29</sup>

The number of unaccompanied minors who are trafficked in the EU for sexual exploitation is showing a marked increase. The children are coming mainly from Moldova, Romania, and the Ukraine.<sup>30</sup>

<sup>23</sup> ILO, *Every Child Counts: New Global Estimates on Child Labour*.

<sup>24</sup> See <http://www.unicef.org/programme/cprotection/focus/trafficking/issue.htm>

<sup>25</sup> Boonpala and Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*, 26.

<sup>26</sup> US Department of State, *Trafficking in Persons Report*. (District of Columbia: US Department of State, 2001), 1.

<sup>27</sup> Boonpala and Kane, *Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It*, 18.

<sup>28</sup> Renton, *Child Trafficking in Albania*. (Tirana, Albania: Save the Children, 2001), 10.

<sup>29</sup> See <http://www.stopchildtrafficking.org/>

<sup>30</sup> Ibid.

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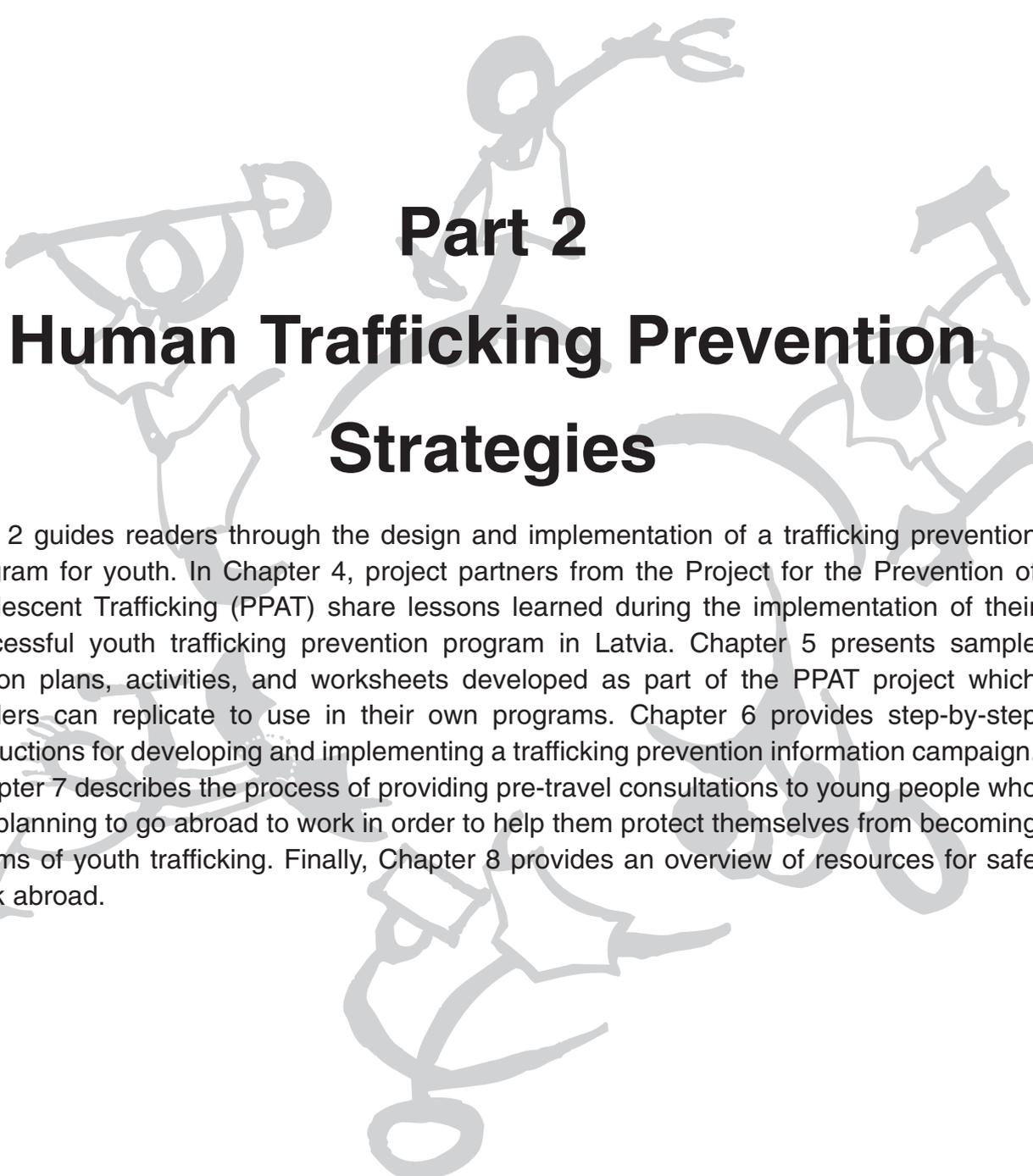
**Conclusion**

In this chapter we have examined both the push factors that are compelling youth to migrate to seek work abroad thereby increasing their risk of becoming victims of trafficking and the results of current research which demonstrates the significant scope of youth trafficking worldwide. Taken together, this information demonstrates the urgent need for youth trafficking prevention activities in every region of the world. The chapters in Part 2 of this manual will guide you through the design and implementation of a trafficking prevention program for youth.

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## Part 2

# Human Trafficking Prevention Strategies

Part 2 guides readers through the design and implementation of a trafficking prevention program for youth. In Chapter 4, project partners from the Project for the Prevention of Adolescent Trafficking (PPAT) share lessons learned during the implementation of their successful youth trafficking prevention program in Latvia. Chapter 5 presents sample lesson plans, activities, and worksheets developed as part of the PPAT project which readers can replicate to use in their own programs. Chapter 6 provides step-by-step instructions for developing and implementing a trafficking prevention information campaign. Chapter 7 describes the process of providing pre-travel consultations to young people who are planning to go abroad to work in order to help them protect themselves from becoming victims of youth trafficking. Finally, Chapter 8 provides an overview of resources for safe work abroad.

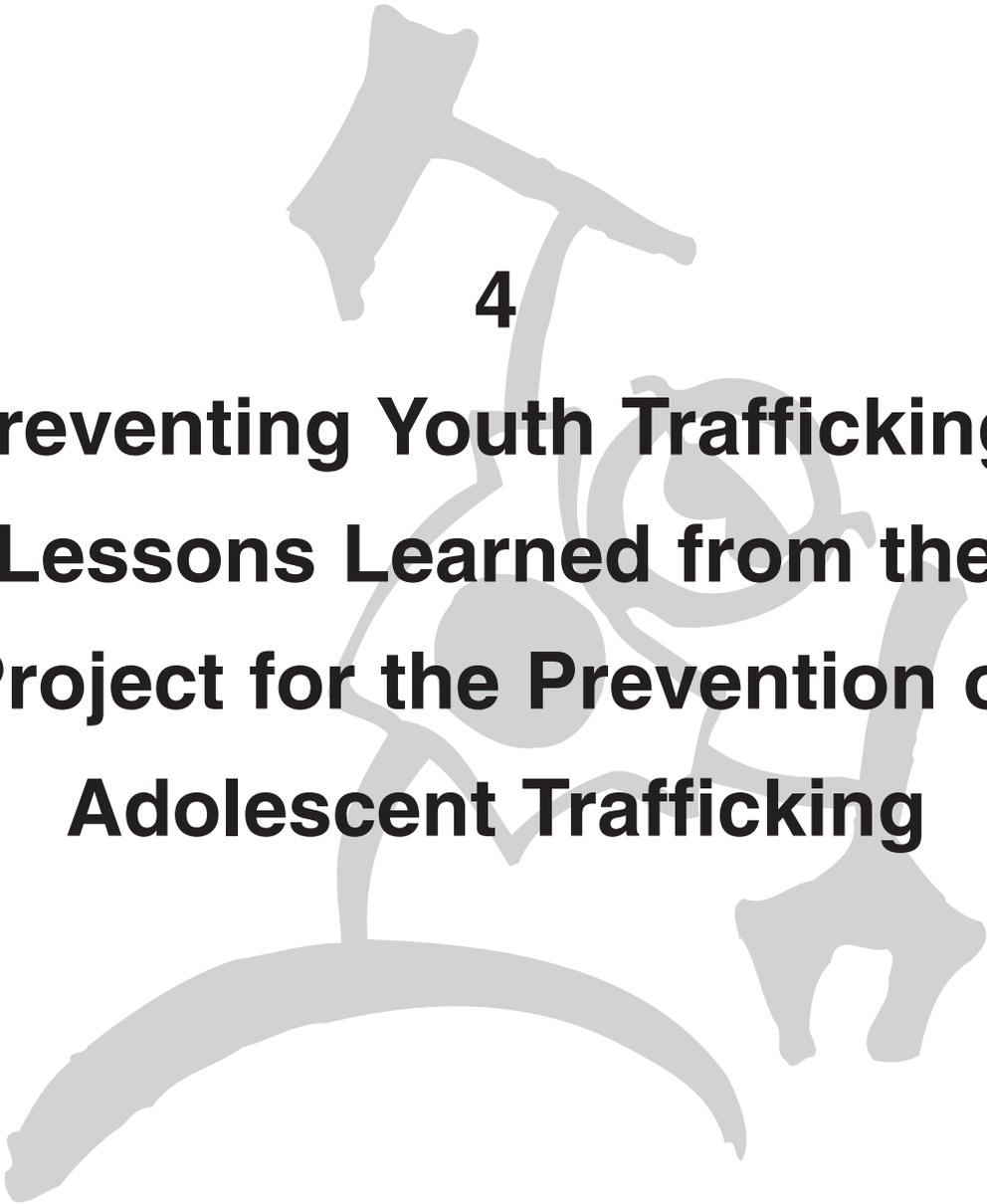
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4

**Preventing Youth Trafficking:  
Lessons Learned from the  
Project for the Prevention of  
Adolescent Trafficking**



## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 4

## Preventing Youth Trafficking: Lessons Learned from the Project for the Prevention of Adolescent Trafficking

By Alison Boak, International Organization for Adolescents,  
Vita Karklina, Youth Health Center Council of Latvia, and  
Tatjana Kurova, GENDERS Community Youth Organization

### Introduction: Education and Empowerment as Tools to Promote Safe Migration Abroad

In December 2000, the Project for the Prevention of Adolescent Trafficking in Latvia (PPAT-Latvia) was launched by the International Organization for Adolescents, the Youth Health Center Council of Latvia, and GENDERS Community Organization. PPAT-Latvia was developed, with support from the United Nations Development Fund for Women (UNIFEM), in response to an increase in human trafficking among young people in Latvia and a lack of effective prevention program models targeting adolescents. Over a two-year period, the project partners piloted a host of innovative educational programs aimed at preventing adolescents, both males and females ages 14 to 25, from becoming victims of human trafficking. This chapter presents the PPAT program as a model for preventing youth trafficking in your community and empowering young people to make informed decisions about going abroad to work. This chapter also shares a number of valuable lessons learned by the project partners from their experience developing and implementing this program in Latvia and other countries where the model is being replicated. **Section 1** presents an overview of the PPAT model. Lessons learned are detailed in **Section 2**.

#### Section 1

### Overview of the Project for the Prevention of Adolescent Trafficking (PPAT)

#### *Project Goal*

The goal of the Project for the Prevention of Adolescent Trafficking in Latvia (PPAT-Latvia) is to prevent human trafficking among young men and women ages 14 to 25 in Latvia.

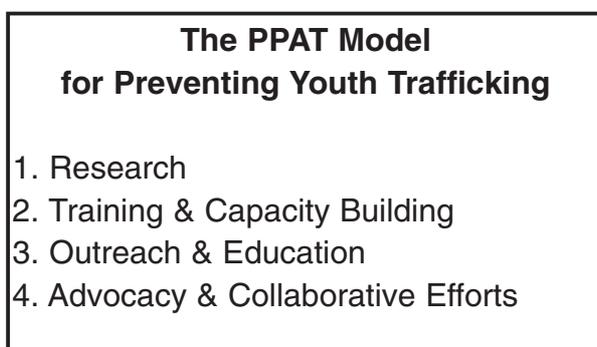
It is important to note that preventing human trafficking does not mean preventing young people from migrating. The PPAT project is grounded in the philosophy that a young person considering going abroad for work has the right to be educated about the realities of migrating so that he or she can make an informed decision about whether migrating for work is the best choice and, if so, how and when to go.

### **Target Groups**

The primary target group for this project is young men and women ages 14 to 25. Young men were included in this target group since the behavior of girls and young women in Latvia is often tied to that of male figures in their lives, such as a boyfriend or husband. In Latvia, gender stereotypes often place women in subordinate and less powerful positions. Therefore, in many cases, young women can only be reached if we inform and educate young men as well. PPAT-Latvia also targets adolescent prostitutes, a group at high-risk for becoming victims of human trafficking. The secondary target group includes NGOs working with at-risk youth and government decision makers, including those in key policy positions.

### **Project Activities**

The PPAT model has four main components.



### **Component 1: Research**

At the start of PPAT-Latvia, an extensive baseline study was conducted in order to gain a better understanding of the phenomenon of youth trafficking in Latvia from the perspective of the youth themselves. When PPAT-Latvia began in 2000, there was no existing research on human trafficking in Latvia and there were no successful best practices or prevention models focusing on youth trafficking prevention available anywhere. Therefore, the PPAT research component provided critical information necessary to design the intervention.

Information was collected from more than 3,000 young people regarding:

- The attitudes and level of interest in working abroad among young people.
- The attitudes, beliefs, and knowledge of young people about human trafficking, including perceived risk.
- The positive and negative experiences of young people who have gone abroad to work in the past, including the degree to which appropriate precautions were taken.
- The plans, expectations, and level of preparation of young people who have plans to work abroad in the near future.

At the end of the second year of the project, following the implementation of PPAT education and outreach activities including an information campaign in local media, a follow-up study was conducted to assess how successful the information campaign was at changing young people's attitudes, knowledge, and behaviors associated with human

trafficking and going abroad to work. Additional analyses were conducted to examine how exposure to the information campaign was associated with plans, expectations, and level of preparation among a subset of youth with plans to work abroad in the near future.

Information was collected from approximately 2,700 young people regarding:

- The level of exposure to the PPAT information campaign in terms of the number and types of media sources where the PPAT information was seen or heard.
- The attitudes, beliefs, and knowledge of young people about human trafficking, including perceived risk.
- The plans, expectations, and level of preparation of young people who have plans to work abroad in the near future.

In addition to the baseline and follow-up studies, monitoring and evaluation instruments were designed and data was collected to assess the success of all PPAT outreach and educational activities.

### ***Component 2: Training and Capacity Building***

Training is a critical part of the PPAT program model. The better trained and equipped NGO staff are on the issue of human trafficking, the more successful their prevention efforts will be. Building the knowledge and experience base of staff from NGOs also ensures the sustainability of the project in the long-term. Three levels of training were conducted including:

#### ***1. Intensive training on human trafficking was conducted for regional project coordinators.***

The PPAT program is a national prevention model that is implemented regionally by regional project coordinators. In Latvia, a total of eight regional coordinators, one adult and one youth coordinator from each of four regions, were selected to guide and support the development of this project. Only one regional coordinator had prior counter-trafficking experience.

A week-long, intensive training was conducted for the regional coordinators with the goal of developing a body of trafficking experts in Latvia equipped to implement the PPAT prevention program. The training, which was conducted by a number of international experts, was comprehensive and covered a broad array of topics related to human trafficking including:

- 
- A human rights framework to preventing human trafficking
  - Global perspective on human trafficking
  - Trafficking in Latvia and the Baltic States
  - Counseling victims of human trafficking
  - Trafficking prevention and provision of services in other countries: Case study Ukraine
  - Trafficking prevention and provision of services in other countries: Case study USA
  - NGOs and the importance of collaboration
  - Preventing trafficking from a law enforcement perspective
  - Dealing with the media
  - Training on the PPAT Youth Trafficking Prevention Curriculum

## ***2. Training on human trafficking and PPAT curriculum implementation was conducted for staff of youth-serving NGOs.***

The PPAT project was implemented at the grassroots level by staff from eleven youth centers located throughout Latvia. A staff member and a youth peer educator from each center were trained to implement the PPAT Youth Trafficking Prevention Curriculum at a three-day training conducted by the regional coordinators and PPAT project partners. In addition to preparing youth center staff to implement the curriculum, this training also provided an opportunity for the regional coordinators to put their new skills and expertise on trafficking prevention into practice by conducting the training.

The three-day training focused on the following topics:

- Basic introduction to human trafficking
- Teaching the PPAT Youth Trafficking Prevention Curriculum
- Organizing a career workshop
- Providing pre-travel consultations to young people planning to go abroad to work
- Monitoring and reporting requirements for the PPAT Youth Trafficking Prevention Program

## ***3. An introductory human trafficking training was conducted for members of the National Anti-Trafficking Working Group which includes representatives from government ministries, law enforcement agencies, NGOs, and international organizations.***

PPAT capacity-building efforts targeted government officials, law enforcement, NGOs and international organizations active in Latvia. A one-day training focusing on the basics of human trafficking prevention and working with victims was conducted for the 25 members of the National Anti-Trafficking Working Group in Latvia.

**Component 3: Outreach and Education**

The PPAT model piloted a number of innovative outreach and education activities aimed at preventing youth trafficking.

**1. A youth trafficking prevention curriculum was developed and integrated into existing health curricula of youth centers across Latvia.**

The PPAT Youth Trafficking Prevention Curriculum consists of a training film, entitled *Smooth Flight*, and a number of activities organized into two training modules. The PPAT curriculum was developed and piloted by the PPAT-Latvia project partners and is geared toward adolescents, ages 14 to 25. The curriculum utilizes age-appropriate participatory activities, role plays, and the training film to provide young people with the knowledge and skills to make informed decisions about going abroad safely to work. Over a one-year period, eleven youth centers located throughout Latvia utilized these educational modules to educate approximately 5,000 young people on human trafficking and safe work abroad.

**2. Pre-travel consultations for young people planning to go abroad to work were offered free of charge at youth centers.**

As part of the PPAT Latvia program, young people throughout Latvia have the opportunity to attend a pre-travel counseling session free of charge. At the session youth have the opportunity to meet with a trained counselor to discuss their plans for working abroad and to establish a personal data file that can be referred to should the young person be reported missing or need copies of important documents while abroad. During the session, the young person receives information on how to go abroad safely along with specific information on the country he or she is traveling to and has the opportunity to have his or her employment contract reviewed. *Smooth Flight*, the training film developed as part of this project, is also viewed and discussed during the consultation. As the PPAT-Latvia project enters its third year, the project has expanded to offer young people who come in for consultations the opportunity to include their personal biographical and travel data, along with a digital photograph, and fingerprints, in a database at the youth center in case this information is needed to assist with their safe return from abroad. Please see Chapter 7 for more information on conducting pre-travel consultations.

**3. An information campaign targeting youth (ages 14 to 25), including youth at high risk for trafficking, such as young people who are homeless, disabled, runaway or throwaway youth, sexually exploited, or orphans, was developed and implemented throughout Latvia.**

An extensive, nationwide trafficking prevention information campaign was developed and implemented as part of the PPAT-Latvia program. The campaign, the first of its kind to specifically target youth, focused on providing young people with the knowledge and information needed to make educated decisions about going abroad to work and with the tools to protect themselves from becoming victims of human trafficking. The slogan of the campaign was “If you want to go out into the world to earn money or find happiness, learn how to do it safely.”

The information campaign messages were delivered in several ways, including:

- Public service announcements broadcast nationally during popular youth television programs, as well as on local television stations.
- Movie trailers at major cinemas in the capital city of Riga.
- Articles, interviews, quizzes, news stories, and tips in popular teenage magazines.
- Chats organized on popular Latvian internet sites.
- Free cinema screenings of the training film *Smooth Flight* followed by a box-office movie were organized for orphans in five sites across the country.
- Posters, stickers, and brochures were distributed at places frequented by youth including youth centers, discos, and movie theaters.

More information about the PPAT information campaign and lessons learned from implementing the campaign are presented in **Chapter 6**.

#### ***4. Career workshops were conducted to educate youth, their families, and community members about human trafficking and safe migration for work.***

Career workshops were organized throughout Latvia by staff from the eleven youth centers. A career workshop is a one-day free event for young people, their parents and community members that provides information on human trafficking and how young people can protect themselves when going abroad for work. These workshops include parents and community members because they may be involved in encouraging young people to seek better opportunities abroad and can play a role in helping to recognize and uncover trafficking activities in their communities. The objectives of a career workshop are to educate young people, their parents, and community members about the following:

- The risks associated with accepting certain job offers abroad
- The issues of trafficking and forced labor so young people can make informed choices regarding work abroad
- Tools and skills young people can use to critically assess advertisements and offers for jobs abroad
- Ways young people can protect themselves from traffickers if they choose to go abroad to work

During a career workshop young people, their parents, and community members have the opportunity to:

- View the film *Smooth Flight*
- Discuss the risks of working abroad
- Discuss tools for protecting young people going abroad to work
- Receive information about human trafficking
- Learn names of reputable employment agencies
- Review contracts
- Obtain important contact numbers for working abroad

### ***Component 4: Advocacy and Collaborative Efforts***

NGOs cannot address the problem of human trafficking alone. A coordinated strategy that involves government, law enforcement, and the NGO sector is needed in order to effectively combat human trafficking. In response to the need for this type of collaboration in Latvia, the PPAT project established the National Anti-Trafficking Working Group.

The goal of the National Anti-Trafficking Working Group was to bring together government leaders, law enforcement agencies, and NGOs to develop a coordinated strategy to combat trafficking and forced labor in Latvia on the national level. The objectives of the Working Group include:

Objective 1: To provide a forum for government leaders to share information about and experience with trafficking and forced labor in Latvia.

Objective 2: To provide additional resources and training to government leaders who are not familiar with the issue of trafficking and forced labor.

Objective 3: To establish a link between the NGO sector and government leaders and policy makers regarding community based trafficking prevention programs, such as the Project for the Prevention of Adolescent Trafficking (PPAT-Latvia).

Objective 4: To develop a concrete Plan of Action at the national policy level regarding Latvia's strategy to combat trafficking and forced labor.

Over the two-year project period, a total of four meetings of the National Anti-Trafficking Working Group were held. The meetings were attended by approximately 25 representatives from the government, including municipal police, and NGOs. The meetings focused mainly on information sharing and training. Unfortunately, the goal of developing a national action plan was not realized because no single government agency would take the lead in the process.

## **Section 2**

### **Lessons Learned: Effective Tools for Preventing Youth Trafficking**

Why and how young people go abroad to work and their experience working abroad has important implications for the design of youth trafficking prevention programs. Throughout the two-year process of conducting research, designing, and piloting the PPAT program model, a number of valuable lessons were learned. These lessons have informed the ongoing development of the PPAT program model and are important for other service providers who are also working to prevent youth trafficking.

### ***Lessons Learned: The Experiences of Youth Going Abroad to Work***

The results of the PPAT project's baseline survey of 3,024 young people ages 14 to 25 in Latvia indicated that two-thirds (66%) of respondents said that they would work abroad if they had the opportunity. Males were only slightly more likely (69%) than females (64%) to express an interest in working abroad. Of those surveyed, 20% had specific plans to work abroad in the next 6 months, and this included 24% of males and 18% of females.

Of those surveyed, 11% (N = 305) had already worked abroad in the past. Of this group, 55% were female and 45% were male. The most common destination countries were Germany (18%), Sweden (15%), England (8%), Russia (8%), the United States (8%), and Denmark (7%). The vast majority of those who had worked abroad had done so for between three and twelve months. Most young people went abroad to work because they thought they could make more money abroad (65%) or to learn another language or culture (23%). Most young people found out about the job through friends or relatives (42%) or through some other personal reference (23%).

***Lesson 1: Most youth want to go abroad to work and are going abroad to work at young ages.***

The survey revealed that nearly 40% of those who had already worked abroad were less than 18 years of age when they first traveled abroad to work. In fact, 14% were age 16 or younger when they first traveled abroad for work. This finding indicates that trafficking prevention education for young people needs to start at an early age.

***Lesson 2: Most youth do not take adequate steps to prepare for going abroad to work.***

The survey asked young people who had already gone abroad to work about the precautions that they took in preparation for going abroad to work.

Findings indicated that:

Nearly 50% did NOT check to see if a job agency or opportunity was safe and legitimate.

- 36% did NOT review and sign an employment contract.
- 65% did NOT have someone review an employment contract and advise them on it.
- 18% did NOT receive an employment contract, although they asked for one.
- 69% did NOT leave a copy of an employment contract with relatives or friends.
- 36% did NOT leave a copy of their passport with relatives or friends.
- 10% did NOT leave contact information with relatives or friends.
- 35% did NOT leave an employer's name and contact information with relatives or friends.
- 82% did NOT create a password or code language that would indicate to friends or relatives that the young person was in trouble.

These findings suggest that prevention programs should focus on increasing the number of

young people taking precautionary measures before going abroad to work. One way this can be accomplished is by informing young people about concrete steps they can take to protect themselves before going abroad.

***Lesson 3: The experience of most youth who went abroad to work was different than they had anticipated.***

Most youth planned to work abroad for about 8 months, and almost 25% ended up working longer than expected (an average of 5 months longer than expected, range = 1 to 36 months). About 12% ended up working for a shorter period than expected (an average of 4 months less than expected, range = 1 to 33 months).

The most common types of work done while abroad included being a singer/entertainer (27%), a nanny/babysitter (22%), and construction work (14%). About 8% of youth reported that this was not the type of work that they initially planned to do while abroad.

***Lesson 4: A substantial number of young people reported that they experienced unsafe working conditions, including violence perpetrated by their employers, while working abroad.***

About 23% of young people reported that their working conditions were not totally safe, and almost 24% were not able to access health care. About 7% of young people reported that they were sexually assaulted or beaten by their employer and 5% reported that they were held captive by their employer so they could not leave. In addition, 8% reported that their passport was taken from them, 14% reported owing their employer for travel costs, housing, or other costs, and 11% were not able to call their family when they wanted.

***Lesson 5: Young people were unlikely to contact the authorities if they encountered problems while working abroad.***

Young people reported that they encountered several types of problems while working abroad, such as running out of money (14%), not being paid for work (11%), being a victim of crime (7%), being arrested (8%), or having no place to stay (7%). When these situations arose, less than half of young people contacted the appropriate authorities.

***Lessons Learned: Implementing Effective Anti-Trafficking Programs***

***Lesson 1: It is beneficial to implement youth trafficking prevention programs through organizations that already provide services to youth in the community.***

The eleven youth centers that participated in the PPAT program in Latvia were successful at providing education on human trafficking to a large number of youth in their communities. Each center reached approximately 500 youth over a six-month period for a total of 5000 youth. This success was due in part to the fact that the participating youth centers had already established a reputation among youth in their communities as a safe place to go for reliable and unbiased information and services. There was no stigma attached to going to a youth center for information or education about human trafficking.

***Lesson 2: It is important to work with individuals or organizations that have proven experience conducting outreach to youth at high-risk for trafficking.***

Many of the young people who are at greatest risk for human trafficking are also the hardest to reach. Prevention programs must work with organizations that have had success in providing information to young people who cannot be reached through schools or youth centers. For example, GENDERS, a community organization known for its success in reaching out to prostituted young women in Riga, was responsible for conducting outreach to this population for the PPAT project. The trust and relationships that GENDERS has developed during years of working with young prostitutes was invaluable to reaching out to this high-risk population with anti-trafficking messages.

***Lesson 3: Prevention programs should be skills-based and provide practical information.***

The experience of the PPAT project partners has shown that young people respond best to clear information and instruction on how to make informed decisions about going abroad. Providing young people with concrete information about how they can take precautionary measures before going abroad empowers young people to take responsibility for protecting themselves from becoming victims of youth trafficking. PPAT project experience has also shown that young people can relate to practical information about going abroad safely, while they usually interpret abstract information as not applying to them directly.

***Lesson 4: Young people should be informed of their rights and the importance of contacting authorities if their rights are violated or if they need assistance.***

According to the PPAT research, some young people encountered serious problems while working abroad but did not seek assistance from the appropriate authorities. In many of the countries where trafficking is a significant problem, there is little trust in law enforcement, especially police. The result is that young people who experience problems while abroad are reluctant to contact the authorities for assistance. Teaching young people about their human rights and how to seek assistance if their rights are violated or if they need help will increase the chances that young people will seek help if they have problems while working abroad or if they are victims of human trafficking.

**For more information on the PPAT program model please contact:**

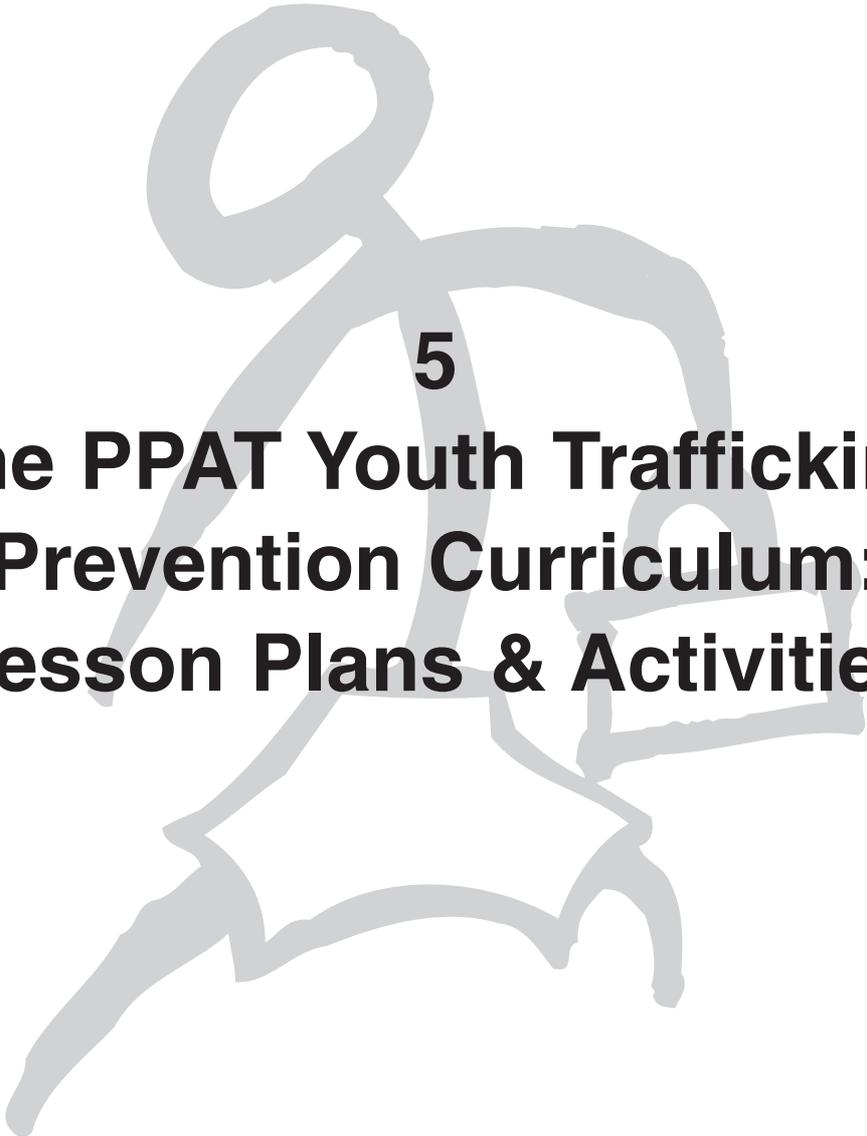
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**5**

**The PPAT Youth Trafficking  
Prevention Curriculum:  
Lesson Plans & Activities**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 5

## The PPAT Youth Trafficking Prevention Curriculum: Lesson Plans & Activities

By Alison Boak, International Organization for Adolescents and Vita Karklina, Youth Health Center Council of Latvia

### Introduction: The PPAT Youth Trafficking Prevention Curriculum

This chapter provides activities and materials that can be used to educate young people in your community about human trafficking and safe work abroad. The PPAT Youth Trafficking Prevention Curriculum is designed to provide simple, flexible activities that do not require a lot of preparation or expensive materials and can be used in various settings including schools, youth centers, or full day seminars. The curriculum is divided into two modules. **Module 1** introduces young people to the problem of human trafficking through a number of activities designed to engage youth to think about the reality of leaving home to work abroad. The goal of Module 1 is to help young people understand that working abroad can be a safe, positive experience, but that it can also be a dangerous, even life-threatening experience if one does not take appropriate precautions before leaving. The goal of **Module 2** is to empower young people to make informed decisions about working abroad and to provide them with the information and skills necessary to protect themselves before going abroad. Below is a list of the activities that comprise the PPAT Youth Trafficking Prevention Curriculum.

<b>The PPAT Youth Trafficking Prevention Curriculum</b> Developed as part of the Project for the Prevention of Adolescent Trafficking		
<b>Title of Educational Module or Activity</b>	<b>Learning Objectives</b>	<b>Page</b>
<b>Module 1</b>	<b>An Introduction to Safe Work Abroad</b>	
<b>Activity 1.1</b> An Introduction to Safe Work Abroad - "Getting to Know Each Other"	1. To introduce participants to one another. 2. To explore young people's ideas and attitudes about working abroad.	<b>54</b>
<b>Activity 1.2</b> Viewing of training film <i>Smooth Flight</i>	1. To introduce participants to the topic of safe work abroad and human trafficking from a youth perspective. 2. To share with participants the positive and negative experiences of other youth who have gone abroad for work. 3. To provide participants with information on how to go abroad safely.	<b>56</b>

<b>Activity 1.3</b> What is human trafficking? The Case of Liene	1. To increase young people’s understanding of human trafficking. 2. To enable young people to identify the different elements of human trafficking.	<b>58</b>
<b>Activity 1.4</b> Why do young people go abroad? Examining the Risks Version A “The Sun” Version B “We’re going abroad!”	1. To encourage young people to think about the types of jobs people from their country usually do when they go abroad to work. 2. To encourage young people to think about existing opportunities for work and self-fulfillment in their own country.	<b>62</b>
<b>Activity 1.5</b> Myths & stereotypes about working abroad Version A Version B	1. To encourage young people to think about the myths and stereotypes that exist about working abroad. 2. To introduce young people to the different forms of human trafficking.	<b>66</b>
<b>Module 2</b>	<b>Precautions to Take for Safe Work Abroad</b>	
<b>Activity 2.1</b> Critically Evaluating Job Offers for Work Abroad	1. To provide young people with the skills to critically evaluate job advertisements and offers for work abroad. 2. To provide young people with the skills to protect themselves if they are planning to go abroad to work.	<b>70</b>
<b>Activity 2.2</b> How to get help if you are a victim of human trafficking	1. To inform young people of their rights when working abroad. 2. To provide young people with the knowledge and skills to get help if they encounter problems while working abroad.	<b>73</b>
<b>Activity 2.3</b> Getting back on your feet!” Challenges for Youth Victims of Human Trafficking	1. To gain an understanding of the difficulties faced by young people who have been victims of human trafficking.	<b>77</b>

**Module 1**

**Activity 1.1**

**An Introduction to Safe Work Abroad  
“Getting to Know Each Other”**

**Learning Objectives:**

1. To introduce participants to one another.
2. To explore young people’s ideas and attitudes about working abroad.

**Target Audience:** Youth ages 14-25

**Materials:** No materials necessary.

**Time:** 15 minutes to one hour. Two versions of this activity are provided so that it can be used as a complete training session or as an icebreaker.

**Step 1**

**Group Work**

Participants sit in a circle. The facilitator asks the group the following questions one at a time. Participants are instructed to raise their hands if they have had the experience the facilitator is asking about.

**1. Who has traveled to another country?**

*(Facilitator asks “Which countries?”)*

**2. Who has lived in another country?**

*(“Which countries have you lived in?”)*

**3. Who has worked in another country?**

*(“Which countries have you worked in?”)*

**4. Who has studied in another country?**

*(“Which countries have you studied in?”)*

**5. Which of you in the group would go abroad to work if you had the opportunity to do so?**

The facilitator then asks each person around the circle to

**1. Introduce himself or herself.**

**2. Say the name of a country where he or she would like to go and explain why (vacation, job, study, other reason)**

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After each participant's answer, facilitator asks

**What attracts you to this country?**

**Why would you like to (study, work, etc.) in this country?**

After everyone in the group has answered, the facilitator gives the following instructions

- 1. Please raise your hand if you have been to the country you just mentioned.**
- 2. Please raise your hand if you speak the language in this country.**
- 3. Please raise your hand if you know about the religion and culture in the country mentioned.**
- 4. Please raise your hand if you know the laws about working abroad in this country.**

## **Step 2**

### **Group Discussion**

Facilitator works with the young people to arrive at the conclusion that most of the group members do not know the language, the culture, or the traditions in these countries.

Facilitator poses the following questions for discussion

- 1. Are those of you here today any different than other young people from our country who go abroad in search of a better life? Are they any better informed about working abroad than you are?**
- 2. What kinds of risks are there if you go abroad? Are girls more at risk than boys?**
- 3. Why did we organize getting to know each other in this way?**

## **Step 3**

### **Conclusion**

Society often condemns people who go abroad to work, particularly young women and girls. However, people who decide to go abroad for work are just like all of us in the group today. Most dream about going to another country to earn money in an honest way or to find adventure, to learn about another culture, or to study. Many young people who go abroad do not know the language, culture, or laws of the country they are going to.

### **Ice-Breaker Variant**

If you are conducting a training for a large group of people, the activity can be shortened and used as an icebreaker by omitting the first five questions. Each participant should be asked to introduce himself or herself and to name a country that he or she would like to visit and explain why that country was selected. The facilitator can then lead a discussion on the group's awareness of the language, laws, culture, etc. in the countries named if time permits.

**Module 1**

**Activity 1.2**

**An Introduction to Safe Work Abroad**  
***Smooth Flight***

**Learning Objectives:**

1. To introduce participants to the topic of safe work abroad and human trafficking from a youth perspective.
2. To share with participants the positive and negative experiences of other youth who have gone abroad for work.
3. To provide participants with information on how to go abroad safely.

**Target Audience:** Youth ages 14-25

**Materials:** TV, VCR, film *Smooth Flight* (available in English, Estonian, Latvian, Lithuanian, and Russian), brochures or information about human trafficking

**Time:** One hour to 1.5 hours. The film is 30 minutes long. Discussion can last from 30 minutes to one hour.

*Smooth Flight* is a 30-minute training film that shares the hopes, dreams and experiences of youth from Latvia as they go abroad in search of work, adventure, and opportunity. *Smooth Flight* features two re-enactments of actual interviews with young women who were victims of human trafficking. Featuring popular music and television personalities, this film is aimed at preventing trafficking among young people ages 14-25.

**Step 1**

**Introduction**

Facilitator introduces the film:

The film you are about to see shares the hopes, dreams, and experiences of youth from Latvia as they go abroad in search of work, adventure, and opportunity. This film was made entirely by interviewing young people about their experiences working abroad. We will watch the film and then discuss it afterwards.

**Step 2**

**Group Discussion**

The following are some questions to use with viewers for further discussion of the film *Smooth Flight*:

- 1) Roland Udris thinks that the reason young people are trafficked for prostitution is “All about money.” Is it? (What about gender issues, disparity of power, cultural and political influences, even curiosity on the part of the individual?)

2) Talk about trust. Evita, Lauris, Gvido, and Patricia all had varying degrees of trust involved in their choices. These ranged from naiveté to eventual loss of trust. Evita's outlook was optimistic and she still believes that, "Whatever happens, happens for the best". Liene on the other hand says, "It's going to be difficult to trust anybody." What about you? How much should you trust? What factors are helpful in discerning whom and what to trust?

3) Talk about intuition, gut feelings, hunches, and assumptions. Liene says, "I had a feeling I shouldn't call that woman. But I had no choice." Patricia says, "I ignored my intuition and accepted everything." What is the role of one's inner sensibility in making choices? Do you listen to your gut feelings or do you ignore them? When is it probably wise to follow your instincts?

4) Was Patricia's experience just a figment of her imagination? How would you feel if something like that had happened to you? Would you be able to tell anybody? Do you have anyone to talk to? What would you do if people would not believe your story?

5) Talk about making choices. Liene is confronted at the airport with the harsh reality that she is going to become a prostitute. The trafficker asks her, "Do you still want the job?" Liene remembers "At that moment I didn't think. I just got on the plane and went to Denmark." Why? Why do you think Patricia did not take the first prostitution job offer that came up after she lost her job as a caretaker? Why did Patricia escape and Liene stay? What might you do if you felt trapped by your economic situation like Liene did?

"No choice." Can that be a reality or a state of mind? Who do you talk over your choices with?

6) Difficulties getting along with parents. This is common for most young people. Evita and Liene both had difficulties but the way they dealt with leaving their parents and homes are very different. What differences do you see? Why?

7) What is Lauris' view of going abroad and coming back to Latvia? What do you think about it? (He advises working abroad to gain new insights, ideas, and experiences and then returning to apply them in Latvia where the field of opportunity is wide open.)

8) Evita jumped at the chance to return to the United States, especially to New York. What about you? What are your feelings now about travel and work abroad? Have the terrorist attacks in the United States changed your opinion?

9) What factors do you think contribute to a positive experience working and living abroad? What do you need to do to prepare?

### Step 3

#### Conclusion

Facilitator explains that it is clear from the film that young people have many different kinds of experiences abroad. When planning to go abroad, young people need to be prepared to deal with many different situations.

**Module 1**

**Activity 1.3**

**An Introduction to Safe Work Abroad  
“What is human trafficking?”**

**Learning Objectives:**

1. To increase young people’s understanding of human trafficking.
2. To enable young people to identify the different elements of human trafficking.

**Target Audience:** Youth ages 14-25

**Materials:** All participants should have seen the film *Smooth Flight* and should have a copy of the worksheet “How Trafficking Happens: The Story of Liene.” Blackboard, paper or flip chart

**Time:** Approximately one hour

**Step 1**

**Set-up**

Facilitator should make one copy of the worksheet “How Trafficking Happens: The Story of Liene” for each participant. The facilitator should also write the following on the blackboard or paper:

**Elements of human trafficking**

- Youth are recruited by traffickers
- Youth are transported (inside the country or across borders)
- Youth are exploited
- Violence or a threat to use violence
- Deceit
- Debt bondage
- Misuse of power or dominant position
- Forced labor or slave-like conditions

## Step 2

### Introduction

The facilitator asks participants to recall what happened to Liene in the film *Smooth Flight*. If participants have a hard time remembering, facilitator can prompt with questions like...

### Question

Does anyone remember how old Liene is?  
Why did she leave Latvia?

Where did she go?

How did she get there?

What did she do there?

Did she like this job? Why or why not?

How did she get back home?

### Response

23

Couldn't get along with her parents.

Couldn't find a job.

Had nothing to eat.

She went to Denmark and then to Germany.

She met a woman who lent her money for the trip and found her the job.

She worked as a prostitute.

No, she said it was very difficult.

She cried.

The police sent her home.

## Step 3

### Instructions for Activity

The facilitator passes out the worksheet "How Trafficking Happens: The Story of Liene" to each participant. If there is not a photocopier available, the facilitator can simply read Liene's story aloud. The facilitator explains that the purpose of the activity is to better understand what human trafficking means. There are several elements of human trafficking. The facilitator explains the first element and then asks the students to think about Liene's story. Was there evidence of this element in her case?

### Elements of Human Trafficking

\*Facilitators should see **Chapter 1** for more detailed information on the elements of human trafficking.

#### 1. Youth are recruited by traffickers.

Traffickers, known as recruiters at this stage, recruit young people by deceiving them with promises of high paying jobs, marriage, a better life, or material possessions.

Facilitator asks

- Was Liene recruited?
- Who was Liene recruited by?
- How did the trafficker recruit Liene?
- Was Liene deceived by the trafficker?

## 2. Youth are transported (inside the country or across borders)

Human trafficking can happen within a country or across borders of nation states. A young person can become a victim of human trafficking without ever crossing a border. For example, a person can be trafficked from the countryside to the city.

Facilitator asks

- Was Liene transported?
- How was she transported?
- Did she cross a border?
- Does one have to cross a border to be trafficked?
- Why do you think the trafficker wanted to bring Liene to another country?

## 3. Youth are exploited.

Young people who are trafficked may be exploited in many ways. The facilitator can ask questions about the following types of exploitation:

Types of Exploitation	Examples
<b>Violence or a threat to use violence</b> Was Liene the victim of violence? Was the threat to use violence made?	Beating, raping, hitting, kicking or threatening to do so Threatening to harm you or your family or friends Threatening to harm you if you leave, go to the police, etc.
<b>Deceit</b> Was Liene deceived?	Not telling the truth about the type of work someone will do Not telling the truth about the working conditions
<b>Debt bondage</b> Was Liene in a debt bondage situation?	Lending money to someone and then forcing the person to work to pay back the debt
<b>Misuse of power or dominant position</b> Did the traffickers use their dominant position to control Liene?	Seizure of personal documents to place a person in a dependant situation Misuse of dominant social status or natural parental authority, or abuse of a vulnerable person without legal status
<b>Forced labor or slave-like conditions</b> Was Liene forced to work or held in slave-like conditions?	Abusive and coercive working conditions Restricting someone's right to move around freely or to leave a job

## How Trafficking Happens

### *The Story of Liene, a 23 year old young woman from Latvia*

I left Latvia because I couldn't get along with my family. I moved in with a friend. I had a few odd jobs, but in the end I had nothing to eat. My friend said she had a friend who went abroad. So I called her friend and she told me to call a lady about working abroad. The lady told me I could earn good money. I contacted the lady and we met. She lent me \$3,000, supposedly for the fee for finding me a job and paying for my travel. We signed an agreement that I would pay her back. When I asked her what kind of work it was, she said in a bar in Denmark. That is all.

Only when I was about to get on the plane did the lady ask me whether I knew what kind of job it was. She told me that I was going to be a prostitute and asked me whether I wanted the job. At that moment I didn't think. I simply got on the plane and went to Denmark.

On the first floor there was a bar and on the second floor we had our rooms where we had to live, eat, and do our job. The thing is, I had never done anything like that before. The first time was very, very difficult. Afterwards, I cried. We all cried. We were from many places - Hungary, Turkey, Russia. But most of the girls were from Latvia. And none of us knew the local language. But it didn't matter if we spoke Russian or Latvian. The most important thing was that we all wanted to go home. But how? How was it possible?

It seemed impossible to pay back the money. And that woman got angry and sold me further to Germany. But then one night the police came and took all our clothes and money and put us in jail. I never felt so low.

I had my passport with me and soon they sent us home. When I returned to Latvia that woman soon found me and threatened me all the time. She said she would have me raped or killed. I don't know how long I'm going to be safe.

## Step 4

### Conclusion

Determining whether someone has been trafficked is often very difficult and complex.

**Module 1**

**Activity 1.4**

**An Introduction to Safe Work Abroad**  
**“Why do young people go abroad? Examining the risks”**

**Learning Objectives:**

1. To encourage young people to think about the types of jobs people from their country usually do when they go abroad to work.
2. To encourage young people to think about existing opportunities for work and self-fulfillment in their own country.

**Target Audience:** Youth ages 14-25

**Materials:** *Version A*-Blackboard, paper, or flip chart with markers. Copy the sun and clouds diagram on the next page onto the blackboard or paper. *Version B* - Two bags or suitcases, two pairs of sunglasses, two hats, two neckties, vests or other articles of clothing, blackboard, paper, or flip chart with markers

**Time:** Approximately one hour

**Version A “The Sun”**

**Step 1**

**Set-up**

Copy the sun and clouds diagram on the next page onto the blackboard or paper.

**Step 2**

**Introduction**

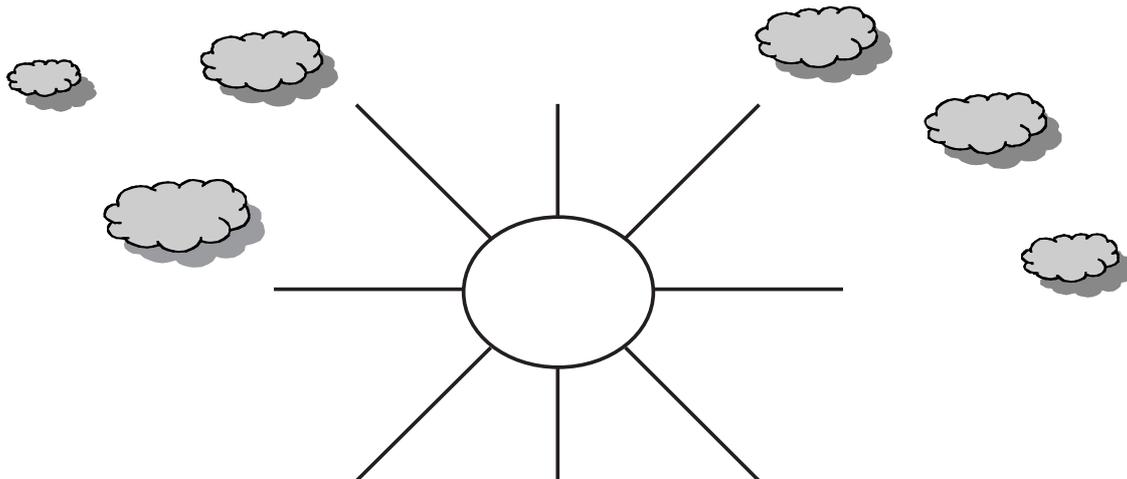
Facilitator asks participants whether or not they agree with the following statement:

**When a young person dreams about going abroad to work, he or she is thinking:  
“I will make a lot of money and be successful .....”**

Now, let’s see if sunbeams always shine so brightly on this dream?

**Step 3****Group work**

There is a sun with sunbeams drawn on the board. Participants are asked to identify well-paid and prestigious professions. They take turns writing their answers on the sunbeams. Then participants are asked to name the kinds of jobs most young people find when they go abroad to work. These are written in the middle of the sun. Around the sun there are clouds. Facilitator asks the group to name risks related to working abroad (legal and illegal work) and these risks are written in the clouds. Clouds overshadow the sun!



Some expected results of this activity:

**On sunbeams:**

Lawyer	Scientist
Doctor	Businessman or woman
IT specialist	Teacher
Psychotherapist	Project manager

**In the middle of the sun:**

Construction worker	Housewife
Health care aide	Farm worker
Waiter	Cleaning person
Prostitute	Babysitter/nanny

**In the clouds:**

Lack of money, no friends, loneliness, poor health and no health care, violence, prison, deportation from the country, lack of understanding what to do, do not know language, imprisonment, constant fear, etc.

## Step 4

### Discussion

Facilitator asks the following questions and leads a group discussion:

**Why do you think young people go abroad to work?**

**Is this work always legal? Why do some young people work abroad illegally?**

**Is it possible to find legal work in our country?**

**What do you need to find work in our country? Education?**

**How do you receive an adequate education?**

## Step 5

### Conclusion

Facilitator explains that some young people go abroad with dreams to make a lot of money or find success. The reality is that many young people who go abroad end up working illegally in low wage jobs with poor working conditions. They are often not paid adequately and they may become victims of violence or end up deported or in prison (see the clouds). Facilitator ends by asking young people to name some of the people in their society that they consider to be successful in their careers. How did those people get to where they are? Facilitator suggests using these people as role models. If we follow these positive role models perhaps the sun really will shine on our dreams and they will become realities!

## Version B “We’re going abroad!”

### Step 1

#### Set-up

Divide the suitcases and articles of clothing into two piles. Place each pile in front of a blackboard or flip chart. On the top of each blackboard or flip chart write ***“Risks Young People Take When Going Abroad to Work.”***

### Step 2

#### Introduction

Facilitator begins by asking young people where they would go if they could go anywhere in the world? Would they live there? Visit? Work? The facilitator then asks the group to brainstorm reasons why young people go abroad to work. List these on a board or flip chart.

### Step 3

#### Instructions for Activity

Explain to the participants that you are now going to organize a little competition. Divide the group into two teams. Each team should stand in a line. When the facilitator tells the groups to go, the first team member must run up to the blackboard or flip chart and write down one risk a young person might take when going abroad to work. After writing down a possible risk, the team member picks up one article of clothing and puts it on. The team member then runs back to the other teammates who are waiting in a line. The team member takes off the article of clothing, passes it to the next person in line, and then goes to the back of the line and sits down. The second team member, who has just received the

article of clothing, puts that article on and runs up to the blackboard or flip chart and writes down a different risk. That team member takes a second article of clothing and puts it on and runs back to the other teammates who are waiting in line. He or she takes off the two articles of clothing, passes them to the next person in line, and goes to the back of the line to sit down. The game continues in this way until the last team member on one team is wearing all of that team's allotted articles of clothing and carrying the suitcase and all other team members are sitting down. The first team to complete this wins!

#### **Step 4**

##### **Group Discussion**

Facilitator asks the winning team to read off their list of the risks young people take when going abroad to work. The other team is then asked to read off their list. The facilitator asks both teams if they can think of any additional risks young people take when going abroad to work? Are there more risks when a person goes legally or illegally? Why? How does a person go legally? Is it safer to work in their home country and not go abroad? Why or why not?

#### **Step 5**

##### **Conclusion**

Facilitator explains that some young people go abroad with dreams to make a lot of money or find success. The reality is that many young people who go abroad end up working illegally in low wage jobs with poor working conditions. They are often not paid adequately and they may become victims of violence or end up deported or in prison. Facilitator ends by asking young people to name some of the people in their society that they consider to be successful in their careers. How did those people get to where they are? Facilitator suggests using these people as role models.

**Module 1**

**Activity 1.5**

**An Introduction to Safe Work Abroad  
“Myths and stereotypes about working abroad”**

**Learning Objectives:**

1. To encourage young people to think about the myths and stereotypes that exist about working abroad.
2. To introduce young people to the different forms of human trafficking.

**Target Audience:** Youth ages 14-25

**Materials:** *Version A* - Paper or flip chart, 5 index cards  
*Version B* - Flip chart and markers

**Time:** Approximately one hour

**Step 1**

**Set-up**

**Version A**

Copy the information below onto each of five index cards. If there are other myths or stereotypes in your country or culture, you can substitute those myths for the examples below.

**Card 1**

1. Prove that the myth **ILLEGAL WORK IS THE NORM FOR YOUNG PEOPLE** is untrue.
2. Think of one more myth about working abroad or human trafficking that is widespread in our society and prove that it is untrue.

**Card 2**

1. Prove that the myth **MARRYING A FOREIGNER IS A TICKET TO PARADISE** is untrue.
2. Think of one more myth about working abroad or human trafficking that is widespread in our society and prove that it is untrue.

**Card 3**

1. Prove that the myth **ALL GIRLS GOING ABROAD TO WORK KNOW THAT THEY WILL BE INVOLVED WITH PROVIDING SEXUAL SERVICES** is untrue.
2. Think of one more myth about working abroad or human trafficking that is widespread in our society and prove that it is untrue.

**Card 4**

1. Prove that the myth YOU CAN GO ABROAD TO WORK FOR SEVERAL MONTHS AS A PROSTITUTE AND THEN RETURN HOME WITH LOTS OF MONEY is untrue.
2. Think of one more myth about working abroad or human trafficking that is widespread in our society and prove that it is untrue.

**Card 5**

1. Prove that the myth YOU DO NOT HAVE TO WORK VERY HARD ABROAD AND YOU GET PAID VERY WELL is untrue.
2. Think of one more myth about working abroad or human trafficking that is widespread in our society and prove that it is untrue.

**Version B****Step 1****Set-up**

No special set up required.

**Step 2****Introduction (Same for Version A and B)**

Facilitator begins by explaining that today the group is going to examine myths and stereotypes. Facilitator asks the group for some examples of myths and stereotypes. Depending on the age of the participants, the facilitator may need to define and explain what myths and stereotypes are. The facilitator should give simple examples from his or her own culture. Once the concept of myths and stereotypes has been discussed, the facilitator explains that this activity will focus on myths and stereotypes associated with going abroad to work.

**Step 3****Instructions for Activity****Version A**

Begin by asking participants

- How many of you have been to another country to work? Where have you been? What have you done?
- How many of you have family members that have been to another country to work? Where did they go and what kind of work did they do?
- How many of you have friends that have been to another country to work? Where did they go? What did they do?

Divide youth into five groups. Each group receives one of the myths and stereotypes index cards. Give each group 15 minutes to discuss their card and write their responses on paper or the flip charts. Ask the participants in each group present their work. Facilitator leads a discussion about the realities the groups have identified.

**Version B**

Divide participants into four groups. Give each group a flip chart. Facilitator asks each group to list all of the reasons why young people go abroad that the group can think of in 10 minutes. When time is up, the facilitator asks each group to share its list. Participants will probably write:

**Reasons Why Young People Go Abroad to Work**

- They have heard that there are more job opportunities abroad.
- They have heard that one can earn an unbelievable amount of money abroad.
- To study.
- To earn money and financially support their family.
- To repay family debt to someone.
- To earn money for a family member to have surgery.
- To make money to start their own business.
- To make money to pay for their studies.
- To get married.
- For fun and adventure.
- To escape from war in their country.
- To run away from domestic violence.
- To escape from their country because of religious persecution.
- To travel and get to know different countries.
- To improve their health.
- To give birth to a child.
- To have an abortion secretly.
- To steal.

Facilitator then asks participants if any of the reasons on the lists are myths or stereotypes. One way to get the participants thinking about myths and stereotypes that exist in their culture is to ask them to think about their experiences or the experiences of family members or friends. Ask young people to share their stories. Facilitator supports all ideas that are expressed and writes them down on a flip chart. The facilitator will want to lead the discussion to talk about the following points:

What are some of the things young people encounter in reality when they go abroad to work?

- Stories they have heard from friends and acquaintances have turned out to be untrue.
- They may be forced to do kinds of work that they were not told about before going.
- Work conditions are unsafe and even dangerous.
- Exhaustion because of hard physical work and very long working hours (sometimes even 18-20 hours per day), possibly no free days.
- Inadequate salary for work or salary is not paid on time or not paid at all.
- Negative attitude of local inhabitants towards people from other countries.
- They are unable to communicate because they do not know the local language.
- May be forced to repay a debt (explain debt bondage).

- 
- May not know where they are and get lost in the city or the countryside.
  - They may be forced to be involved in prostitution or do some kind of work they do not want to do.
  - May be treated violently by their employers and not allowed to leave the job.
  - Encounter cultural differences (culture shock) – different food, relationships of people, etc.
  - Discover they are not eligible to receive health care and cannot buy necessary medicine.
  - Employers may take away the young person's personal documents such as a passport.
  - If they work illegally and are caught they may have to pay a fine, spend time in prison, or be deported from the country.
  - They may not know where to turn for help.
  - They may feel lonely, because they don't have any friends.
  - They may be constantly afraid of what will happen to them.

### **Step 3**

#### **Conclusion (same for Version A and B)**

There are many myths and stereotypes in our society about young people who go abroad to work. We need to recognize these myths and stereotypes and focus on the realities of going abroad to work.

**Module 2**

**Activity 2.1**

**Precautions to Take for Safe Work Abroad**  
**“Critically Evaluating Job Offers for Work Abroad”**

**Learning Objectives:**

1. To provide young people with the skills to critically evaluate job advertisements and offers for work abroad.
2. To provide young people with the skills to protect themselves if they are planning to go abroad to work.

**Target Audience:** Youth ages 14-25

**Materials:** Sample job advertisements from a local or national newspaper or magazine

**Time:** Approximately one hour

**Step 1**

**Set-up**

Search through newspapers and magazines for examples of job advertisements. Try to find advertisements for work in other countries that look suspicious, perhaps offering unusually high salaries, requiring no experience, requesting that applicants send a photo, etc.

**Step 2**

**Introduction**

Facilitator asks the participants to imagine that they have been offered a job abroad by an employment agency. They are not sure if this offer is legitimate or safe. Facilitator asks: “What ideas do you have about how you can evaluate whether or not this job opportunity is safe?”

Young people might come up with the following ideas:

- Call the embassy of the country where the job is to see if they have heard of problems with this employment agency.
- If the job is through an agency in the home country, check with the national employment office to see if the agency is officially registered as a company and whether it has a license to offer jobs in other countries.
- Ask the agency for references that you can call.
- Ask questions about which type of working papers or visas are required to work in that country. Confirm with the embassy of that country.
- Ask for an employment contract and have it reviewed by an attorney or someone with experience in employment contracts.

**Step 3****Instructions for Activity**

Divide the participants into 4-6 groups. Give each group one of the advertisements you found and explain that the advertisements are real and come from a local or national newspaper or magazine (working with actual advertisements from their community makes the risk of being recruited by these ads more real to the participants). Each group has 15 minutes to prepare a role play about a young person applying for or researching the legitimacy of the job being advertised. The participants can create their own characters or the facilitator can suggest that the following characters be used in the role plays:

- Person planning to work abroad
- The employer
- An embassy worker
- A counselor at a youth center
- A parent
- A friend
- A trafficker
- An employment agency recruiter
- A police officer

Each group then performs its role play. Feedback is solicited from the group about whether or not the young person should take the job. Participants should also be asked to share what items in the advertisement made them suspicious that the job might not be legitimate or safe. The facilitator should highlight tricks recruiters may use to make their advertisements seem more legitimate such as listing fake license numbers. Close by asking young people, “What might be some of the consequences of taking a job that is not legitimate or legal?”

Young people might respond by saying:

- Forced to pay a fine or put in jail
- Deportation (facilitator may have to explain what this is)
- Hard, low paid job with low prestige
- Difficult to receive medical assistance, or even to buy necessary medicine
- High risk of getting injured, in which case there is no compensation
- Irregular work hours (sometimes even 18-20 hours per day), sometimes without days off.
- No sick leave or vacation.
- There is a possibility you will not receive your salary.
- There is a possibility that you will receive only part of the salary you have earned.

Even if you have entered the country legally, there is a risk of finding yourself outside of the protection of the law if:

- You have stayed in the country for a longer time than your visa allowed.
- You acquired a transit visa but stayed in the country to work.
- You acquired a tourist visa but stayed in the country to work.
- You arrived to the country to study or visit but instead started working without the necessary legal documents.

### **Step 4**

#### **Conclusion**

It is important to verify whether a job is legitimate and safe before going abroad. There are many job scams and recruiters for traffickers working right here in our own country. There are simple things that you can do to protect yourself and ensure that you have the positive experience abroad that you are dreaming of.

**Module 2**  
**Activity 2.2****Precautions to Take for Safe Work Abroad**  
**“How to get help if you are a victim of human trafficking”****Learning Objectives:**

1. To inform young people of their rights when working abroad.
2. To provide young people with the knowledge and skills to get help if they encounter problems while working abroad or become a victim of human trafficking.

**Target Audience:** Youth ages 14-25**Materials:** Paper and worksheet entitled “Case Studies: Where to turn for help?”  
Case Studies”**Time:** Approximately one hour**Step 1****Set-up**

Facilitator should prepare the case studies. Each case study should be printed on a separate piece of paper.

**Step 2****Introduction**

The more precautions a young person takes before going abroad, the better the chances are that he or she will end up in a legitimate, safe job. However, taking precautions before going abroad to work still does not absolutely guarantee that the young person will not have any problems abroad. We are going to discuss the situations that several young people found themselves in when they went abroad to work. All of these situations are based on true stories.

**Step 3****Instructions for Activity**

Divide the participants into three groups (more if you have more case studies). Provide each group with a case study. Facilitator indicates that each group has 15 minutes to develop a plan for the young person described in the case study. The plan should include:

- What precautions might have helped the young person(s) to avoid this situation?
- What should he or she do now?
- What are his or her rights?
- Is this young person a victim of human trafficking? Why or why not?

Each group should present its plan for the young person in the case study. The plans might include some of the following ideas:

- Contact an embassy or consulate for help with obtaining copies of documents to prove the young person's citizenship and assist him or her with returning home.
- Go to an NGO that helps victims of human trafficking if such NGOs exist in the country. They may be able to provide shelter, medical and legal help, translation services, and help with returning home.
- Look for women's rights and charity organizations which might be able to help.
- Go to a women's shelter (if the young person is female)
- Ask for help from a church or religious organization.
- Go to the police! Even though the young person may feel threatened by the police, in many destination countries the police will be prepared to help the young person even if he or she is in the country illegally.
- Ask a neighbor or even a person on the street for help.

### **Step 4**

#### **Conclusion**

As you can see, if you do not take the appropriate precautions before going abroad to work, you can end up in a very difficult situation. It is not easy to get out of these situations and you may be worse off than before you left to find work abroad. Protect yourself by preparing before you go.

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**“Case Studies: Where to turn for help?”**

These case studies are based on true stories.

**Case #1 Helen**

Helen is 21 years old, a citizen of Latvia. She wants to work as a model, but has no experience. On January 1, she signed a contract with company X to work as an underwear model at trade shows abroad.

The following working conditions were not included in the contract, but were agreed upon orally by Helen and the manager of the company:

- She will work on stage up to 30 minutes each day (the rest of the time she is free from this work, but she has to remain at the trade show venue).
- The company will pay for three meals a day.
- She will have her own hotel room at all times.

After crossing the border and entering Germany, where the trade show was supposed to take place, Helen asked for some money for food. The manager responded that she had not yet earned meals and that she would have to pay for her meals with her own money that day. When Helen arrived at the hotel she discovered that she was expected to share a room with another woman from the company. On the first day of the show, the manager told Helen not to change after her appearance on the stage, but to walk around the venue in the underwear until the end of the exhibition. He also forbid her to rest in the café, threatening to use force if she did not obey. Only late in the evening was Helen able to order dinner for herself.

On the second day of the exhibition, Helen had no more money and she could not buy herself any food. The manager said that she did not work well enough the day before so he would not pay her. He told her if she wanted to make money, she must provide sexual services at the hotel.

Helen wanted to leave immediately, but she had no money and the manager was holding her plane ticket. Helen worked for two more days for seven hours per day with no food except for breakfast. When Helen returned to Latvia, she asked for her pay for the work she had done. The manager only paid her one-third of the amount which was agreed upon beforehand. He threatened that if she took him to court he would claim that she was drinking heavily, did not work, and did not stay in the hotel during the night and that his staff would back up this story.

### **Case #2 Ervin and Karlis**

Ervin (19 years old) and Karlis (20 years old) decided they wanted to go to Spain to find work in the agricultural sector. They responded to an advertisement for an agency that promised to find them a job. They paid the agency \$2,000 US dollars for this service and left their home country on July 5. When they arrived in Spain, they were taken to a decrepit one story building with no running water, electricity, or furnishings. There were only mattresses on the floor for them to sleep on. They woke up to go to work picking fruit each day at 6:00 a.m. and they returned from work at midnight. They only received enough money to buy some very simple food and water, which they bought from the farm where they worked. This continued until the middle of August when the boys convinced a driver not to tell anyone and to take them back to their home country.

### **Case #3 Sally**

After graduating from high school, Sally decided to go abroad to work as au-pair. A job agency offered her a family with three children (the oldest one 5 years old). The family lived in France and the representative of the job agency convinced Sally that it did not matter that she did not speak French and only knew conversational English. The woman at the agency assured Sally that she would learn the language very quickly once she was with the family. Sally was happy to accept this offer. She arrived in France on a tourist visa so that she did not have to wait for an au-pair visa to be processed. The French Embassy gave her a visa only for one month.

Sally was surprised when she arrived in Paris that the host father who picked her up spoke Russian. On the way home, the host father asked Sally how long her visa permitted her to stay in the country. He told her that it would be no problem to extend the visa for another six months and he took Sally's passport so that he could arrange the visa extension through a friend at the embassy.

When they arrived at the home, there was no friendly family waiting for Sally. When she asked where the children were, the host father answered that it was a joke and that he was the child that needed to be taken care of. He told her that she would have to take care of "many, many sweet babies on the street at night." He said that he knew Sally needed money so they should get along just fine. For now, he would hold on to her passport.

The host father told Sally not to even think of trying to call somebody to help her leave because there were no phones in the house. He said that he would lock her up so that she would not get lost alone in Paris and that there would be no use in calling the police because the local police officers were all his friends. Finally, he threatened that if Sally did not obey him he would not hesitate to kill her. He said that he had killed people before and that one more or one less made no difference to him.

**Module 2****Activity 2.3****Precautions to Take for Safe Work Abroad****“Getting Back on Your Feet! Challenges for Youth Victims of Human Trafficking”****Learning Objective:**

To gain an understanding of the difficulties faced by young people who have been victims of human trafficking.

**Target Audience:** Youth ages 14-25

**Materials:** “Case Studies: Where to turn for help?” and index cards

**Time:** Approximately one hour

**Step 1****Set-up**

Facilitator should prepare the case studies. Each case study should be printed on a separate piece of paper. Write the following words on separate index cards.

- **Mother**
- **Father**
- **Best friend**
- **Teacher**
- **Police officer**
- **Religious leader**
- **Counselor**

**Step 2****Introduction**

When young people who have been trafficked return home, they often face a number of challenges. Facilitator asks the participants to name some of the problems or challenges that a trafficked young person might face when he or she arrives back home.

The participants might respond:

- Fear for his or her safety.
- Suffer from depression.
- Have no money.
- Have no place to live.
- Have no job.
- Have health problems.
- Feel suicidal.
- Feel isolated.

- May not want to discuss what has happened with anyone.
- May lie and pretend that nothing happened.

### **Step 3**

#### **Instructions for Activity**

Choose one case study. Ask someone to volunteer to play the role of the trafficking victim(s) and to pretend that he or she has just returned home after escaping the trafficking situation. Read out the case study. Assign other participants to play the roles of the mother, father, teacher, etc. Ask the victim to sit in a chair in the middle of the room. One at a time, each participant with a role to play should approach the victim and, speaking as the character he or she is playing, should say one sentence to the victim about how he or she feels about the victim. For example, a teacher may say something supportive such as “Everything is behind you now and I will help you to pick up where you left off,” or a teacher could say something unsupportive such as “Look at what a terrible example you have set for the other students!”

After each person has had a chance to speak to the victim. The facilitator asks the victim:

- How did you feel when different people spoke to you?
- When did you feel angry?
- Did you feel loved? Did you feel supported? What words helped you? What words hurt you?

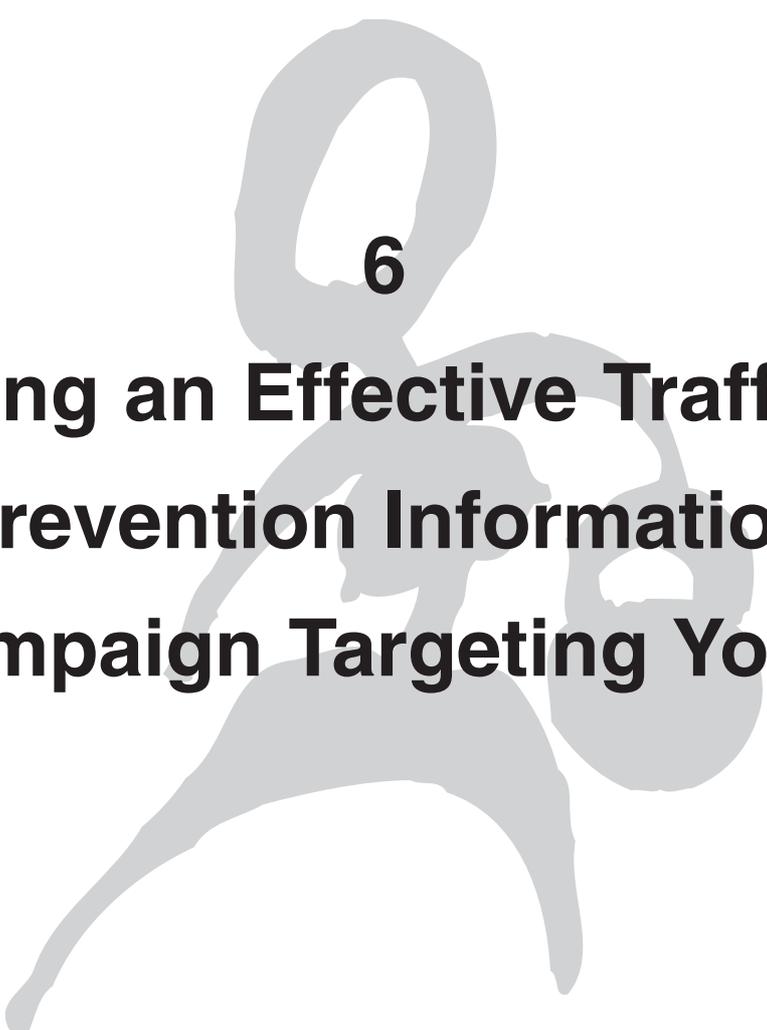
Then the facilitator asks the group:

- Could some people have reacted differently? Who? Why?
- How would you want people to react if this happened to you?

### **Step 4**

#### **Conclusion**

Facilitator explains that returning home from a trafficking situation is almost always traumatic for the victim. End by asking the group for agreement that a trafficking victim should not be blamed for his or her situation, but rather supported.



**6**

**Planning an Effective Trafficking  
Prevention Information  
Campaign Targeting Youth**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 6

## Planning an Effective Trafficking Prevention Information Campaign Targeting Youth

By Alison Boak, International Organization for Adolescents,  
Laurentiu Ciobanica, International Organization for Migration, and  
Kenneth Griffin, Weill Medical College, Cornell University

### Introduction:

#### Information campaigns: An effective tool for youth trafficking prevention

Experience has shown that a well-designed information campaign can change the awareness levels, knowledge, attitudes and, over the longer term and together with other factors, even the behavior of the campaign's target audience. For example, information campaigns have played an important role in increasing condom use among young people. Evaluation of trafficking prevention awareness campaigns by the Project for the Prevention of Adolescent Trafficking (PPAT) and the International Organization for Migration (IOM) have shown that awareness campaigns can help prevent young people from becoming victims of human trafficking by increasing their understanding of the problem and changing their attitudes and behaviors about how to go abroad safely for work purposes. **Section 1** of this chapter explains what an information campaign is and how it can be useful in preventing young people from becoming victims of human trafficking. **Section 2** provides step-by-step instructions on how to develop an information campaign to prevent youth trafficking. **Section 3** describes lessons learned from several successful trafficking prevention campaigns geared towards young people.

### Section 1

#### What is an information campaign?

An information campaign consists of a set of coordinated and mutually reinforcing activities that provide information to people in a particular community. The goal of an information campaign is to change people's knowledge, attitudes and, eventually, their behavior.

During a campaign, young people receive the information through a variety of outreach methods, including media outlets. Some of the most common ways to convey information include:

- Television
- Radio
- Magazines

- Newspapers
- Brochures
- Stickers
- Training films, docu-dramas, and movie trailers
- Informal discussions
- Question & Answer sessions
- Street and rural theatre
- Individual or group counseling
- Training and information exchange seminars

There are six main elements to an information campaign:

- 1) Purpose: A clear set of objectives
- 2) Audience: A well defined target group
- 3) Message: What information are you trying to convey to the audience?
- 4) Money: What kind of budget is available for the information campaign?
- 5) Media Mix: A coordinated set of activities and products
- 6) Evaluation: How effective is the campaign?

### ***Why develop an information campaign to prevent human trafficking?***

Information campaigns can prevent young people from becoming victims of human trafficking by educating and empowering them to make informed decisions about traveling abroad.

#### ***1. Information campaigns provide young people with accurate information about working abroad safely.***

Young people in your community may not have accurate information about the problem of human trafficking or about how they can protect themselves when going abroad in search of work, new opportunities, or adventure. According to a survey conducted by PPAT-Latvia, a majority of young people surveyed said they would go abroad to work if the opportunity arose. However, most of them indicated that they did not know how to verify whether a job opportunity abroad was legitimate. The experience of counselors who work with youth has also shown that some young women know that they are going abroad to work in the sex industry. Unfortunately, many of these young women do not believe that anything bad will happen to them abroad or they believe that they will be able to deal with any bad situations they find themselves in. Other young people indicate that they are willing to put up with anything in order to earn the money they hope to make. An effective awareness campaign can provide these young people with valuable information, such as

- How to verify whether a job opportunity is legitimate
- Facts about the current 'recruitment' schemes of traffickers
- Information about who the traffickers are
- Tips on how to protect themselves from being trafficked
- Where and how to find protection if they are trafficked

According to the PPAT-Latvia research, young people were more likely to take precautions before going abroad if they had been repeatedly exposed to safe migration messages from the PPAT information campaign.

Precautions taken by young people before going abroad to work included:

- Verifying whether a job agency or opportunity was legitimate
- Asking for an employment contract and having it reviewed and signed
- Leaving a copy of their passport and employment contract with relatives or friends
- Leaving contact information in their destination country with relatives or friends
- Creating a password or code language that would indicate to relatives or friends that the young person was in some kind of trouble
- Attending a counseling session about human trafficking and safe migration at a youth center prior to going abroad to work
- Obtaining addresses and telephone or hotline numbers of NGOs that assist foreigners, especially those that work with trafficking victims, and of embassies and consular offices in their country of destination

## ***2. Information campaigns can help dispel myths about human trafficking and going abroad to work.***

By dispelling myths about human trafficking, information campaigns provide young people with an understanding of the realities, both positive and negative, of going abroad to work. Armed with this information, young people will be better equipped to go abroad safely and protect themselves from becoming victims of trafficking. Some of the common myths about human trafficking include:

- Victims of human trafficking are to blame for their situation.
- Young people do not have to work very hard when they are abroad, but they get paid well.
- All girls should know that they will be expected to provide sexual services if they go abroad to work.
- Trafficking is a problem of minority populations, such as Russian or Roma groups.
- Getting married to a foreigner is a ticket to paradise.
- Young people can make money by pretending to be trafficking victims and applying for services.

## ***3. An information campaign can be a relatively inexpensive way to educate a large number of youth in your community about human trafficking.***

In countries of origin, youth who decide to go abroad for work are at-risk for becoming victims of human trafficking. Cases of human trafficking have been documented among both boys and girls of all ages. A well-designed information campaign can have a broad impact and can reach youth from many different backgrounds and socio-economic statuses. IOM's experience with counter-trafficking projects clearly shows that it is much easier and less expensive to prevent human trafficking than it is to assist victims with returning home and reintegrating into what are often very hostile and judgmental environments, and providing victims with job training and education to assist them with starting a new life.

## Section 2

### Step-by-Step Instructions for Planning an Effective Information Campaign to Prevent Youth Trafficking

#### Planning an Effective Information Campaign to Prevent Youth Trafficking

- Step 1 Identify the target group
- Step 2 Pre-campaign assessment
- Step 3 Develop a clear set of objectives
- Step 4 Develop a message
- Step 5 Develop a set of activities or products
- Step 6 Evaluate campaign for effectiveness

#### Step 1

##### *Identify the target group*

A **target group** is the group of people to which an information campaign is directed. It is important that information be specially tailored to reach the target group. For example, young people are more likely to listen to information if they believe that it pertains to them and is relevant to their day-to-day life and if they identify with the bearer of the message. For these reasons, an information campaign designed for young people will look quite different from a campaign designed to reach adults. A campaign aimed at preventing young people from becoming victims of human trafficking must target young people in your community who are at high risk.

**When defining your target group think about the following characteristics:**

#### 1) Age

How old are the people you are trying to reach? For example, the PPAT campaign and approximately twenty IOM counter-trafficking campaigns targeted young people ages 14-25. This was chosen as the target age group because 1) many trafficking victims who had already been identified were of this age group; and 2) many young people begin leaving to go abroad to work when they are in this age group.

#### 2) Gender

Do you want to target young men, women or both?

The PPAT campaign targeted both young men and women for several reasons. The goal of the campaign was to reach all youth who were at risk for being trafficked. There was evidence that both young men and women had been victims of trafficking in Latvia. In addition, young men were included in this target group since the behavior of girls and young

women in Latvia is often tied to that of male figures in their lives, such as a boyfriend or husband. In Latvia, gender stereotypes often place women in subordinate and less powerful positions. Therefore, in many cases, young women can only be reached if we inform and educate young men as well.

In its campaigns, IOM focused mostly on young women. IOM found little evidence of trafficking of boys in most of the countries where it implemented campaigns. Secondly, IOM tries, as much as possible, to limit its campaigns to one message. IOM found that if its campaign were to target young men in addition to young women they would have had to alter the campaign message to the point where most young women would not identify with it. A second option would have been to create separate messages, hence separate information materials for male and female audiences. IOM saw this option as having several shortcomings: the possibility of confusion for the audiences, extra work, and added costs. IOM carried out campaigns targeting the families of youth at risk for trafficking and the 'consumers' of the labor of trafficked youth but these were also distinct, separate campaigns.

### **3) Education**

It is important to reach young people who are enrolled in school and also those who are not in school for various reasons. In some parts of the world, youth as young as 10-11 years old have been trafficked. Therefore, when thinking about reaching young people who are enrolled in school, remember to think about your target age group and whether young people in that age group could be reached through secondary schools, technical schools or colleges, universities, language schools, or other educational institutions. Trying to reach young people who are not in school can be more of a challenge. Think about where these young people are in your community, for example, favorite hang-out places or places of entertainment, such as cinemas, and target your outreach there. Also, think of other creative ways you might be able to reach them with information such as printing messages on favorite food or cosmetics packaging.

### **4) Residence**

Where do the young people that you are trying to reach live? Is it in a particular city, village, or county? Do you want to include young people from urban areas? Rural areas? Both?

### **5) Language**

What languages are spoken by the young people that you are trying to reach?

### **6) Behavior**

Are there any special groups that you want to reach based on their experience or behavior? For example, the PPAT information campaign in Latvia and several of IOM's campaigns targeted a number of groups that are at high risk for becoming victims of human trafficking including adolescent prostitutes, young people living in orphanages, and street children.

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**Step 2*****Conduct a pre-campaign assessment***

Once you have identified your target group, it is important to conduct research to assess their current attitudes, knowledge, and behavior regarding human trafficking. A common misconception about research and evaluation is that they are final stage activities. This is incorrect; research and evaluation need to start on day one of the project. The information gathered through research is critical for creating the campaign message, deciding how to get the message out, and evaluating the effectiveness of the campaign.

Research can be done using a range of research tools such as opinion polls, focus groups, individual or group interviews, or direct or indirect observation. The pre-campaign assessment should address the following questions:

**What are the demographics for the target audience of youth?**

Once the target audience is identified, we need to know where they are physically/geographically located and we need information on their social, economic, and cultural background.

**What do youth currently know about trafficking?**

Youth may be unaware of or have distorted perceptions about what human trafficking is or entails; you may need to inform them about this human rights violation. Youth may have heard about human trafficking, but may not have accurate information. For example, many young people think that human trafficking refers only to people trafficked for prostitution. In reality, people are trafficked into many types of jobs including agricultural work, domestic work, and factory work.

**Do youth realize that trafficking occurs in their country?**

A recent study by the International Organization for Adolescents, GENDERS Community Organization, and the Youth Health Center Council of Latvia found that prior to the PPAT-Latvia information campaign, only 51% of youth in Latvia realized that trafficking was occurring in their country. This finding was echoed by many preliminary research exercises IOM carried out as part of its counter-trafficking campaigns.

**Do young people believe that trafficking could happen to them?**

Youth often feel invincible—they may believe that bad things such as trafficking only happen to other people and that they could not possibly be victimized. Because young people do not feel that they are personally at risk they may fail to take important precautions, such as verifying whether an employment agency is legitimate, before accepting an offer of work abroad. The PPAT-Latvia study found that only 22% of young people thought that they would personally be at risk for trafficking if they went abroad to work.

**Do youth know what precautions they should take to prevent trafficking?**

These measures include verifying the legitimacy of employment agencies and job offers

and safeguarding their passports. If your research shows that young people are not aware of precautions they can take to protect themselves from becoming victims of trafficking, then advice about precautions should be incorporated into your campaign. The PPAT-Latvia study found that only 39% of the youth surveyed knew how to verify whether a job opportunity was legitimate.

### **What else might they need to know?**

Ask youth what they want to know about trafficking and use this information as you design your outreach.

### **What media outlets do youth trust?**

It is important to get the following information from young people in your target group:

Which television channels do they watch most frequently?

Which radio stations do they listen to most frequently?

Which magazines or newspapers do they read most frequently?

What are the other informal channels they use to get information?

## **Step 3**

### ***Develop a clear set of objectives***

It is important to know what you plan to accomplish by developing the information campaign. The objectives of the campaign should reflect what is realistically possible given the resources available. Objectives can range from changing awareness levels, the easiest to measure and accomplish, to changing perceptions and attitudes, or to changing behavior, the most difficult to measure and accomplish. Objectives should include:

- What kind of change do you expect?
- How much change you expect?
- How long it will take?
- Who do you want to reach?

An example of an objective is: to decrease the number of young people ages 14-25 who become victims of human trafficking over a three month period.

## **Step 4**

### ***Develop a message***

The information collected during the pre-campaign assessment in Step 2 is the main tool that you will use to create campaign messages. Campaign messages are not just information. They present an argument that will challenge current perceptions and convince people to do something. They tell members of the target group about action they can take to prevent human trafficking and how these actions may be different from the actions they are taking now. Messages must address concerns the target groups may have about the issue.

Campaign messages must be sample tested. Before using a message in your campaign, assemble a small group of people from your target group, known as a sample, and test their reaction to campaign message, slogans, and images. It is important to gauge the reaction of members of the intended audience before actually embarking upon a campaign so that you can make changes if needed. This will save extra work and costs later on.

Images and messages should appeal to your target group, in this case, youth. For example, both the PPAT-Latvia campaign and a campaign developed by Lithuanian and US Initiatives (LUSI) in Lithuania used brochures that resemble compact discs (CDs). These brochures were very popular among youth in both countries; some young people even came to the youth centers specifically to ask for the “brochure that looks like a CD.” One IOM campaign used lipstick tubes to pass information about trafficking to young women. A small sheet of paper with basic information on trafficking and hotline numbers was rolled up and stuck into empty lipstick tubes. Information in this type of packaging was appealing to the target group of young women and also provided users with a degree of safety. If the young women receiving the information were currently caught in a trafficking situation, a tube of lipstick would not arouse the suspicion of their traffickers in the way a pamphlet or flyer might.

Your campaign will need a slogan or catchphrase that summarizes the information you are trying to communicate. Slogans can be designed for almost every step of the trafficking continuum depending on what risks you want to highlight. The PPAT Latvia campaign focused on informing young people who were planning to go abroad about how to protect themselves from becoming victims of human trafficking. The slogan for this campaign was “If you want to go out into the world to earn money or find happiness, learn how to do it safely.”

IOM campaigns and campaign slogans have focused on several aspects of trafficking including:

**the risks of passage**

- Slogans such as “Make sure you survive the voyage to the ‘promised’ land!” and “Thinking of a new life? Make sure you survive the passage!” are effective in the case of victims that have to travel long distances often in clandestine or improvised means of transportation.

**the traffickers themselves**

- Slogans include “Do you know who you’re talking to?” and “Are you sure you’re getting a friendly offer?”

**the risks of exploitation**

- Slogans include “Don’t sell yourself into slavery.”; “Trafficking doesn’t pay. You do!”; and “You are not merchandise.”

- **general warning messages**

Slogans include “Open your eyes!”; “Yes, it can happen to you.”; and “Human beings have no price.”

- **empowerment messages**

Slogans include “The choice between dignity and slavery is in your hands.”; “Find out more about your options!”; and “A little knowledge can make a huge difference in your life.”

### Step 5

#### ***Develop a set of activities or products***

The table below summarizes the types of activities or products that can be developed. Be creative!

<b>Print Media</b>
Newspaper and magazine articles, newsletters, booklets, brochures, posters, calendars, stickers, flash cards.
<b>Mass Media</b>
Radio announcements, advertisements, and shows. Television public service announcements, feature or news stories, short films.
<b>Electronic Media</b>
Video, film, slide shows.
<b>Other Media</b>
Theater, plays, puppet shows, role plays, storytelling, songs, poems, drumming, dance, t-shirts.
<b>Special Events</b>
Competitions, debates, parades, fairs, rallies, career workshops, community forums, press conferences.

## **Press Releases**

Press releases can be an excellent way to let the media know about your anti-trafficking projects. Here are some components of a successful press release:

- Start with an eye-catching heading
- Be sure to include who, what, when, where, and why
- Be brief and to the point
- Check for accuracy<sup>1</sup>

It can be challenging to get the press to publish your stories on human trafficking. It is a good idea to develop a short list of journalists to which facts, figures and human interest stories can be fed on a regular basis. IOM has had good success with providing the press with case studies as background information or examples of real life experiences. Of course, for security purposes, all identifying details about actual victims in case studies must be changed to protect the victim's identity.

If you have well-written newspaper or magazine articles about trafficking cases you might want to send them to other media outlets and ask them to write similar stories, or ask the media to air trafficking-related videos, such as *Smooth Flight*, the short training film developed as part of the PPAT-Latvia campaign.

## **Creative Ways to Get the Message Out**

IOM has developed a number of creative ways to communicate the messages of their counter-trafficking campaigns to young people.

### **Movie Trailers**

IOM produced a 30 second movie trailer with a simple, sharp message and made an agreement with film distributors in the Philippines to have it played in all major movie theatres there. This trailer reached an estimated 3 million viewers in two months.

### **Celebrity Endorsements**

IOM convinced one of Thailand's leading pop stars to take up the cause of trafficking prevention. He wrote three songs dealing with trafficking and irregular migration which were all released on his latest CD. They were a great hit with young audiences.

### **Boomerang Postcards**

In the Czech Republic, IOM distributed nearly 500,000 postcards to young women. The young women who received the postcards wrote their name and address on the cards, mailed them to IOM (the postcards all had prepaid postage on them) and then received free counter-trafficking brochures and flyers in return from IOM by mail.

### **Train Tickets**

IOM printed basic information such as referral and hotline numbers for victims on train tickets, calendars, and coasters (used mostly in discos, bars, and places where youth hang out with friends). Similar information was also printed on product packaging, such as sugar packets.

<sup>1</sup> E Releases. <http://www.ereleases.com>

***How long should the campaign last?***

The industry standard for an information campaign is two three-month periods of dissemination. The first period will be the most active and the second period will serve to reinforce the messages that were broadly disseminated during the first period. If possible, the second period should have a new angle and a modified message. A two-to four-week break in between the two periods is also helpful. Campaigns can run for a shorter time period, however, this may result in a decline in the campaign's impact. A campaign should not run longer than one year as people will lose interest in the message resulting in a waste of time and resources.

<b>Time-frame for Implementing an Information Campaign</b>	
<b>Months 1-2</b>	Step 1 Identify the target group Step 2 Pre-campaign assessment Step 3 Develop a clear set of objectives Step 4 Develop a message Step 5 Develop a set of activities or products
<b>Months 3-5</b>	Dissemination of activities or products
<b>Month 6</b>	Break
<b>Months 7-9</b>	Dissemination of activities or products
<b>Month 10</b>	Evaluation

**Step 6*****Evaluate the campaign for effectiveness***

How do you know if your campaign achieved its objective(s)? Good evaluation starts with the project design stage when objective and measurable indicators are defined. For the most part, the impact of an information campaign cannot be measured in very precise terms. Knowledge and attitudes can also change for better or for worse because of many other social and economic factors unrelated to your campaign. Nevertheless, a consistent and sustained effort should be made to provide as many indicators for success as possible.

One way to evaluate the campaign is to compare the results obtained from the pre-campaign assessment to results obtained at the completion of the campaign. If the results are significantly better than before the campaign, you can consider the campaign a success. Evaluation can be carried out by an internal or external evaluator. Below is a checklist to help you complete this research.

### ***Post-Campaign Questionnaire Checklist***

In evaluating the success of your information campaign, consider asking the following questions:

- What do young people now know about trafficking?
- Do young people realize that trafficking occurs in their country?
- Do young people believe that trafficking could happen to them?
- What precautions do young people think they should take to protect themselves from becoming victims of trafficking?

#### **Did the campaign raise awareness?**

To evaluate whether or not awareness was raised among the target group, it is helpful to evaluate a number of specific indicators such as

- Do target group members recall specific campaign messages?
- Do they have a good understanding of campaign messages?
- Can they name the campaign's information products, activities, and materials?
- Do they exhibit changes in awareness levels?

Research can also measure the extent to which the target audience knows more about specific aspects of the campaign's messages. For example,

- How does trafficking occur?
- What happens to victims of trafficking?
- How does one protect oneself from becoming a victim?
- What services and types of assistance are available to victims?

A 25-30% increase in awareness levels is the current figure used to indicate success of campaigns in the media/advertising business.

#### **Did the campaign change attitudes?**

Did target group members

- respond favorably to campaign messages?
- discuss messages or issues with family or friends?
- consider that family, friends, and community members approve of the messages and the proposed new behavior?
- approve of the proposed behavior themselves?

#### **Did the campaign change the target audience's behavior or intentions?**

Did target group members

- contact a provider of information/services?
- adopt a new behavior and practice it?
- continue use of the new behavior?

**Section 3****Lessons Learned: Implementing Effective Youth Trafficking Prevention Campaigns****The Campaign Message****Lesson 1: Anti-trafficking campaign messages should provide relevant information and recommend specific precautions, rather than attempt to scare young people.**

While there is a body of evidence suggesting that fear is a powerful emotion to tap into when trying to bring about change through awareness raising campaigns, this type of message yields only short term results. Attempts to scare young people with vivid images of trafficking victims are unlikely to increase their sense of vulnerability or change their behavior over the long term. Instead, information campaigns should complement strong, first-stage warning messages with longer-term educational efforts that focus on providing relevant information on the facts about trafficking as well as providing specific recommendations for taking appropriate precautions for those thinking about working abroad.

Findings from research conducted by the PPAT-Latvia project indicate that young people interested in working abroad are most likely to change their behavior by taking precautions when trafficking prevention messages are developmentally appropriate and provide concrete information on how they can protect themselves. For example, campaign messages might educate young people about how to develop a safety plan or how to verify whether a job agency or opportunity is legitimate and safe. Numerous IOM campaigns have also found that if youth receive clear instructions as to where and how to get information on work abroad and the risks of trafficking, they use and act on that information.

**Lesson 2: It is important that the information being communicated to youth through the campaign is presented in a neutral, unbiased manner.**

IOM found that the most important thing to campaign audiences was not whether the message was a positive or a negative one but rather whether the information was perceived as neutral and unbiased in character. If the information did not try to minimize the already obvious benefits of travel and work abroad but instead placed them in a wider context together with the risks and disadvantages, it was perceived as credible and had a far better impact on audiences than purely negative messages.

**Lesson 3: Youth heed information, even if it is regarded as dissuasive.**

It is commonly believed that audiences, especially young people, listen only to what they are prepared to hear, that is, news regarded as positive. However, over the course of several years of implementing information campaigns, IOM has discovered that young people listen to professional advice even if the message is perceived as essentially negative or dissuasive. If the information is considered to be objective and balanced and if it is factual and reveals aspects directly relevant to migrants, the message sinks in.

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**Lesson 4: Audiences, including young people, have a lot of interest in receiving information about trafficking.**

The interest of target audiences, including young people, in the practicalities of trafficking has proven to be insatiable. Whether it was video, audio or print materials, or whether information was transmitted using personal contact, the demands on IOM have been tremendous. In the first few months of IOM's anti-trafficking program, the hotlines were literally under siege and have seen a strong demand throughout IOM's various projects. PPAT-Latvia staff in youth centers across the country also found that young people were extremely interested in receiving safe migration and trafficking prevention materials, attending workshops on safe work abroad, and speaking with counsellors about how to protect themselves from trafficking.

**Lesson 5: Testimonials from actual victims had the most impact.**

Countries with high numbers of trafficking victims are usually countries in which informal networks - relatives, friends or acquaintances who have first-hand experience of migration - continue to be the most trusted sources of information. No single item of information had more weight than the personal testimony of actual victims. When the main campaign message was backed up by real testimony from flesh-and-blood migrants that the audiences identified with, the impact was considerable.

Oftentimes migrants, whether actually successful or not, tend to speak only about success stories and gloss over their hardships or failures. It takes great courage for anyone to admit failure and people who have migrated in search of better opportunities are no different in this respect. It took persistence and persuasion to find trafficking victims that were willing to share their full experiences in a sincere, open manner.

In utilizing victim testimonials it is extremely important to protect the victim's identity if he or she may still be at risk of retribution from traffickers. In addition, not all former victims may be emotionally prepared to share their story with others. The PPAT-Latvia training film *Smooth Flight* features the true stories of two young Latvian women who became victims of trafficking. Hearing about the realities of trafficking from someone their own age is very powerful for young people and helps them to realize that they too could become victims. Although the stories in the film are true and recounted in the victims' own words, actresses were used to portray the two young victims in order to protect their identities.

**Lesson 6: Campaigns should not demonize migration in general but should instead focus on the risks of unsafe migration and how to prevent it.**

Trafficking prevention information campaigns should not downplay or demonize the legitimate aspirations of young people for a fresh start abroad. To the extent possible, such information campaigns should point out existing possibilities for legal migration (study, au-pair, exchange and seasonal labor programs, etc.) with clear instructions as to procedures to be followed, qualifying criteria and expected and realistic benefits. The PPAT project does not discourage young people from pursuing their hopes and dreams abroad but rather educates them about the possible risks of migrating for work, the requirements for working abroad legally in different countries, and about how they can protect themselves if and when they go.

## Dissemination of Information

**Lesson 7: The more frequently young people were exposed to the information campaign, the more likely they were to plan to take precautions before going abroad to work.**

At the conclusion of the PPAT-Latvia information campaign, data was collected from 348 youth who were planning to go abroad to work in the next six months. The data was assessed to determine the degree to which youth in Latvia were exposed to the PPAT information campaign via several media sources, including television public service announcements, announcements in newspapers and magazines, on posters, in movie theaters, on the radio, on the internet, or at youth centers.

Almost two-thirds (64%) of the youth surveyed were exposed to the PPAT campaign, and almost half (47%) of those exposed to the campaign had seen or heard the campaign from three or more media sources.

Findings indicated that when young people were exposed to the media campaign, they were more likely to take precautions before going abroad. This was particularly true when youth were exposed to three or more campaign messages from multiple sources. As shown in Table 1, those who were exposed to three or more PPAT messages were significantly more likely to take each precaution than were youth who had no exposure to the PPAT campaign. In addition, those who were exposed to three or more PPAT messages were for the most part significantly more likely to take precautions than those who only saw one or two PPAT messages. This latter finding shows that reinforcement of the prevention message through multiple exposures produces the most behavior change. In fact, among young people who saw or heard three or more PPAT media messages, over 90% reported that they had already taken seven of the ten precautions we asked about. For those young people who had not been exposed to the campaign the average of those taking any type of precautions was 53% while the average among those exposed to one or two PPAT messages was 58%. Thus, among those youth who planned to work abroad, there was on average a 37% increase in precaution taking among those with significant exposure (three or more sources) to the PPAT campaign compared to those not exposed to the campaign.

Table 1. Percent of Youth Planning to Work Abroad That Have Taken Appropriate Precautions, by Exposure to PPAT Information Campaign	Did not see information campaign	Exposed to information campaign from 1 or 2 sources	Exposed to information campaign from 3 or more sources
	% Have Done	% Have Done	% Have Done
Verified whether the job agency or opportunity is legitimate	75%	73%	93%
Asked for an employment contract	64%	70%	100%
Had someone review the contract and advise me on it	49%	44%	82%
Reviewed and signed a contract for employment	63%	71%	96%
Left a copy of the contract with relatives or friends	44%	46%	89%
Left a copy of my passport with relatives or friends	77%	79%	97%
Left my contact information with relatives or friends	79%	95%	100%
Left my employers contact information with relatives/friends	46%	62%	100%
Created a password/code language to let people know "I'm in trouble."	25%	16%	40%
Went to a career counseling session at a youth center	9%	24%	90%
OVERALL AVERAGE	53%	58%	90%

Note: all are statistically significant differences,  $p < .05$

IOM's experience has shown that an information campaign is not so much about supplying the right information but about supplying it on a repeated basis. Repetition was, in many ways, more important than diversity of content. Any message, if repeated frequently enough, will have an impact. On the other hand, young people do not make responsible decisions about going abroad to work overnight. They must be given time to process the information that they have been given. They may not yet be ready to accept that there are risks involved with migrating to work abroad. Repeating the message reinforces the realities that the information campaign is communicating.

**Lesson 8: More behavior change was observed when the dissemination method (i.e., media source) of the PPAT campaign reached a substantial number of young people.**

The dissemination methods that reached the largest number of youth were posters, television public service announcements, youth centers, and newspapers, as shown in Table 2. Youth who were exposed to the campaign via these media sources reported that they had already taken more precautions than those not exposed via that media source. On average, those exposed to three or more PPAT media sources took 3.8 precautions, while those not exposed to PPAT messages in the media took an average of 1.9 precautions.

Table 2. Percent of Youth Exposed to PPAT Messages from Various Media Sources and the Average # of Precautions Taken	Exposed	Average # Precautions Taken	Not Exposed	Average # Precautions Taken
Have you seen or heard PPAT information				
on a poster?	28%	3.4	72%	1.9
in a TV commercial?	22%	3.0	78%	2.2
at a youth center?	20%	3.7	80%	2.0
in a newspaper?	14%	3.3	86%	2.2
on the radio? *	9%	2.3	91%	2.3
on the internet?	8%	3.5	92%	2.2
in a magazine? *	6%	3.2	94%	2.3
in the movies? *	6%	3.1	94%	2.3

Note: differences are statistically significant,  $p < .05$ , except where noted (\*)

### **Lesson 9: Dialogue with and input from the target group can be key to a campaign's success.**

IOM's experience has shown that allowing audiences to provide input on the content and the format of the information to be supplied is helpful and results in more positive outcomes. Getting youth audiences on board and helping them to make their own decisions is a more effective way of influencing knowledge and attitudes than providing what youth may perceive to be paternalistic advice. PPAT peer educators who conduct safe migration educational activities in youth centers in Latvia were involved in developing the messages for all aspects of the PPAT information campaign.

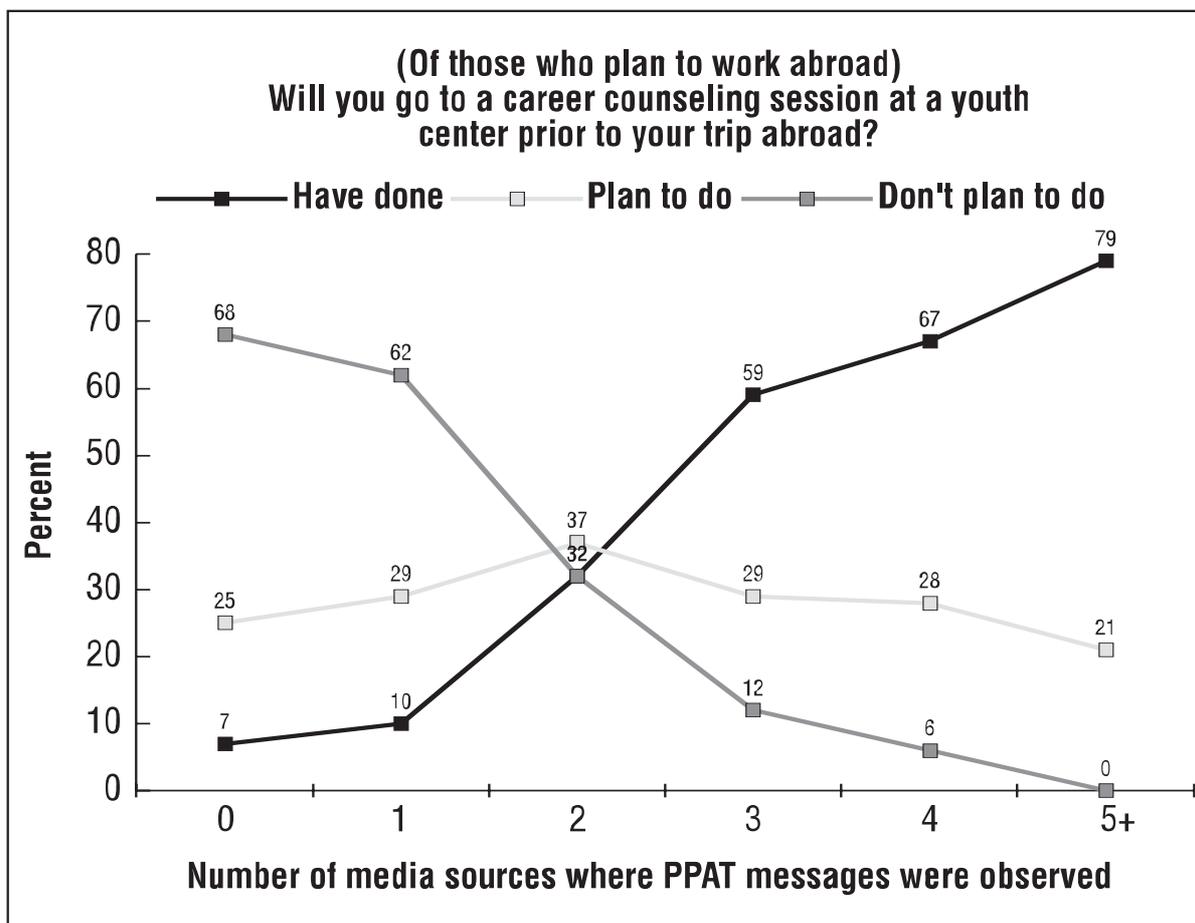
### **Lesson 10: Perception that a campaign is part of the official or state-run media is a liability.**

State-run media, often the main or only media in countries with high trafficking caseloads, are still perceived by most people, including youth, as biased and untrustworthy. State television is often viewed with a high degree of skepticism and considered an instrument of the government. Any explicit information is perceived as propaganda. Care should be taken to differentiate your campaign from the official media.

## Outcomes

### Lesson 11: Information campaigns are very effective in motivating young people to seek additional information about what precautions to take before going abroad to work.

As part of the PPAT project, youth centers across Latvia offer free pre-travel consultations with a trained counselor to young people preparing to go abroad for work. Please see Chapter 7 for more information about these consultations which are referred to as career counseling sessions in the project. As shown in the chart below, less than 10% of youth planning to work abroad who were not exposed to the PPAT information campaign went to a career counseling session at a youth center. As the number of media sources that young people were exposed to increased, the proportion of young people attending sessions increased dramatically, with 80% of those exposed to five or more PPAT messages attending these sessions. In addition, the number of young people who reported that they did not plan to attend a career counseling session went from 65% of those who were not exposed to the PPAT information campaign, down to almost 0% of those who were exposed to PPAT messages.



**Lesson 12: Information and awareness-raising campaigns can stimulate governments to take action to combat human trafficking.**

IOM found that a direct result of their campaigns was more action on the part of governments to combat human trafficking. This action took the form of institutional arrangements such as inter-ministerial committees or task forces that were set up in order to develop a counter-trafficking strategy and devise a coordinated plan of action among various stakeholders including the government, NGOs, families, victims, those at risk of becoming victims, and other parties.

**Lesson 13: Information campaigns should be part of a bigger solution.**

Information campaigns are most effective when they are part of a broader, coordinated series of activities that address the complex root causes of trafficking. Return programs, job or skills training and exchange programs for young people, and, perhaps most important, the development of legal migration possibilities should be part of the response package.

**For more information on developing information campaigns please contact:**

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7

**Preventing Youth Trafficking:  
Providing Pre-Travel  
Consultations for Young People**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 7

## Preventing Youth Trafficking: Providing Pre-Travel Consultations for Young People

By Alison Boak, International Organization for Adolescents

### Introduction

#### Going Abroad to Work: Helping Young People to Make Informed Choices

Deciding to go abroad to work can be a life-changing event for many young people. The experience can lead to personal and professional growth on many levels. However, there are a number of serious risks involved for a young person considering leaving home to live and work in a foreign place. These risks are even more serious when a young person goes abroad to work illegally. This chapter provides professionals who work with youth with the tools to conduct pre-travel consultations for young people who are considering working abroad. Ideally, counselors should have some training on human trafficking before providing pre-travel consultations. **Section 1** of this chapter describes how to conduct a pre-travel consultation and **Section 2** provides the necessary forms.

### Section 1

#### Pre-Travel Consultation

##### ***What is a pre-travel consultation?***

A pre-travel consultation is a confidential discussion between a young person (client) who is planning to go abroad to work and a trusted counselor who has knowledge about human trafficking and working abroad. The counselor does not contact the client's parents or guardians and keeps all information confidential.

##### ***What is the purpose of a pre-travel consultation?***

During the consultation, the counselor 1) assists the client in making an informed decision about going abroad to work, 2) provides the client with information about going abroad to work safely, and 3) collects data on a voluntary basis from the client to assist the client at a later date if necessary.

##### ***What happens during a pre-travel consultation?***

A pre-travel consultation consists of three parts:

**Part 1****Discussion between the counselor and the client**

A number of topics can be discussed at a pre-travel consultation. However, much of the consultation depends on the needs of the client and the individual expertise of the counselor. Topics discussed can include:

- 1) Why is the client going abroad?
- 2) Does the client have a job already?
- 3) If so, how did the client find this job?
- 4) If not, what kind of work does the client plan to do abroad?
- 5) Does the client have an employment contract?
- 6) Has a lawyer reviewed the employment contract?
- 7) Does the client speak the language of the country where he or she proposes to go?
- 8) Does the client have friends or relatives in the country where he or she proposes to go?
- 9) Has the client done this type of work before?
- 10) What are the client's concerns about going abroad to work?
- 11) What are the client's expectations about going abroad to work?
- 12) Are these expectations realistic?
- 13) To date, what steps has the client taken to verify the legitimacy of this job?
- 14) Does the client have any health issues that might be affected by moving to another country?

**Part 2****Intake Process**

Together, the counselor and the client review and fill out the intake form included in this chapter. This is a voluntary data collection process and the personal information should be collected only with the permission and consent of the client. The counselor should explain the importance of creating a personal data file that can be referred to should the young person be reported missing or need copies of important documents to assist with his or her safe return home from abroad. Furthermore, the counselor should explain that the information in the personal data file will only be used if the young person requires assistance returning from abroad or if law enforcement authorities need the information to help find the young person if he or she is missing. The process of filling out the intake form also provides the opportunity for the counselor to encourage the client to take precautionary measures such as requesting a legitimate employment contract if one has not already been provided by the prospective employer. Counselors who conduct pre-travel consultations *must* keep personal data files in a secure location to protect the client's privacy and the counselors' credibility. Your country may have specific laws governing the collection and storage of this type of data which you should be familiar with before beginning to collect data from clients. The young person should notify a parent, guardian, or other trusted person that his or her information is available from the youth center if needed. If a young person does not feel comfortable leaving personal information with the counselor, or if there are legal barriers to collecting this data from youth in your community, the young person should be encouraged to complete the intake form and leave it, along with copies of important documents like a passport, with a parent, guardian, or other trusted person.

### **Part 3**

#### **Education & Information Sharing**

The counselor should provide the client with information and brochures about safe work abroad, including information on the country where he or she is planning to travel, information on employment agencies in your country that are licensed to provide work opportunities abroad, documents required to travel abroad, etc. If the client has not already participated in sessions of the PPAT Youth Trafficking Prevention Curriculum, the client and counselor can watch the video *Smooth Flight* together and discuss it. If the client already has a work contract, the client and counselor should review it. Counselors should research pro-bono legal services and translation services that may be available to help the young person verify the legality of the contract or have the contract translated into his or her native language.

#### ***What should NOT happen during a pre-travel consultation?***

The counselor should not tell the client what to do, but rather should guide the client to make his or her own decisions. The counselor should not be judgmental or patronizing. Instead, the counselor should be open and honest. A counselor should not give legal advice or discuss topics that are beyond the scope of his or her training.

### **Section 2**

#### **Pre-travel Consultation Intake Form**

The form on the following pages was developed as part of the Project for the Prevention of Adolescent Trafficking and can be used as is or adapted to fit the needs of your organization.

**Project for the Prevention of Adolescent Trafficking  
(PPAT)**

**Pre-travel Consultation Intake Form**

Copyright © 2003 by International Organization for Adolescents

<b>Date of Intake</b>	<b>Day</b>	<b>Month</b>	<b>Year</b>
<b>Name of Counselor</b>			

**CLIENT INFORMATION**

**1. Name**

Last Name		First Name		Middle Name	
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**2. Gender**

Female		Male		Transgender	
--------	--	------	--	-------------	--

**3. Marital Status**

Married		Single		Divorced		Widowed	
If married, what is your maiden name?							

**4. Date of Birth**

Day	Month	Year
-----	-------	------

**5. Place of Birth**

--

**6. Nationality**

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**7. Bio Data**

a. Height		b. Weight		c. Eye Color	
d. Hair Color		e. Skin Color		f. Glasses (yes or no)	
g. Birthmark (yes or no) if yes, describe		h. Scars (yes or no) if yes, describe		i. Tattoo (yes or no) if yes, describe	

## CONTACT INFORMATION

2

### 8. Home or Current Contact Information

a. Street Address	
b. City	
c. Country	
d. Post Code	
e. Telephone	
f. Mobile Telephone	
g. E-mail	
h. Other	

### 9. Contact Information Abroad

a. What is your travel itinerary, including all countries that you will be traveling to and approximate length of stay?	
b. How can you be contacted in each country, including addresses, phone numbers, and contact persons such as employers, relatives, etc.	
c. Do you know anyone in the places you are going? If so, who? What is his or her contact information?	
d. Where are you planning to work in each country?	
e. How did you find this job or jobs? Provide contact information if possible.	

## EMERGENCY CONTACT INFORMATION

3

### 10. In Case of Emergency, Who Should We Contact?

a. Name	
b. Address	
c. Telephone	
d. Mobile Telephone	
e. E-mail	
f. Relationship to you?	

## DOCUMENTATION

### 11. Passport Information

a. Name as it appears in passport			
b. Date and place issued		c. Passport #	

### 12. Other Identification (driver's license, school ID, etc.)

a. Type of ID		b. ID #	
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### 13. Copies of the following materials are attached:

- Passport
- Other ID (Type: \_\_\_\_\_)
- Employment Contract
- Recent Photograph
- Digital Photograph
- Other \_\_\_\_\_

Date \_\_\_\_\_ Client Signature \_\_\_\_\_

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**8**

**Identification & Assessment of  
Trafficked Persons**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 8 Identification & Assessment of Trafficked Persons

By Jennifer Stanger & Sari Yoshioka, MSW, Coalition to Abolish Slavery & Trafficking (CAST)

#### Introduction: How do I know if a young person is the victim of human trafficking?

As a professional who works with children, adolescents, and/or young adults in your community, you may encounter youth who might be victims of human trafficking. It is not always easy to determine whether or not a young person is a victim of human trafficking, yet making this determination is very important. Once a young person is identified as a victim of human trafficking, service providers can work to ensure that he or she receives proper support, counseling, and services. This chapter provides useful advice on how to identify a victim of human trafficking and how to assess the victim's need for services.

There is no one test or tool that can quickly and definitively determine whether the young person you are working with is a victim of human trafficking. However, taking the time to properly interview the young person can provide you with the information necessary to make an educated assessment. The information in this chapter is divided into three sections. **Section 1** will guide you through a five-step interview process which serves two purposes: 1) to clarify that the elements of trafficking are present in the case of a young person that you suspect may be a victim of human trafficking, and 2) to collect and document vital information about the trafficking and exploitation that a confirmed victim suffered. **Section 2** provides a list of questions and resources to use once you have determined that the young person you are working with is a victim of human trafficking in order to assess the victim's need for services. **Section 3** provides tips for finding appropriate services for victims in your community and explains the importance of victim-centered assessment.

#### Section 1

##### A Step-by-Step Approach to Identifying Victims of Human Trafficking

*Please note that the type of interviews outlined in this chapter should be conducted by a social worker, psychologist, or counselor trained to work with youth. Thinking about and reliving the trafficking experience may be traumatic to the young victim and a trained professional is best equipped to help the young person deal with this trauma.*

---

**Step 1**

**Review the concept of human trafficking as described in Chapter 1 of this training manual.**

Chapter 1 of this training manual discusses the elements of human trafficking. You may recall that a trafficked person is recruited, transported, and exploited into a situation of forced labor, servitude, or slavery-like practices. Please review this chapter to be sure that you understand the concept of human trafficking. During your interview with the young person you will be looking for evidence of the following elements:

***Was he or she...***

- **Recruited?**
- **Transported?**
- **Exploited into a situation of forced labor, servitude or slavery-like practices?**

**Step 2****Understand Barriers to Identifying Victims**

The greatest barrier to identifying youth trafficking victims is overcoming a young person's reluctance to tell you what has happened to him or her. Victims may be averse to telling you that they have been trafficked for many reasons. They may feel embarrassed, ashamed, hopeless, nervous, or afraid, especially in cases where they were forced into prostitution. There may be family issues that prevent victims from sharing their stories. For example, victims may fear that their family members will not believe what has happened to them. Victims may feel that they are to blame. Many victims do not know what human trafficking is and may find it difficult to put into words what they have experienced.

Victims who have been jailed or detained may not believe that representatives from community organizations are independent from the law enforcement agencies that have taken the victims into custody. In some cases, community organizations are not able to interview victims because attorneys have already been appointed to represent the victims and the attorneys have advised them not to speak to anyone. These attorneys are sometimes knowingly or unknowingly working for the benefit of the traffickers/employers.

Cultural issues, communication styles, and the level of abuse inflicted on a particular victim will also affect your ability to obtain the information necessary to identify the case as human trafficking. It may not be possible to obtain all of the necessary information in one interview, especially if the victim was sexually abused or has severe symptoms of post-traumatic stress disorder. However, care should be taken not to re-traumatize the victim with unnecessary repeated interviews that require him or her to re-live painful experiences over and over again. Chapter 9 of this manual provides strategies for helping young victims to share their stories in a supportive counseling environment.

### **Step 3**

#### **Evaluate for Urgent Medical Needs**

Before you begin the interview process, determine whether the young person has any urgent medical needs and, if so, advocate for immediate care. Medical emergencies sometimes go untreated because victims were not screened for illness or injuries. This could result in permanent disability, serious illness or infection of others.

### **Step 4**

#### **Conducting a Successful Interview**

A trafficking victim who has experienced extreme fear, stress, anxiety and other intense and overwhelming emotions may experience these emotions again in the interview process, reliving a traumatic event or events. If you determine during the course of the interview that the young person you are working with has experienced traumatic events as a victim of human trafficking, he or she should not be counseled about his or her trauma by an untrained professional. Even if the young person wants to talk with a case manager or other workers, he or she should be encouraged to talk to someone with the training, knowledge and expertise to respond to his or her concerns and be provided with a referral to a mental health counselor and/or assistance in obtaining an appointment.

The focus of the interview should be to assess the young person's needs and to make a plan of action for next steps. Fears, anxieties and other stressors that the young person shares verbally or through body language should be acknowledged and addressed through the plan of action, which may include mental health counseling. It will be the mental health counselor's job to explore the details of the traumatic events with the young person and to assist him or her in dealing with the symptoms.

The interviewer should take every measure possible to create a safe, comfortable and confidential environment for the young person so that he or she knows what to expect during the interview process. The interviewer should share the following information at the beginning of the interview:

- Briefly explain what organization you represent and why you are asking questions; provide information about your organization if appropriate.
- Explain the purpose of the interview.
- Indicate how long the interview will last and that the young person can ask for breaks (limit the interview to one hour if possible).
- Explain that the he or she can choose not to answer questions or can stop the interview at any time.
- Explain confidentiality and assure the young person that the interview will be kept confidential.

Giving the young person control over the interview process will help to build trust. If you need an interpreter in order to be able to conduct the interview, you should hire an interpreter or bring a co-worker who speaks the same language as the young person you are interviewing. Do not use government or law enforcement interpreters that have been providing translation to the police or investigators. Whenever possible, caseworkers and interpreters should be the same gender as the potential victim. In addition, if you are working with more than one potential victim, each victim should be interviewed separately and treated as an individual even if he or she is related to other victims.

### ***Why is confidentiality so important?***

The main reason for keeping the trafficking victim's story and personal information confidential is to protect his or her right to privacy and to ensure a relationship of trust and respect between you, your staff, and victims. It is of critical importance to be vigilant about confidentiality with trafficking victims because the victims' personal safety and future welfare are dependent on it. Since many trafficking victims have escaped from violent employers who may be angered by their escape and may want to threaten or harm them to discourage them from seeking legal recourse, confidentiality of the victims' location and activities are important to ensure safety for the victims and their families.

For many victims of trafficking, the stigma and personal shame of being entrapped in a slavery situation where unimaginable abuse occurred is enough to make them want to bury their past experiences or reveal those experiences only to a select few. Others may be more open about their experiences, but would not consent to discussing their personal stories with outsiders. It is always important to preserve confidentiality and to err on the side of non-disclosure when talking about victims except in situations where a young person may be a danger to others or to himself or herself.

## **Step 5**

### **Asking the Right Questions**

While there is no specific formula for determining whether or not a young person has been trafficked, the following list of sample questions can be used as a guideline for determining if the key elements of trafficking are present in a given case. The most relevant questions are about working conditions and coercion. Recruitment and migration are secondary elements because most people in forced labor are voluntary migrants who were deceived about the nature and conditions of work that awaited them in their country of destination.

#### **Recruitment**

- What kind of job was offered to you and by whom?
- How much money was offered to you and how were you told you would be paid?
- Did you sign a contract? Do you have the original contract or a copy of it?
- Were you forced to leave your country? How? By whom?

### **Migration**

Did you obtain documents for travel? How?

- Which documents were obtained?
- How did you travel to the country of destination?
- What happened to your documents when you arrived?

### **Working Conditions**

- What happened when you arrived in the country of destination?
- Where did you work?
- Were you able to leave your place of work? If not, why not?
- Where did you live when you were not working?
- How did you obtain food and other items?
- Were you paid for your work? How much? How often? How did you receive the money?
- How many hours a day did you work? Did you have time off?
- Were you able to communicate with your family? Other workers? Make friends?
- Were you able to quit working for your employer and get a job somewhere else? If not, why not?

### **Physical and Psychological Coercion**

- Were you afraid of your employer? Why?
- Were you ever harmed by anyone? How? By whom?
- What happened if you were sick or injured?
- Did you ever try to leave your job? Why? What happened?
- Were you ever threatened? How? By whom?
- Was anyone else ever threatened? How? By whom?
- Are you afraid that your family might be in danger? Why?
- How were you treated by your employer?
- Did you ask your employer if you could leave? Why? Why not?
- What did you think would happen if you left your job? Why?

## **Section 2**

### **Determining the Service Needs of Human Trafficking Victims**

Once you have determined that the young person you are working with is a victim of human trafficking, you need to think about how you can provide him or her with appropriate services, or refer the victim to someone who can.

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A young person may have just escaped from a trafficking situation days or weeks before arriving at your agency and may have a variety of critical needs that must be addressed immediately. The range of services that a trafficking victim may require includes, but is not limited to:

- Interpretation
- Housing, food and clothing
- Medical care (emergency and long term) and health education
- Mental health care and counseling
- Legal and immigration services
- Safety planning
- Job skills training

Collecting information from the following categories can be a useful tool for assessing both the urgent and long-term needs of the victim you are assisting. It is important to gather this information from the victim in a private and comfortable location and to not initially ask about any areas that you know the victim might be sensitive about.

### **General Health**

- current overall health status (existing conditions, etc.)
- results of medical evaluation
- results of dental and vision evaluation (if available)
- results of gynecological evaluation for female victims
- ongoing treatment and medication needs
- access to national or private health plan

### **Mental Health**

- current overall mental health status (level of trauma)
- results of psychological evaluation
- need for and plan to access ongoing counseling
- medication needs

### **Immigration/Legal**

- current immigration status
- legal documents the victim currently has or needs
- need for legal representation
- whether any civil or criminal cases are pending
- any threats to the victim's safety
- information about the identity of the traffickers if known

### **Education and/or Employment**

- has the young person completed school?
- what are his or her educational goals?
- skills that could lead to possible employment for older adolescents
- are family members or friends available to provide financial support?
- other means of financial support

### **Housing**

- short-term housing needs
- long-term housing possibilities

### **Social Support**

- who is the young person's guardian (if under age 18)?
- is victim in contact with family or friends?
- contact information for family
- other resources available such as church or school

## **Section 3**

### **Getting Victims the Services They Need**

While your agency may not have the resources to provide all of the services a young victim of trafficking requires, other service providers in your community may be able to help. Some potential partners for helping trafficked youth include:

- Local community or church groups
- Shelters for other types of victims
- Physicians and counselors willing to volunteer their time
- Immigration and civil attorneys
- Embassies and consulates (can help retrieve or create new identity documents)
- Other NGO's in your country or the victim's country of origin
- International organizations such as the International Organization for Migration that can assist with repatriation of victims

Any agency that provides services to victims of human trafficking should focus on the following **service goals**:

- To assist victims of human trafficking by providing on-going case management, counseling, and crisis intervention in a culturally and linguistically appropriate way.
- To work collaboratively with victims and service providers toward independence and self-sufficiency.
- To help victims attain a sense of justice through education, empowerment, and legal recourse.
- To attain the maximum possible level of stability in health, mental health, housing, and immigration status for each victim.

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***Victim-Centered Assessment and Service Planning***

One of the main goals of any agency providing services to victims should be for staff to work together with a victim to seek solutions to his or her difficulties and address societal and institutional problems that hinder his or her progress. Without understanding the victim's perceived and real problems, his or her approach to solve them, and his or her expectations of working with you, the service planning and delivery will be very one-sided and ineffective. Social service staff must always protect the right of victims of trafficking to self-determination, and be cautious not to impose personal values or beliefs on the victim. Staff and victims often develop a very close relationship and it is important for staff to remember the boundaries of the professional relationship with the victim. There are dangers of excessive dependency of a victim on staff. Emotional and physical dependency on staff thwarts a victim from becoming self-sufficient and from finding his or her own emotional resources that might be more sustainable and lasting over time.

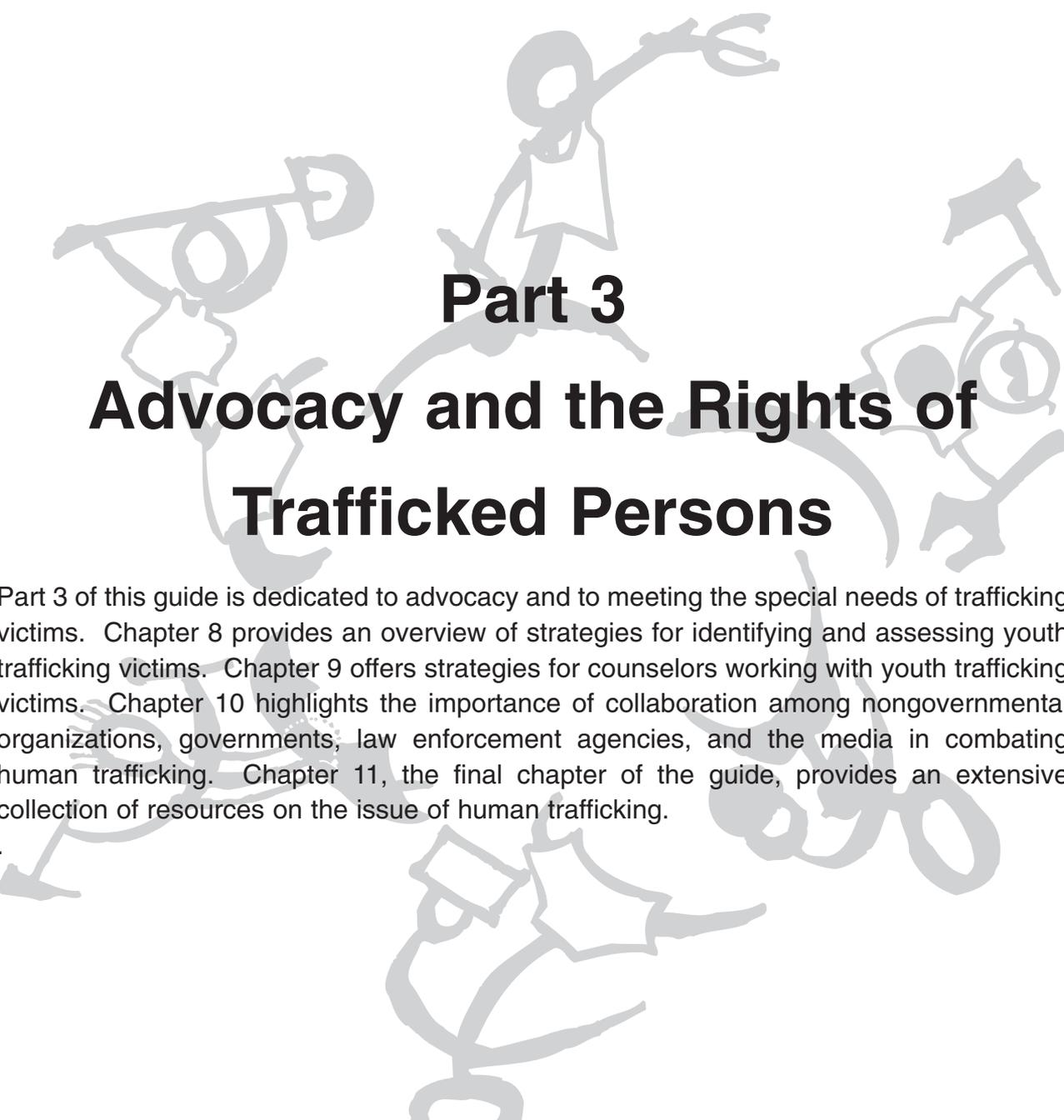
Staff should also continuously improve their skills in listening, assessment and service planning, developing perceptiveness, accurately conveying empathy, and responding with positive feedback. These qualities are essential for positive relationship-building and successful case management.

For many trafficking victims, the process of moving toward independence and self-sufficiency will be long and arduous. Meeting the complex immigration and legal needs of victims is particularly time consuming. Despite the many barriers trafficked youth face once emancipated, experience shows that their strength as survivors and their dedication to move forward carries them each day toward better health, happiness and the ability to attain their full potential in life.

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## Part 3

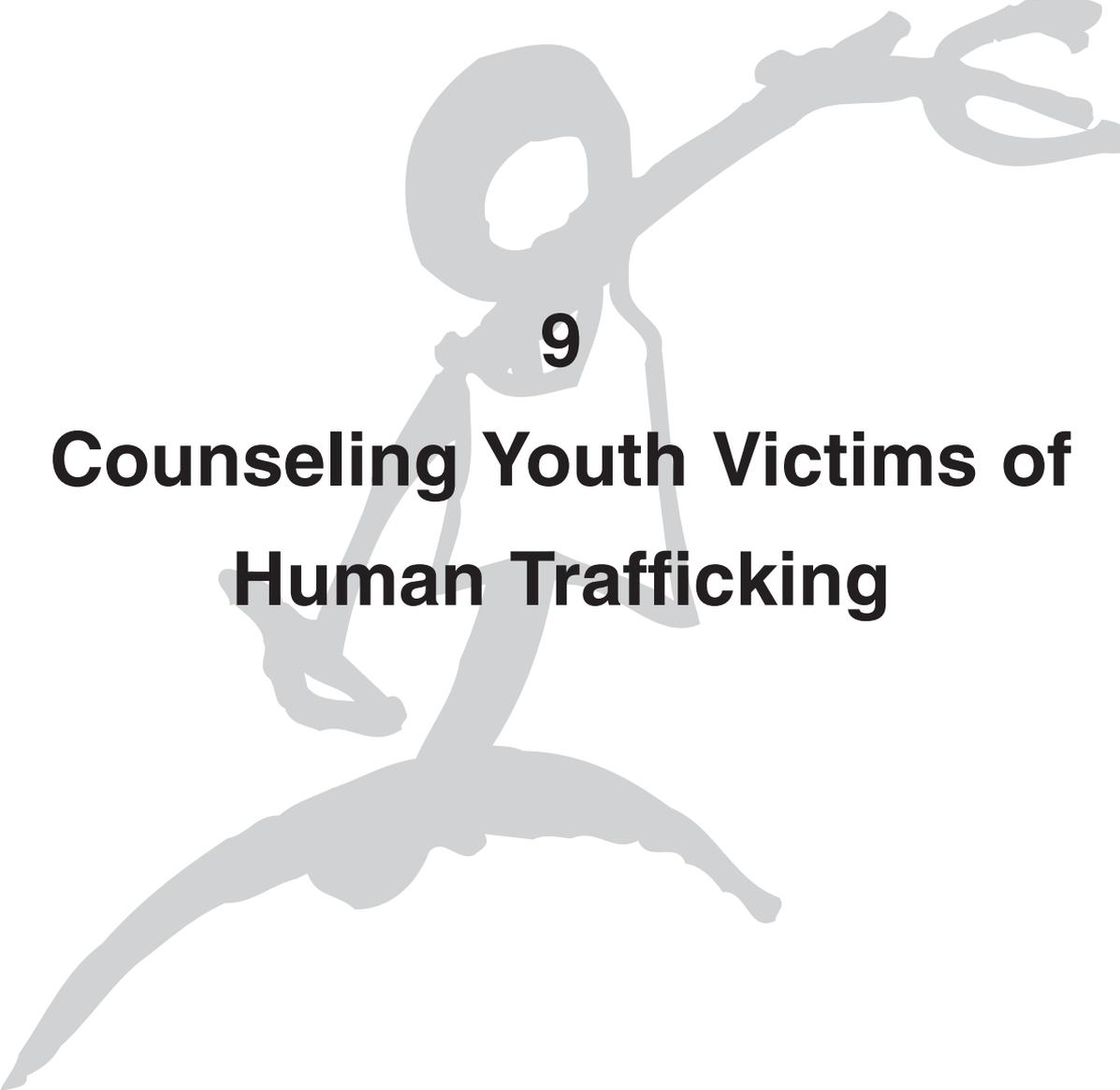
# Advocacy and the Rights of Trafficked Persons

Part 3 of this guide is dedicated to advocacy and to meeting the special needs of trafficking victims. Chapter 8 provides an overview of strategies for identifying and assessing youth trafficking victims. Chapter 9 offers strategies for counselors working with youth trafficking victims. Chapter 10 highlights the importance of collaboration among nongovernmental organizations, governments, law enforcement agencies, and the media in combating human trafficking. Chapter 11, the final chapter of the guide, provides an extensive collection of resources on the issue of human trafficking.

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9

# **Counseling Youth Victims of Human Trafficking**

## Smooth Flight: A Guide to Preventing Youth Trafficking

### Chapter 9 Counseling Youth Victims of Human Trafficking

By Florrie Burke, M.Ed., MA, LMFT, Safe Horizon

#### Introduction: A Youth-Centered, Holistic Approach to Counseling Victims of Human Trafficking

Victims of trafficking experience trauma and loss. They may also feel guilt, shame, a sense of betrayal, and low self-esteem. When these victims are young people, the impact of the trauma is further complicated by the young person's delicate phase of identity development. Youth who have been trafficked will need a safe place and opportunity to process what has happened. Service providers who work with victims of human trafficking must provide a context of respect and connection so that the victim can learn to trust again and to regain a sense of hope. Counselors must have a good understanding of the elements and dynamics of trafficking and the particular trauma that results.

This chapter will provide guidelines for counseling trafficked youth in both an individual and group setting. The guidelines presented here are based on a therapeutic counseling approach and include a number of interactive and interesting activities aimed at providing young people with the skills to understand their own experience and begin a healing process.

The information in this chapter is divided into four sections. **Section 1** presents the author's approach to counseling. **Section 2** provides guidelines and activities for individual counseling of trafficked youth. **Section 3** provides guidelines for running a counseling group for trafficked youth. Copies of all of the worksheets referred to throughout the chapter can be found in **Section 4**.

*Please note that the counseling activities outlined in this chapter should be conducted by a social worker, psychologist, or counselor trained to work with youth. Thinking about and reliving the trafficking experience may be traumatic to the young victim and a trained professional is best equipped to help the young person deal with this trauma.*

#### Section 1 Understanding Trauma Through a Holistic Approach to Counseling

Many therapeutic approaches suggest that a review of traumatic experiences is a key part of the healing process. The most important tasks in these therapies are understanding the impact of the trauma on current functioning and addressing the experience that caused these problems. The therapy needs to focus on those aspects of the trauma that are the source of distress.

There are many definitions of psychological trauma. Each individual has a different experience of an event, which will determine whether or not that event is experienced as traumatic. Experts agree that psychological trauma overwhelms one's normal coping mechanisms and leaves a person feeling powerless, helpless and hopeless. Traumatized people are unable to make sense of what is happening, both cognitively and emotionally. The crime and trauma of human trafficking often involves the abuse of power, betrayal of trust, entrapment, helplessness, pain, force, confusion and loss.

The view of trauma that informs the activities of this chapter includes the following idea: symptoms are the adaptations a person makes in order to deal with traumatic events. This puts forward the notion of a **strengths-based model** rather than a pathological view of the impact of trauma on the adolescent. Adolescents are resilient. The symptoms displayed after being trafficked may well represent coping mechanisms rather than pathology. This view of trauma will help victims of trafficking recognize and use their natural strengths and resources. A medical model of pathology often has the effect of having victims of trafficking and other abuses define themselves by perceived failure and weakness.

The models presented in this chapter assume that working within a trauma framework and understanding clients and their symptoms within the context of their total life experiences, cultures, and their society is the most helpful, respectful, and empowering way to work. Trafficking renders its victims powerless and removes their sense of personal dignity. The counseling approaches provided here aim to restore dignity to clients, engage them actively in their healing process, and promote healthy trusting relationships.

### ***Education and its Important Role in the Healing Process***

An important goal in working with young people is to help them understand their experience. The counselor will provide a new relationship based on understanding and empathy so the victim can change the negative feelings of self-loathing and shame into respect and compassion. This is the key component to counseling victims of trafficking. Without changing a young person's relationship and view of him or herself, there will be continued problems with negative feelings and behaviors. When a person can empathize with his or her own experience, he or she can understand others better and improve relationship skills. These skills are the key to future interactions and life success.

To help trafficked youth, it is necessary to provide education about the effects of traumatic stress. As the following activities will show, this can be done in a way that is interactive and interesting for the client. Specific skills need to be taught to help victims of trafficking manage harmful or uncomfortable behaviors and adaptations (symptoms). Information and resources for healing must be provided so that these vulnerable young people can understand their own experiences and participate in the healing process. Providing education is a tool of empowerment and engagement as well as being an important part of the counseling process. Without this understanding, youth cannot manage or make sense of their reactions to trafficking. The activities provided here for counselors will be linked to education about trauma.

## Section 2

### Individual Counseling of Trafficked Youth

#### Respect and Safety in Working with Adolescent Survivors of Human Trafficking

A counselor must consider and practice the following guidelines in order to facilitate a collaborative relationship with a victim:

Introduce yourself and your role in the counseling process.

Try to get an idea of why the survivor is seeking help now.

Utilize attentive, compassionate listening skills and tune in to the client's definition of the current problems.

Develop a partnership and collaboration for counseling by making a personal connection with the client.

Assess the client's vulnerabilities and strengths.

Listen for the client's assessment of his or her strengths and needs.

Provide information about counseling options (individual/group).

Provide education about your counseling approach.

#### Outline for individual counseling

The following outline provides suggestions and activities for individual counseling of trafficked youth. It is just a guide and must be presented in a way that is specific to the needs of the young person being counseled. The text in the outline should be read and adapted by the counselor.

#### Trauma Reactions

A reaction is how you respond to what has happened to you. It is how you feel, think, and act. Trauma reactions occur because of how sudden and/or horrible the event was. We will now examine three common reactions of trafficking survivors, namely **re-experiencing**, **hyper-arousal**, and **avoidance and numbing of responsiveness**.

##### I. Re-experiencing

Victims of trafficking who are 're-experiencing' will:

- Have upsetting memories of what happened come into their minds when they don't want them to.
- Experience nightmares about what happened.
- Become upset or agitated when something reminds them of what happened.

Re-experiencing has to do with the many different ways in which memories or feelings about the traumatic experience continue to come back into our minds. Almost all persons exposed to extreme stress will develop one or more of these problems. These problems are usually triggered by something that we see, think, or feel that reminds of us of what happened. They often focus on moments of extreme terror, horror, or helplessness during the event (the “worst moments”) and they can be very upsetting. If a trafficking victim has these experiences, it is a sign that he or she is still actively trying to process the information and make sense out of what happened.

**ACTIVITY:** Use the worksheets at the end of this chapter on **Re-experiencing** and **Dreams** as a basis for discussion.

## II. Hyper-Arousal

Trafficking victims experiencing ‘hyper-arousal’ will:

- Feel irritable or on edge much of the time.
- Get angry easily.
- Find it hard to pay attention in school or at work, concentrate on tasks, or remember things that they have read;
- Have trouble sleeping.
- Startle easily.

After trafficking victims have an experience that forces them to face the fact that they are not totally safe, that terrible things can happen, and that they sometimes have limited control over events, their sense of what is safe and what is dangerous can be changed and distorted. The victim’s body can stay in a state of high alert and not return to normal even though the threat of danger is over. All these reactions are heightened coping responses. The intrusive memories and images of what happened continue to keep the body on high alert. This has serious consequences for mood, irritability, sleeping cycles, and ability to concentrate. Victims may not know that all of these things are happening inside of them. They may notice or others may notice that they are more irritable, jumpy, and less able to do things than they were before the trauma.

**ACTIVITY:** Use the worksheets on **Anger, Behavior Reactions, Body Reactions,** and **Review of Reactions** as a basis for discussion.

### ***Feeling Jumpy***

Sometimes after something really frightening happens, victims feel as if they need to remain constantly “on guard.” They may be more nervous inside and they might jump if they hear the slightest noise. They may feel as if they always have to watch their back. It is smart to be alert in dangerous situations, but it is good to have some time to relax and not feel jumpy or nervous. Victims need to have a place where they feel somewhat safe.

**ACTIVITY:** Use the worksheet on **Feeling Jumpy** as a basis for discussion.

### ***Feeling Safe***

It is important to have a time and a place where you can feel relaxed and safe. Feeling safe means feeling good, not scared. It means feeling relaxed, comfortable, not on guard or nervous or jumpy. It is important that victims know they can feel safe. If they do not have a place where they feel safe, they can use a visual image of a place that is special.

**ACTIVITY:** Use the worksheet on **Feeling Safe** as a basis for discussion.

### **III. Avoidance and Numbing of Responsiveness**

- Trafficking victims who experience avoidance and numbing of
- responsiveness may:
- Avoid people, places, or situations that remind them of what happened.
- Feel emotionally “flat”, as if trying to avoid having any feelings at all.
- Feel distant from friends and family and find it difficult to trust anyone.
- Feel different from other people, as if no one really understands.

Avoidance and numbing are self-protective mechanisms that the body and brain use so victims are less sensitive to things outside and inside that might cause re-traumatization. Victims will be prompted to avoid things that may cause painful memories and feelings. If they continue to avoid people, places and things, activities may be restricted and they may not continue to develop well emotionally.

### ***Avoiding People, Places, or Things***

Sometimes, after something horrible happens, there may be certain people, places, or things that will remind victims about what happened. If this person, place or thing makes victims feel upset, they many want to avoid it. For example, after a young boy’s brother was shot two streets from his home, he would not go down that street.

**ACTIVITY:** Use the worksheets on **Avoiding People, Places, or Things** and **Shock/Numbing** as a basis for discussion.

### ***The Empathy Trap***

Empathy is one of the major tools a counselor has. It allows counselors to try to connect with a client by being able to feel for a client, imagine the client’s feelings, and to try to put themselves into the client’s situation. Empathy helps us take another person’s perspective in order to offer deep understanding and feel strong feelings. Ideally, empathy conveys respect and compassion. However, counselors need to always remember that they never really can know the experience or feel the pain. It is not their experience. Above all, counselors need to be willing to hear about the experience, witness it, talk about it, and when they can, be available to the client to be with him or her in the midst of the pain. Human trafficking of young people shapes their beliefs about life’s basic needs. The trauma of trafficking involves loss or assault to a person’s sense of safety, trust, esteem, intimacy

and control. Victims of trafficking often say things such as, “I am never safe,” “I cannot trust anyone,” “No one will ever love me,” “I am stupid to have done this,” and “I hate myself and others hate me too.”

Young people who have been victims of trafficking need to know that there are others who share their feelings, thoughts, and experiences. The group format is a natural one for youth. Relational bonds have been ruptured as a result of trafficking. Trust must be rebuilt slowly and carefully. Counselors need to form an alliance with trafficked youth. They are survivors and if counselors do not have respect for their strength, they cannot be helpful. Trafficked youth have developed adaptations and responses to interpersonal trauma. They have all endured hurt in human relationships. This is why human relationships are key to the healing process. The activities and techniques used to foster healing within a counseling context will not work unless the counselor can provide relationships based on trust. A partnership must be formed where the counselor works with the young person to find out what is needed and then helps the young person develop safe strategies to achieve his or her goals within this collaborative relationship. The connection a counselor makes with a client represents a relationship. The quality of the relationship will communicate hope, respect, and safety. This is hard work as trafficked youth have disrupted beliefs about trust and intimacy, and a distorted worldview of the potential for respect, kindness, and hope. These young people have no reason to believe that counselors are “helpers.” Trafficked youth may be looking at the counselors for signals that they are trying to control, hurt, or exploit them. Counselors need to notice these reactions and talk to the trafficked youth about the reactions, the relationship, and the setting. A counselor should keep in mind the dynamics of trafficking and not take these reactions personally.

### **Section 3**

#### **Group Guidelines for Trafficked Youth**

The following section provides suggestions and topics for a group counseling approach for trafficked youth. It is just a guide and must be presented in a way that is specific to the needs of the group participants. While it is not within the scope of this manual to provide details for each of the eight recommended sessions, the first two sessions have been described in detail to provide an idea of the format. Sample exercises and activities are included in Section 4 at the end of this chapter.

All potential members of a group should be screened prior to starting the group.

The leader(s) must be clear about rules, boundaries, and any other important items.

## ***Group Session I: Welcome and Introduction***

### ***Content***

Provide a clear overview of what will happen in the group

### ***Process***

Communicate warmth and optimism

Suggestions for introductions:

Go around the group three times, getting different information each time.

Tell your name the way you want to be addressed in the group and tell three things about yourself.

Share something you would like to get from this group or something you would like to change in your life as a result of being in the group.

Please talk about why you joined this special group—share a few details about your life and the way your traumatic experience changed it. Briefly tell where you were born and grew up, and then describe the traumatic experience you have come here to work on and how old you were when it happened.

This is the first of several opportunities for youth to tell their stories. Tolerance for intense emotions connected with the experience must be developed gradually. The goal is for the young person to get through the story without feeling overwhelmed, not to process it on a deep level. Ask the young people to keep this first narrative brief—about one minute. Ask them to keep it objective by focusing on what happened, who it happened to, when it happened, and how. Do not probe for details or for feelings. Ensure that members of the group do not get into competition with sentiments such as “my trauma is bigger than yours.” Do this by validating each experience.

After all group members have briefly described their experiences, monitor reactions and help group members calm down if appropriate. Address future re-telling of the trauma story in this way:

“Thank you for sharing your experience. We know it is not easy to talk about this, especially with people you do not know well. There will be time in future sessions to talk about these experiences with the attention that they deserve. Each of you has lived through difficult experiences—powerful experiences that will continue to affect you for a long time. This group will help you deal with the after-effects, the memories, the fear, and other current problems that result from these traumatic events.”

### ***Coping Skills***

In any kind of work with traumatized individuals, it is important to include coping skills. This is particularly true when the trauma story is being told. We do not want to leave victims with the feelings of helplessness; instead we must validate the strengths and resiliency used for coping.

At this point in the group, facilitate a discussion that focuses on positive adaptation and coping skills currently used by group members. The counselor can provide strong validation and support at this point by showing how strong group members must maintain functioning in the aftermath of a trauma such as trafficking. Reframe any negative views of coping into positive views.

Support the victims' need to find people they can trust and who will listen to them, especially during the most difficult times. To this end, point out how the group will function as a support system.

### ***Group Rules***

Establish group rules through a guided discussion in which the group has the primary responsibility for setting rules.

### ***Format of Groups***

Present the format for this and future group sessions. It might include a check-in, group activities, practice exercises, a wrap-up and checkout. The group activity will be structured so that it teaches participants something new and then this information will be put into practice.

### ***Group Session I Activity: Post-Traumatic Reactions***

The purpose of this discussion is to lay the groundwork for counseling. It is important that victims of trafficking understand the psychological impact of this type of trauma. In order to fully participate in their own healing, they must know the signs, symptoms, and adaptations following trauma. They will see that their reactions are normal, but may be causing them great distress and problems in their lives.

\*Refer back to Section 2 of this chapter on the symptom clusters of traumatic reactions and utilize the worksheets that are suggested under each activity to work with the group on re-experiencing, hyper-arousal, and avoidance/numbing.

### ***Practice Exercise***

Review concepts covered during this session. Ask group participants to pay attention to their reactions, feelings, coping skills and behaviors during the week by using the practice sheet distributed at the end of the session.

### ***Wrap-up and Checkout***

Ask the following questions:

- How are you feeling now?
- What did you learn about yourself today?

It might be a good idea to have some music at this point and art supplies so that there is a chance to relax by drawing, chatting, and listening to popular music. Other options are meditation and exercise. The goal is to help group members leave the group and return to their daily activities without undue stress and anxiety as a result of the group.

## **Group Session II: Learning About Trauma Reminders**

### **Check-in**

How are you feeling today? Is there anything that might stop you from fully participating in the group?

### **Review**

Briefly review the last session. Be sure to make this review reflect what went on in the previous session. Use some of the content as a reminder and to reinforce the psycho-education about trauma. Review any of the practice assignments that were given out at the previous session. Ask for examples. Give feedback and support.

### **Learning About Trauma Reminders**

A trauma reminder is something that brings up distressing memories or feelings related to past experiences. Trauma reminders elicit post-traumatic symptoms. Define and discuss these reminders in concrete, relevant terms. Elicit discussion on participants' personal reminders.

Trauma reminders can be things that happen *outside* of victims such as:

- A place or familiar site.
- A person.
- A specific time or date.
- A sound.
- Watching television, listening to the radio, or reading the newspaper.

Trauma reminders can also be things *inside* of us such as body sensations or feelings and emotions.

### **Group Session II Activity: Trauma Reminders**

Have the group members share examples of their trauma reminders. Counselors should model providing support. Questions that counselors can ask include:

- What are some of your most distressing reminders?
- What are the situations where you might encounter these reminders?
- What are your feelings about these reminders?
- What are your thoughts when you experience these reminders?

### **Coping with Trauma Reminders**

It is normal for trafficking victims to have upsetting reactions to reminders of trauma. Trafficked youth in the group need to identify personal coping responses to these reminders and decide if these responses are helpful or not helpful. It is necessary to increase awareness of how often trauma reminders occur and how the reactions interfere with life activities.

### **Wrap-up and Checkout**

The counselor will facilitate the checkout and provide some relaxation activities. (See Group I.) Group members should discuss their current level of anxiety and distress. Group members may discuss what they gained from the group.

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**Outline of Eight Sessions for a Group Counseling Approach for Trafficked Youth**

**Group I. Welcome and Introduction**  
Detailed above

**Group II. Learning about Trauma Reminders**  
Detailed above

**Group III. Learning Coping Skills**

**Objectives:**

- a. Evaluate coping strategies in terms of current effectiveness and long-range benefits.
- b. Develop a personal set of coping strategies.
- c. Develop an understanding of negative/positive coping strategies.
- d. Practice using primary coping strategies.

**ACTIVITY:** Use the worksheets on **Problematic Coping Responses** and **Things That I Can Do** as a basis for discussion.

**Group IV. Connecting Events, Thoughts and Feelings**

**Objectives:**

- a. Increase group members' awareness of their emotions and changes in their feelings and increase their ability to experience painful emotions.
- b. Increase vocabulary for emotions and practice sharing feelings with others in the group.
- c. Help group members understand the connection between thoughts and feelings.
- d. Help participants learn the difference between helpful and upsetting thoughts and to identify their own upsetting thoughts.
- e. Facilitate activities for claiming responsibility for feelings.

**ACTIVITY:** Use the worksheets on **Feelings** and **Running Thoughts** as a basis for discussion.

**Group V. Identifying and Challenging Harmful Thoughts**

**Objectives:**

- a. Teach group members how to use techniques for identifying and challenging harmful/upsetting thoughts
- b. Teach group members about distorted thinking that is common to survivors of traumatic experiences
- c. Teach techniques for developing alternative ways of looking at situations
- d. Provide opportunities to practice looking at situations from a variety of viewpoints

**ACTIVITY:** Use the **Hurtful Thoughts Checklist** and the **Helpful Thoughts Checklist** as a basis for discussion.

**Group VI. Asking for Support**

**Objectives:**

- a. Practice appropriate self-disclosure.
- b. Practice reframing distressing thoughts with helpful thoughts.
- c. Identify barriers to good communication.
- d. Present a model for good communication.
- e. Practice asking for support with an “I message.”

**ACTIVITY:** Use the worksheet on **Five Steps to Getting Support** as a basis for discussion.

**Group VII. Constructing a Trauma Narrative (this occurs over several sessions)**

**Objectives:**

- a. Identify a part of the trafficking experience that is shared by group members.
- b. Begin to construct a collective narrative of the event. This collective element will have parts of the trafficking experience that are common to all group members.
- c. Begin the construction of group members’ individual narratives, that are comprised of members’ unique or personal experiences related to the trafficking experience.
- d. Develop increased tolerance for the intense negative emotions associated with worst moments.
- e. Explore the worst moments with focus on terror, guilt, shame, and helplessness (always balance this with coping skills).
- f. Explore what the fantasy or wish of the group member is—what do you wish would have happened?
- g. Explore retaliatory fantasies as a way to deal with feelings. Reassure participants that these fantasies reflect personal experience and the perception of threat and danger. These fantasies do not mean one is violent or vicious.
- h. Make personal statements about the meaning of the trafficking experience.
- i. Develop tools for talking or not talking about trafficking outside of the group.

**ACTIVITY:** Use the worksheet on **What Happened** as a basis for discussion.

During the trauma narrative phase, it is important to help participants develop increased tolerance for emotional responses associated with traumatic memories and reminders. It is also the time to always model giving support so that group members can practice this skill.

**Group VIII. Positive Termination****Objectives:**

- a. Review the process of healing.
- b. Reinforce all the positive steps taken.
- c. Help plan and look forward to life after the group experience.
- d. Allow group members to share feelings, thoughts, and reactions to the group process.
- e. Compare the planned ending of this group to other endings of relationships that happened abruptly.
- f. Celebrate!

**ACTIVITY:** Use the worksheet on **Your Future** as a basis for discussion.

**Conclusion**

Trafficked youth, like other survivors of trauma, should be willing to engage in the counseling process for it to be helpful to them. If they are not ready for a counseling intervention, it will probably not be helpful. Counselors must engage youth in ways that are both developmentally and age appropriate. Counselors must be able to see, witness, and take the suffering as a starting point. The clinical journey can only begin with what exists. There is great healing power present in the relationship between trafficked youth and counselors. Trafficking has involved serious ruptures in relationships. Trauma that resulted from a damaging human relationship can only be healed through a helping relationship. The counselor must also be prepared for the experience of secondary or vicarious trauma as a result of witnessing the horror and trauma of an event in the past intruding into the present. Trauma shatters assumptions and destroys feelings of safety and invulnerability. Witnessing trauma can have the same effect. The counselor and trafficked youth create partnerships of trust in order to help repair the wounds of the trauma. To achieve psychological safety, the young person must make sense out of what has happened—otherwise the reality of the event is unbearable. Trauma serves to fragment and the healing process must be one of integration. Out of integration comes wholeness, and out of wholeness can come meaning.

**Section 4**  
**Activity Worksheets**

Re-experiencing  
Dreams  
Anger (2)  
Behavior Reactions  
Body Reactions (2)  
Review of Reactions  
Feeling Jumpy  
Feeling Safe  
Avoiding People, Places, or Things  
Shock/Numbing  
Problematic Coping Responses  
Things That I Can Do  
Feelings (2)  
Running Thoughts (2)  
Hurtful Thoughts Checklist (2)  
Helpful Thoughts Checklist (2)  
Five Steps to Getting Support  
What Happened?  
Your Future

## **Re-experiencing**

Do you sometimes hear the voices of the people who trafficked you? Have you thought that you saw those persons? Many people who have been through a trauma report that they see or hear a familiar sight or voice. They may smell something that is very familiar to the experience. Sometimes people feel as if a scary event is happening over and over again.

**If you have had any experiences like these, write down what happened in the space below:**

**These experiences make me feel:**

## **Dreams**

Draw or write about any dreams or nightmares that you have had since the trafficking happened. If it was a nightmare, write or draw about it and then change the ending so that it does not make you scared.

**My Dream:**

## **Anger**

It is hard for many people to say why they are feeling angry. It can be even harder to know what to do with the feelings of anger. Because of anger, people act in ways that lead to trouble. To better manage your anger, start with writing below whatever comes to mind. Do not worry about what you write.

**When I think about what happened, I get angry because.....**

**When you get really angry, have you noticed any reactions that happen to your body? (check)**

- I start to sweat.
- My heart starts racing.
- My fists shut tight.
- I bite down on my teeth.
- I get a headache.
- My face or body feels hot.

It is good if you have checked one or more reactions, because you can use these reactions to let yourself know that you are really angry. These reactions are signs of your anger.

Being able to recognize your anger reactions can be an alarm system to yourself to STOP and THINK before you ACT OUT YOUR ANGER.

## Anger

When you feel angry it is a good idea to try to actively do something. Put an **X** next to the actions you have tried. Put a star (\*) next to the ones you will try the next time you feel angry.

Say, "I am angry because\_\_\_\_\_."

Count to ten backwards...10 9 8 7 6 5 4 3 2 1

Take three deep breaths... 1..... 2..... 3.....

Realize you are angry and just sit with your feelings.

Go play a sport.

Go for a walk or a run.

Write about how you are feeling in your journal.

Draw how you are feeling very quickly—then tear the drawing up.

Talk with someone who listens to you and tell him or her how you feel.

Look up at the sky and say to yourself "I need to calm down."

Scream into a pillow.

Listen to music that expresses how you are feeling.

**Write other things you do to manage your anger.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## Behavior Reactions

After a trauma like the experience of trafficking, you may start behaving differently. You might not notice the changes unless someone tells you about them. Try to identify any behavior reactions that have occurred since the trafficking. Some reactions may be helpful for you, while others may lead to greater problems.

**Check the behavior reactions you have had since this happened.**

- I stay by myself more.
- I spend more time in my room at home.
- I want to be around other people more now.
- I sleep with the light on now.
- I have started getting into fights.
- I have started talking back and having a bad attitude.
- I have been smoking more.
- I am using more alcohol/drugs.
- It is difficult for me to laugh and have fun.
- I cry more often now.

Have you noticed other ways you have been acting differently? Please list some of the changes in your behavior.

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## **Body Reactions**

When an event such as trafficking occurs, your body may react. Common body reactions include:

***Stomachaches Headaches Tight chest Heart racing***

**Sweating Crying Vomiting Tired body**

**Losing or gaining weight**

Do you remember any of your body reactions when it first happened?

**Write them below.**

Do you continue to have any of these body reactions?

**If yes, write which ones:**

How often would you say these body reactions occur? (circle one)

**once a week   twice a week   three times a week   almost every day**

## **Body Reactions**

It is important to take special care of your body during times of stress. These are some ways you can take care of yourself.

**Eat healthy food.**

**Exercise every day.**

**Take deep breaths at least five times a day.**

**Get eight hours of sleep at night.**

**Take a hot bath.**

**Listen to music.**

**Do something nice for yourself.**

**List some other ways that you can take care of your body:**

## **Review of Reactions**

Try to list all the reactions that you have had (or are having) since all this happened. If you are still having any, put an **X** by them.

### **Feelings:**

### **Body Reactions:**

### **Behaviors:**

## **Feeling Jumpy**

Sometimes after something really frightening happens, people feel as if they need to be constantly “on guard.” You may be more nervous inside and you might jump if you hear the slightest noise. You may feel as if you always have to watch your back. It is smart to be alert in dangerous situations, but it is good to have some time when you can relax and not feel jumpy or nervous. You need to have a place where you feel somewhat safe.

**Have you noticed that since this event happened you feel more “jumpy”?** (circle one)

**Yes            No**

**If you circled yes, how often do you feel this way?** (circle one)

**A little bit            Some of the time            Most of the time            All of the time**

**Tell about a time when you felt “jumpy”:**

## **Feeling Safe**

**It is important to have a time and a place where you can feel relaxed and safe.**

Feeling safe means feeling good, not scared. It means feeling relaxed, comfortable, not on guard or nervous or jumpy. It is important to know that you can feel safe. If you do not have a place where you feel safe, use a visual image of a place that is special for you.

**Write or draw about how your safe place looks. Are there any people there? If so, who? What does the place look like? Do you hear any sounds? What colors are around you? What are you doing? How do you feel?**

## **My Safe Place**

After you draw your safe place, talk about it with a safe person. Close your eyes and pretend that you are there. Every time you get that jumpy or frightened feeling, close your eyes and go to your safe place for a few minutes. This will help you feel more relaxed.

## **Avoiding People, Places, or Things**

Sometimes after something horrible happens there may be certain people, places or things that will remind you about what happened. If this person, place or thing makes you feel upset, you may want to avoid it. For example, after a young boy's brother was shot two streets from his home, he would not go down that street.

**Are there any places, people or things that you try to stay away from since this happened?** (Write or draw about them here)

**What do you think would happen if you went near the place, person or thing that you have been trying to avoid?**

## Shock/Numbing

When trauma happens, you may go into SHOCK.

You may say, "I cannot believe it happened."  
You may not think or do anything.

After the shock, you may start to DENY IT.

You may say, "It did not really happen.  
It is not for real.  
Everything is the same."

You may feel NUMB

You may not know how you feel or what you think.

**Are you still in shock? (circle one)**      **Yes**      **No**      **Sometimes**

**Do you still deny that it happened?**      **Yes**      **No**      **Sometimes**

**Do you still feel numb?**      **Yes**      **No**      **Sometimes**

Remember that everyone has different reactions. No one ever experiences something exactly the same as someone else.

## **Problematic Coping Responses**

**Avoiding all people and places that make you feel bad or uncomfortable.**

**Withdrawing from friends and family.**

**Withdrawing from activities.**

**Not asking for help when you need or want it.**

**Denying that you have a problem.**

**Dropping out of the group.**

**Drinking alcohol/taking drugs.**

**Over-eating.**

**Watching excessive amounts of TV or playing computer games all day.**

**Doing risky or dangerous things.**

**Acting angry and aggressive/getting into fights.**

**Blaming others for problems that are your responsibility to deal with.**

**Feeling excessively guilty or responsible for what happened.**

**Not taking care of yourself (sleep, diet, exercise, grooming, etc.).**

**Getting sick and run down.**

## **Things That I Can Do**

### **Positive Coping Skills**

- 1. Challenge hurtful thoughts with helpful thoughts.**
- 2. Seek support from others.**
- 3. Relax.**
- 4. Take a time out.**
- 5. Write in my journal.**
- 6. Exercise regularly.**
- 7. Use positive activities as distraction.**
- 8. Keep a consistent daily routine.**
- 9. Do nice things for myself.**
- 10. Do something spiritual.**

## Feelings

How much do you feel these feelings lately?

None      A little      Some      Much      Most

Complete the following sentences by using the words above.

Lately, I feel happy \_\_\_\_\_ of the time.

Lately, I feel angry \_\_\_\_\_ of the time.

Lately, I feel sad \_\_\_\_\_ of the time.

Lately, I feel lonely \_\_\_\_\_ of the time.

Lately, I feel nervous \_\_\_\_\_ of the time.

Lately, I feel helpless \_\_\_\_\_ of the time.

Lately, I feel guilty \_\_\_\_\_ of the time.

Lately, I feel scared \_\_\_\_\_ of the time.

Lately, I feel jealous \_\_\_\_\_ of the time.

## Feelings

Try to complete these sentences. Describe how you felt or are feeling.

When these terrible things happened to me, I first felt \_\_\_\_\_.

Lately, I have mostly felt \_\_\_\_\_.

When I think about what happened, I feel \_\_\_\_\_  
and \_\_\_\_\_.

A feeling that I have a hard time showing others is \_\_\_\_\_.

I feel worried because \_\_\_\_\_.

When I get nervous, others can tell because I \_\_\_\_\_.

I feel guilty because \_\_\_\_\_.

I feel most afraid when \_\_\_\_\_.

Sometimes I feel jealous because \_\_\_\_\_.

One thing that makes me happy is \_\_\_\_\_.

## Running Thoughts

Sometimes you may feel as if you cannot stop the thoughts about what has happened from replaying over and over in your mind. Sometimes these thoughts come back to you even when you do not want them to. It may seem like a video that keeps rewinding and playing in your head.

**Do you ever have thoughts about what happened running on and on in your mind?**

**Yes**            **No**    (circle one) If yes, try to write about these running thoughts.

## *My Running Thoughts*

***Do these thoughts scare you or make you feel good?***

**Yes**            **No**

**Try to write about how you feel.**

## **Running Thoughts**

Try to use the following suggestions to stop your running thoughts:

- 1. Write down the thoughts.**
- 2. Tell someone you trust about your thoughts.**
- 3. Imagine yourself in your safe place.**
- 4. Every time these thoughts enter your mind, scream inside to yourself, "STOP."**
- 5. When you have these thoughts, think about a videotape. Press the eject button and the tape will stop and come out. Imagine yourself replacing that tape with one of your favorites.**
- 6. When you start to have these thoughts, think about something that makes you happy.**
- 7. When the thoughts enter your mind tell yourself, "I do not have to think about this now."**
- 8. Start doing something you enjoy.**

## **Hurtful Thoughts Checklist**

### ***Which Distressing or Self-Defeating Thoughts Am I Likely to Have?***

#### **Feeling Unloved or Unwanted**

\_\_\_ No one understands me.

\_\_\_ No one cares about me.

\_\_\_ No one wants me.

\_\_\_ I will never fit in.

\_\_\_ I will always be alone.

\_\_\_ No one needs me.

\_\_\_ If I shared how I feel with others, they wouldn't care.

#### **Hopelessness**

\_\_\_ Life will always be like this.

\_\_\_ Life will never get better.

\_\_\_ My future is hopeless.

\_\_\_ Nothing ever goes right for me.

#### **Helplessness**

\_\_\_ I am helpless (I am powerless).

\_\_\_ I can't take it any more.

\_\_\_ I have no one to turn to if I need help.

\_\_\_ My problems are so bad that nothing can help.

\_\_\_ Life will never get better, so it is no use trying.

\_\_\_ I am out of control.

## **Hurtful Thoughts Checklist (continued)**

### **Preoccupation With Danger**

- \_\_\_ I always expect the worst will happen.
- \_\_\_ I must always be ready for the worst.
- \_\_\_ I can never allow myself to feel safe or to relax.

### **Distrust**

- \_\_\_ No one should be trusted.
- \_\_\_ I always expect the worst from people.
- \_\_\_ If I opened up to people, they wouldn't like me.
- \_\_\_ I must not burden people with my problems.

### **Self-Criticism**

- |                   |  |
|-------------------|--|
| ___ I am weird.   | ___ I am inferior.                           |
| ___ I am ugly.    | ___ I am too needy.                          |
| ___ I am weak.    | ___ There is something really wrong with me. |
| ___ I am stupid.  | ___ I do not like myself.                    |
| ___ I am trapped. | ___ I feel worthless.                        |

### **Self-Blame**

- \_\_\_ Bad things always happen to me.
- \_\_\_ I don't deserve to be happy.
- \_\_\_ I did something bad to deserve this.
- \_\_\_ This is all my fault.

## Helpful Thoughts Checklist

### *Which Helpful Thoughts Can I Use to Challenge Hurtful Thoughts?*

#### **Feeling Loved or Loveable**

- \_\_\_\_ Someone understands me.
- \_\_\_\_ Someone loves me.
- \_\_\_\_ Some people can be trusted.
- \_\_\_\_ I am a good person.
- \_\_\_\_ There is nothing wrong with me. I am okay.
- \_\_\_\_ It is not my fault that bad things happen.
- \_\_\_\_ I deserve to be happy.
- \_\_\_\_ I am as good as other kids.
- \_\_\_\_ I can connect with people.

#### **Feeling Liked or Likeable**

- \_\_\_\_ People like me.
- \_\_\_\_ I am a good friend.
- \_\_\_\_ I fit in.
- \_\_\_\_ I am fun to be around.
- \_\_\_\_ I am attractive.

### **Feeling Needed**

\_\_\_\_ People appreciate me.

\_\_\_\_ People need me.

\_\_\_\_ I am important.

\_\_\_\_ The world is a better place because I am here.

### **Having Confidence in My Abilities**

\_\_\_\_ I can succeed in life.

\_\_\_\_ I am smart.

\_\_\_\_ I am a good person.

\_\_\_\_ There are some problems now, but I know I can handle them.

\_\_\_\_ I can do things as well as other young people my age.

\_\_\_\_ People respect me.

### **Having Confidence in Others**

\_\_\_\_ There are people I can depend on if I need help.

\_\_\_\_ I am not alone—others have been through this and they will understand and know how to help me.

### **Guidance and Advice**

\_\_\_\_ There are people I can go to who will know how to help.

## **Five Steps to Getting Support**

**1. What do I want?**

**2. Whom should I ask?**

**3. Find the right time.**

**4. Request with an “I” message (I need...).**

**5. Express sincere appreciation.**

**Write or draw about**

**What happened...**

## **Your Future**

You may feel that your plans for your future have changed because of what has happened to you.

Before these events happened, what were some of your thoughts about your future?

What were your dreams for yourself? What goals did you have? What did you think about doing in the future?

**Even though this has happened, you can still work toward your dreams!**

**What do you need to do or keep doing to help you reach your dreams or goals?**

1.

2.

3.

**Who in your life can help you to reach your dreams or goals?**

1.

2.

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**10**

**Advocacy: How Community  
Organizations Can Collaborate  
with Government,  
Law Enforcement, and the Media  
to Develop a Comprehensive  
Trafficking Strategy**

## Smooth Flight: The Complete Guide to Preventing Youth Trafficking

### Chapter 10

## Advocacy: How Community Organizations Can Collaborate with Government, Law Enforcement, and the Media to Develop a Comprehensive Trafficking Strategy

By Ofronama Biu and Irena David-Olczyk, La Strada Foundation against Trafficking in Women

### Introduction: The Role of Community Organizations

Human trafficking is a complex phenomenon, encompassing multiple human rights violations and often traversing international borders. Community organizations, because of their strong links to local communities, can play an important role in preventing human trafficking and assisting victims. However, due to the dangerous and complicated nature of this crime, community organizations cannot tackle the problem alone. These organizations must collaborate with governments, law enforcement, and the media to successfully combat human trafficking.

In many countries, community organizations were the first to develop a response to the problem of human trafficking. Community organizations around the world have been active in providing training, conducting awareness-raising campaigns, and educating people, particularly youth, about the dangers posed by traffickers.

However, no single agency or organization has the resources or expertise to comprehensively address the problem of human trafficking. Community organizations must work together with other sectors to be part of an effective response to the problem of human trafficking. Community organizations, because of their experience, commitment, and expertise in counter-trafficking activities, are uniquely positioned to reach out to the other sectors to begin the process of developing a multi-sector, multi-disciplinary approach to combating human trafficking.

This chapter provides ideas for how community organizations can collaborate with other sectors. **Section 1** describes how community organizations can work with each other in the fight against human trafficking. **Section 2** details how community organizations can work with law enforcement. **Section 3** discusses collaboration between community organizations and local and national governments. **Section 4**, describes ways to engage the media to become part of the efforts to prevent human trafficking.

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## Section 1

### Collaboration among Community Organizations

Unfortunately, too often, community organizations in a country or region working on a similar issue have not developed strong networks for collaboration. This is also true for the issue of human trafficking. Experience has shown us that no single agency or organization can prevent human trafficking or meet the needs of victims single-handedly. To effectively prevent young people from becoming victims of human trafficking and to successfully meet the varied needs of trafficking victims, community organizations must work together collaboratively.

**Community organizations working together can provide victims with an array of services to meet their needs.** The rehabilitation services alone that may be required by a victim of human trafficking are so vast and varied that no one organization can adequately provide these services. When organizations work together in a referral network, the victims' needs are more likely to be met and the services provided are likely to be higher in quality. This type of arrangement also allows each organization to focus on what it does best.

**Community organizations can share resources and learn from one another.** Community organizations can provide technical assistance to organizations that are less familiar with the topic of human trafficking or prevention activities. Similarly, once you gain expertise in the issue of trafficking, you can train other organizations to recognize and assist victims, and prevent trafficking. This builds the capacity of the network as a whole. Additionally, community organizations can share training materials, videos, outreach materials, and other information about human trafficking. This is beneficial because it increases an organization's capacity and effectiveness while saving money.

**Collaboration between community organizations can attract funding for trafficking projects.** A trafficking project can be more competitive when several participants with different areas of expertise combine efforts. Projects that are designed with the input and expertise of several community organizations will probably be more effective.

## Section 2

### Collaboration with Law Enforcement

Collaboration with law enforcement, the body usually mandated to suppress trafficking and punish perpetrators, is absolutely essential to community organizations' efforts to prevent trafficking.

**Community organizations can serve as an educational resource on the issue of human trafficking for law enforcement.** Historically, law enforcement has been accused of being uncommitted to preventing trafficking, due to ambivalence, ignorance, complacency, or acceptance of the crime. Due to lack of training and experience, law enforcement may view trafficking victims as criminals. They may wonder why victims agreed to travel abroad or may be unsympathetic to prostituted youth. Due to cultural

norms, male agents may not be able to identify with female victims. Law enforcement agents may need to be reminded that regardless of whether youth agreed to go abroad to work, trafficking is a crime and trafficked youth are victims. Law enforcement agents also may not know about the special needs of victims or the services to which they are entitled. Thus, it is necessary to work with law enforcement so that they are more sensitive and knowledgeable about trafficking. Law enforcement will then be better equipped to recognize victims and understand their special needs.

**Community organizations can provide law enforcement with resources to assist trafficking victims.** Law enforcement agents who work with trafficking victims will need to refer these individuals to community organizations for various services such as shelter. It is important that community organizations and law enforcement officials develop a relationship so that law enforcement can correctly refer youth to the services they need.

**Community organizations can assist law enforcement with identifying trafficking rings and traffickers.** Community organizations that conduct outreach, provide pre-travel counseling to young people, and/or services to victims may uncover trafficking rings through their work or come into contact with traffickers. If the community organizations have developed relationships with law enforcement in their community who know and understand the problem of trafficking, the number of traffickers caught and the number of rings broken will increase.

In devising collaboration with law enforcement, the model of **Prevention, Investigation, and Repatriation of Trafficking Victims**, developed by IOFA and Cross Sector Solutions Incorporated, can be particularly useful.

### ***Prevention***

Community organizations must work with law enforcement to prevent trafficking in both destination countries and countries of origin. By formulating **joint working groups**, community organizations and law enforcement (including prosecutors, judges, police officers, and other officials) can brainstorm the topic of human trafficking. Through joint working groups, law enforcement and community organizations can clarify the definition of trafficking and the fact that it is a crime, and come up with ways to prevent and suppress human trafficking. For example, community organizations and law enforcement can create a database of trafficking victims so that victims can be located. Community organizations can also derive important benefits from working with law enforcement. Law enforcement can educate community organizations about criminal organizations that traffic youth. Law enforcement can provide protection to organizations that might be the target of criminal organizations.

### ***Investigation***

In working in joint working groups, community organizations and law enforcement can work together on investigation. Due to their expertise and in the interest of safety, law enforcement alone should have the direct responsibility of investigating trafficking cases. Community organizations, however, can help train law enforcement in recognizing victims

of human trafficking and potential trafficking rings. Community organizations must also educate law enforcement to be sensitive to trafficked youth. Investigating and prosecution of traffickers can only occur with the cooperation of victims. Law enforcement officials questioning victims must assure the safety of victims and offer necessary protection, respect their entitlement to privacy, and avoid gender-based discrimination, such as assuming that female victims are at fault.<sup>1</sup> Law enforcement might also consider collaborating with other law enforcement agencies to share resources in investigating trafficking. With training on these topics, community organizations and law enforcement can effectively investigate and resolve trafficking cases.

### **Repatriation**

Repatriation involves ensuring the safe return of victims to their countries of origin. Trust has often already been established between community organizations and victims. With firm ties established between law enforcement and community organizations, law enforcement agents can refer victims to community organizations for counseling and assistance in regaining self-sufficiency so that they can return home. However, countries should ensure that trafficking victims will be safe if they return to countries of origin. In many cases, countries have allowed trafficking victims to remain in destination countries temporarily (over a month) and even permanently if the victims are in danger.<sup>2</sup>

### **Summary: Working with Law Enforcement Checklist**

There are many topics that community organizations and law enforcement can discuss during training and collaboration. Working together, community organizations and law enforcement can gain a greater understanding of the trafficking issue while developing strategies to prevent trafficking and assist victims. Please remember to address the following items in your work with law enforcement:

- Existence of trafficking in the country;
- Demographics, geographic locations, and trafficking trends;
- How to recognize trafficking victims;
- Local laws related to trafficking victims and victim's rights;
- Resources for trafficking victims;
- How law enforcement and community organizations can work together; and
- Possible circumstances when law enforcement agencies can collaborate.

<sup>1</sup> Winrock International. *Prevention of Domestic Violence and Trafficking in Humans: Training Manual*. Kyiv, Ukraine: 2001.

<sup>2</sup> International Human Rights Law Group (IHRIG). *The Annotated Guide to the Complete UN Trafficking Protocol*. Washington, D.C., United States: 2002.

### Section 3

#### Collaboration with Governments

Community organizations' cooperation with governments is essential to efforts to combat human trafficking.

First, governments have the responsibility to prevent and suppress trafficking. They must adopt legislation, prevent trafficking, provide resources to victims, and enforce anti-trafficking laws.

The **UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the UN Convention Against Transnational Organized Crime** has been signed by 80 countries to date. Countries that have signed the Protocol have certain responsibilities to trafficking victims, including providing counseling, shelter, physical safety, opportunities for education, restitution, and repatriation. They are also obligated to prevent trafficking through "research, information and mass media campaigns and social and economic initiatives" as well as "measures, including through bilateral or multilateral cooperation, to alleviate the factors that make persons, especially women and children, vulnerable to trafficking, such as poverty, underdevelopment and lack of equal opportunity."<sup>3</sup> They must also, where fitting, "provide or strengthen training for law enforcement, immigration and, other relevant officials in the prevention of trafficking in persons" and "to the extent possible" "strengthen...border controls."<sup>4</sup> Unfortunately, however, some countries do not always live up to their responsibilities. Community organizations can play a strong role in lobbying governments to live up to their obligations.

Similarly, if your country has not signed the Protocol and/or does not have any anti trafficking laws, you must use your influence to create change. Countries that have signed the protocol can be found on the

UN website at [http://www.unodc.org:80/unodc/fr/crime\\_cicp\\_signatures\\_trafficking.html](http://www.unodc.org:80/unodc/fr/crime_cicp_signatures_trafficking.html).

Some countries have taken steps to prevent trafficking and punish perpetrators, while others have not. Some governments may require convincing that trafficking is a problem. Because trafficking is often associated with prostitution, governments may not want to admit that prostitution occurs in their country and may thus deny the existence of trafficking.

You can establish a **working group** in your country to increase the government's ability to prevent trafficking.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

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### **Community Organizations/Government Working Groups**

You might consider asking the following people to join the working group: local and national government officials, community representatives, law enforcement officials, and media representatives. The benefits of forming working groups are numerous and allow participants to:

- Share information and experience in regards to trafficking in the country;
- Provide resources and training to government officials who are not knowledgeable about the issue of trafficking;
- Create a connection between community organizations, government leaders, law enforcement, policy makers, and the media regarding community organization's trafficking prevention programs; and
- Generate a specific **Plan of Action** at the national policy level to combat trafficking. Ask members to form a committee to draft the Plan of Action.

### **Section 4**

#### **Collaboration with the Media**

In many countries, working with the media can be a successful approach to the prevention of youth trafficking. The media can spread information to large populations in a short period of time. Many young people pick up information from the media.

However, if media professionals are not properly educated on the issue of human trafficking, their work can cause problems for community organizations that are working to prevent human trafficking and assist in the repatriation and integration of human trafficking victims to their home country. The media may sensationalize trafficking, depicting young men and women in an exploitative manner or placing blame on the victims. This makes it difficult for trafficking victims to come forward and seek assistance. The media may focus more on sex trafficking leading young people to think that they are not at risk if they go to work in other sectors.

Community organizations can play an important role in educating the media about trafficking. Seminars can be organized for media professionals. These seminars should focus on human trafficking from a human rights perspective. Issues, such as victim confidentiality and safety, might also be covered. Proper vocabulary in describing trafficking victims is also a topic that might be addressed. For example, in some countries, trafficking has been described by the media as “trafficking in beautiful bodies,” “trafficking in white meat,” and even “trafficking in livestock.”

Please use the following tips in working with the media:

Teach the media about trafficking. The media may need basic demographic information about victims, trends, geographical locations, and other information;

Teach the media that not all youth are trafficked for prostitution. Youth are trafficked for many purposes; and

For more information about working with other community organizations, law enforcement,

government, and the media, please visit the website of the International Organization for Adolescents (IOFA) at <http://www.iofa.org> or send an email to [iofa@iofa.org](mailto:iofa@iofa.org).

Teach them that all trafficked youth, including prostituted youth, are victims, regardless of whether they suspected they might work in certain industries.

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**11**  
**Resources**  
**on Human Trafficking**

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## Smooth Flight: The Complete Guide to Preventing Youth Trafficking

### Chapter 11 Resources on Human Trafficking

By Mia Spangenberg, M.A.

#### Introduction: Learning More about Human Trafficking

This chapter highlights various resources on human trafficking, including publications, websites and listservs, organizations, and potential sources for funding. **Section 1** describes ways to get started in the process of learning about human trafficking. **Section 2** focuses on finding information on the internet. **Section 3** describes how to find information about human trafficking in specific countries or regions. **Section 4** lists resources on anti-trafficking conventions and legislation. **Section 5** provides funding possibilities for your own anti-trafficking initiatives. The sources described, while not exhaustive, offer a way to get oriented to the seemingly endless amount of information available on human trafficking. All organizations mentioned here, as well as those contributing to this training manual, are at the forefront of the struggle against human trafficking. The internet is a particularly important resource, as it offers immediate access to information and colleagues around the world. Many documents can also be downloaded from the internet for free, including some of the resources noted in this chapter.

All documents which appear in bold text are referenced at the end of this chapter.

#### Section 1 Getting Started

##### ***A Global Perspective on Human Trafficking***

If you want to address human trafficking in your region, it may be useful to begin by learning about human trafficking on the global level. **Sietske Altink's *Stolen Lives: Trading Women into Sex and Slavery*** offers a good basic introduction to the subject. It features chapters on the history of human trafficking, human trafficking in different regions of the world, and different types of human trafficking, including prostitution, mail-order marriages and domestic servitude. **Kevin Bales' *Disposable People: New Slavery in the Global Economy*** is another useful resource. It places human trafficking and the slavery-like conditions of workers worldwide in the larger context of the global economy and argues that global economic forces increasingly operate on the disposable labor of people. Both books have extensive bibliographies for further reference.

### ***Youth Trafficking***

When focusing on trafficking of youth, it is important to know about the increasing recognition of the trafficking of children (defined as under the age of 18 in the **UN Convention on the Rights of the Child**). Several NGOs have taken important steps to prevent youth trafficking. The **International Organization for Adolescents (IOFA)** has developed a model program for the prevention of youth trafficking in countries of origin. The international NGO **End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes (ECPAT)**, has helped define the commercial sexual exploitation of children as a global problem and encouraged youth participation in recognition of the fact that youth themselves, particularly those who have been involved in the commercial sex trade, have much to contribute in helping other young people. There are also several peer-based organizations with services for young people in the sex trade as well as programs that help youth exit the sex trade. One such organization is **Girls Educational and Mentoring Services (GEMS)** in the United States.

One of the worst and most pervasive forms of trafficking is child labor. **The International Labor Organization's International Program for the Elimination of Child Labor (ILO-IPEC)** is active in combating the problem in all regions of the world. **Save the Children, Terre des Hommes** and **World Vision** are three other international NGOs that have championed children's rights and increasingly focus on child trafficking. The **United Nations Fund for Children (UNICEF)**, has also recently created a Child Trafficking Focal Point at the headquarters in New York City. All of the websites for these organizations offer access to reports and programs run in specific countries.

### ***Trafficking for Prostitution***

There is a vast amount of literature on trafficking for the purposes of prostitution in particular, largely due to the heated debate on prostitution in feminist circles. This debate has also played a significant role in shaping the political struggle against human trafficking globally, so it is important to understand the positions and the ramifications of the debate. Some feminists are intent on eliminating prostitution, and are often known as "anti-prostitution feminists." You can find many resources from this camp on the **Coalition Against Trafficking in Women (CATW)** website. Other feminists who promote the legalization of prostitution, or sex work, are often known as "sex workers' rights feminists." You can find information on this position by looking up the **Network of Sex Work Projects (NSWP)** website. Unfortunately, the debate is extremely polarized, and the level of attention focused on the prostitution debate has in some cases made it harder to focus on other equally devastating forms of human trafficking.

## Section 2

### Finding Information on the Internet

Once you are ready to keep up-to-date with current events concerning human trafficking, the best way to immediately access information on human trafficking is to subscribe to the **Stop-Traffic Listserv**. This listserv is the most comprehensive source of information on human trafficking and sends out messages with newspaper articles, notices on conferences, advocacy materials, links to new laws and policies on human trafficking at the governmental and intergovernmental level, and so on. It also functions as an open forum to ask questions (for example, one can ask for assistance with identifying contacts working against human trafficking in a particular region). You can also send information on your own work to the listserv to share with others.

Another place to find comprehensive information on human trafficking on the internet is **Kvinnoforum's Q-Web** website. Kvinnoforum is a women's rights organization based in Sweden, and Q-Web is a network for exchange of information on women's health and gender issues, with trafficking as one main focus area. On the website you can find direct links to organizations working against human trafficking, references by region, articles available directly online (including academic articles), and visual resources such as videos and public service announcements. The **Immigration News** website has a special section on human trafficking with links to organizations and potential funders. Immigration News also offers access to related topics including domestic workers, the sex trade, and refugees. The **International Organization for Migration (IOM)** publishes a **Trafficking in Migrants Quarterly Bulletin** with the latest developments on human trafficking at the global level and a free subscription option. The **Child Rights Information Network (CRIN)** has a website and listserv with detailed information on activities related to youth and children's rights.

## Section 3

### Finding Information on a Specific Country or Region

There are several excellent books available on the dimensions of human trafficking in particular countries. For example, *Traffic in Women: Human Realities of the International Sex Trade* and Human Rights Watch's *Owed Justice: Thai Women Trafficked into Debt Bondage in Japan*, offer detailed analyses of trafficking in women from Thailand. *Anti-Slavery International's The Trafficking of Children Between Benin and Gabon* presents information on trafficking of children in West Africa. *Fundación Esperanza's Female Exploitation in Colombia: Diagnosis, Analysis and Proposals* analyzes human trafficking of women in Colombia. Some countries also publish their own assessment of trafficking of persons into their country from abroad. One example of this type of report is the United States' *International Trafficking in Women to the United States: A Contemporary Manifestation of Slavery and Organized Crime*.

If you would like to find information on laws and efforts to combat human trafficking in a specific country, you can access *The Trafficking in Persons Report* published annually by the **United States Department of State**. (The Department of State's trafficking webpage also provides links to organizations and initiatives working to combat human trafficking around the world.) Many governments are beginning to include information about anti-trafficking activities, including legislation passed, campaigns, and cooperation between the government and NGOs, on their webpages. This information can usually be found in the section of the webpage dedicated to the ministry of foreign affairs or a similar entity.

By using an internet search engine, you can find web pages focusing on human trafficking with information on laws and NGOs operating in a specific region, such as **HumanTrafficking.org** which covers the East Asia and Pacific region. It is also relatively easy to find information on regions known as trafficking hot spots, such as Southeastern Europe. One excellent source of information on the current situation in Southeastern Europe is the 2002 UN report *Trafficking in Human Beings in Southeastern Europe* which provides extensive coverage of projects in the region and contact information for local organizations.

Finally, many United Nations funds and agencies have developed web pages on human trafficking and are actively participating in projects around the world. These funds and agencies include the **United Nations Development Fund for Women (UNIFEM)**, **United Nations Development Programme (UNDP)**, and the **Office of the UN High Commissioner for Human Rights (OHCHR)**. The website information for these UN agencies and funds can be found at the end of this chapter.

## Section 4

### Resources on Anti-Trafficking Conventions and Legislation

Currently, the most significant international instrument against trafficking is the **2000 Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, supplementing the UN Convention Against Transnational Organized Crime**. Also known as the Palermo Protocol, it calls for greater action against traffickers and for the protection of the human rights of the victims. However, the Protocol has not yet become a legally binding instrument as it has not been ratified by the required number of UN Member States. In addition, while the criminal provisions in the Protocol are obligatory on State parties, the human rights protections are discretionary. **The International Human Rights Law Group (IHLRG) Initiative Against Trafficking in Persons** offers an **Annotated Guide** to the Protocol. This guide is used as an advocacy tool by community organizations for the development of a human rights framework for national anti-trafficking laws and policies. Another useful guide promoting the protection of the human rights of trafficked persons, *Human Rights Standards for the Treatment of Trafficked Persons*, can be found on the website of the **Global Alliance Against Trafficking in Women (GAATW)**. The guide addresses the responsibilities of State parties to grant victims access to justice, reparations, resident status, health services and possible repatriation.

More and more governments around the world are creating anti-trafficking legislation. **Anti-Slavery International** has recently launched its report *Human Traffic, Human Rights: Redefining Victim Protection* covering research on existing trafficking legislation in ten countries and highlighting the countries with the best measures for assisting victims.

The **Optional Protocol on the Sale of Children, Child Prostitution, and Child Pornography**, attendant to the UN Convention on the Rights of the Child, is a potent international instrument that entered into force in 2002. It calls for recognition of the vulnerability and special needs of child victims, informing children of their rights, and providing appropriate services throughout legal proceedings. **UNICEF's Briefing on Child Trafficking to the Congressional Human Rights Caucus** of the US Congress includes a set of basic standards for the protection and rehabilitation of child victims. You might also find it useful to look at **UNICEF's Child Trafficking in West Africa: Policy Responses** which details efforts in the African context to coordinate national and regional responses to child trafficking.

The fight against child trafficking has been reinforced by **ILO Convention 182 Against the Worst Forms of Child Labor**, which also includes the issues of child soldiering and children working as virtual slaves in and outside the home. The **ILO's Trafficking of Children: The Problem and Responses Worldwide** and **Unbearable to the Human Heart: Child Trafficking and Action to Eliminate It** offer analyses of the global child trafficking phenomenon, methods for research, and examples of successful programs carried out by **ILO-IPEC**.

There are also several places you can look for legal information. The **IHRLG Initiative** has prepared a bibliography on Resources on Trafficking in Persons, which is available on the IHRLG website, that includes links to international documents and reports as well as links to NGOs working on trafficking and laws and policies related to trafficking around the world all organized by region. **The Protection Project** website offers a Legal Library with the texts of international instruments and US and other countries' laws against trafficking and related issues like prostitution. The Legal Bibliography covers articles on prostitution, children, forced labor, and more.

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## Section 5 Funding

When looking for funding for prevention activities, governments and intergovernmental bodies are good places to start. The **US Department of State**, the **US Department of Labor** and the **US Agency for International Development (USAID)** offer grants to organizations working internationally. The **European Union** also has several initiatives for funding anti-trafficking activities including the **STOPII** and **Daphne** initiatives. The **STOPPII Initiative** (the continuation of **STOPI**) focuses on the sale of human beings, while the **Daphne Initiative** targets violence against children, young people, and women. Different departments in your own government and other governments, especially ministries of foreign affairs, may also provide funding.

The **Organization for Security and Co-operation in Europe (OSCE)** is the largest regional security organization in the world with 55 participating countries (from Europe, Central Asia, and North America) and has recently become very active in the fight against human trafficking, particularly in Southeastern Europe. **UN agencies** also have resources and often collaborate with community organizations. Several international development agencies, including the **Swedish International Development Agency**, offer funding opportunities for anti-trafficking activities as well. While there is limited funding available for anti-trafficking projects, forming partnerships and sharing resources with other organizations can improve your chances of receiving grants and of being able to conduct effective prevention activities in your community.

## Conclusion

Very few organizations focus on the prevention of youth trafficking, even though evidence suggests that most trafficking victims around the world tend to be under the age of 25. Youth everywhere want opportunities to travel and earn a living wage. With this manual and the resources offered in this chapter, you can help young people make informed choices and prevent them from falling into the hands of traffickers. For more information on the prevention of youth trafficking, contact the **International Organization for Adolescents (IOFA)**.

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## Websites

*Anti-Slavery International*

[www.antislavery.org](http://www.antislavery.org)

*CATW*

[www.catwinternational.org](http://www.catwinternational.org)

*Council of Europe*

[www.coe.int/T/E/Committee\\_of\\_Ministers/Home/](http://www.coe.int/T/E/Committee_of_Ministers/Home/)

*CRIN*

[www.crin.org](http://www.crin.org)

*ECPAT International*

[www.ecpat.net](http://www.ecpat.net)

*EU Daphne Initiative*

[europa.eu.int/comm/justice\\_home/project/daphne](http://europa.eu.int/comm/justice_home/project/daphne)

*EU STOP Program*

[europa.eu.int/comm/justice\\_home/project/stop\\_prov\\_en.htm](http://europa.eu.int/comm/justice_home/project/stop_prov_en.htm)

*Fundación Esperanza*

[www.fundacionesperanza.org.co](http://www.fundacionesperanza.org.co)

*GAATW*

[www.thai.net/gaatw/](http://www.thai.net/gaatw/)

*GEMS*

e-mail: [gmsgirls@aol.com](mailto:gmsgirls@aol.com)

*Human Rights Watch Trafficking Page*

[www.hrw.org/women/trafficking.html](http://www.hrw.org/women/trafficking.html)

*HumanTrafficking.org*

[www.humantrafficking.org](http://www.humantrafficking.org)

*ILO*

[www.ilo.org](http://www.ilo.org)

*ILO-IPEC*

[www.ilo.org/childlabour](http://www.ilo.org/childlabour)

*Immigration News*

[www.asylumsupport.info/links/trafficking.htm](http://www.asylumsupport.info/links/trafficking.htm)

*International Federation Terre des Hommes*

[www.terredeshommes.org](http://www.terredeshommes.org)

*IOFA*

[www.iofa.org](http://www.iofa.org)

*IHRLG Initiative Against Trafficking*

*In Persons*

[www.hrlawgroup.org/initiatives/trafficking\\_persons/](http://www.hrlawgroup.org/initiatives/trafficking_persons/)

*IOM*

[www.iom.int](http://www.iom.int)

*Kvinnoforum*

[www.kvinnoforum.se/english/index.html](http://www.kvinnoforum.se/english/index.html)

Kvinnoforum's Q-web

[www.qweb.kvinnoforum.se/trafficking/indexII.html](http://www.qweb.kvinnoforum.se/trafficking/indexII.html)

NSWP

[www.nswp.org](http://www.nswp.org)

OSCE

[www.osce.org](http://www.osce.org)

Protection Project

[www.protectionproject.org](http://www.protectionproject.org)

Save the Children

<http://www.savethechildren.org/crisis/exploited.shtml>

SIDA

[www.sida.se](http://www.sida.se) (link to English language site available)

Stop-Traffic Listserv

[fpmail.friends-partners.org/mailman/listinfo.cgi/stop-traffic](mailto:fpmail.friends-partners.org/mailman/listinfo.cgi/stop-traffic)

Stop-Traffic Listserv Archives

[fpmail.friends-partners.org/pipermail/stop-traffic](mailto:fpmail.friends-partners.org/pipermail/stop-traffic)

UNDP

[www.undp.org](http://www.undp.org)

UNFPA

[www.unfpa.org](http://www.unfpa.org)

UNHCHR

[www.unhchr.ch](http://www.unhchr.ch)

UNHCR

[www.unhcr.ch](http://www.unhcr.ch)

UNICEF

[www.unicef.org](http://www.unicef.org)

UNIFEM

[www.unifem.undp.org](http://www.unifem.undp.org)

UNODCCP Global Program against Trafficking in Human Beings

[www.odccp.org/trafficking\\_human\\_beings.html](http://www.odccp.org/trafficking_human_beings.html)

US Department of State Human Trafficking pages

[usinfo.state.gov/topical/global/traffic](http://usinfo.state.gov/topical/global/traffic)

US Department of Labor

[www.dol.gov](http://www.dol.gov)

USAID

[www.usaid.gov](http://www.usaid.gov)

World Vision

[www.worldvision.org](http://www.worldvision.org)

## Conventions

ILO Convention 182 on the Elimination of the Worst Forms of Child Labor  
[www.ilo.org/public/english/standards/ipec/](http://www.ilo.org/public/english/standards/ipec/)

UN Convention on the Rights of the Child  
[www.unicef.org/crc/crc.htm](http://www.unicef.org/crc/crc.htm)

Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography  
[www.unicef.org/crc/crc.htm](http://www.unicef.org/crc/crc.htm)

2000 Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children, supplementing the UN Convention against Transnational Organized Crime  
[www.odccp.org/crime\\_cicp\\_convention\\_documents.html](http://www.odccp.org/crime_cicp_convention_documents.html)

Other Human Rights Instruments, by country, name of treaty, type of treaty, reporting status, ratifications and reservations, can be found at: [www.unhchr.ch/tbs/doc.nsf](http://www.unhchr.ch/tbs/doc.nsf)

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