

Prevention of trafficking in women

Publication aimed at teachers of last grades at primary schools, professors at grammar schools, psychologists and social workers

Prague 2000

The International Organisation for Migration in Prague (IOM Prague)

is publishing this professional booklet within the framework of a vast project aimed at the prevention of trafficking in women. The goal of this project was to inform the Czech public about the phenomenon of trafficking in human beings and the fact that, more and more often, it is Czech women who end up in the hands of the traffickers. The other equally important aim of the project was to participate in the establishing of functional mechanisms for the prevention in the future, in co-operation with governmental and non-governmental organisations and other representatives of professional bodies. This booklet was published for everyone, who can, by communicating with children and adolescents, contribute to the increase of the level of knowledge concerning this issue, and therefore help to halt the growth of this phenomenon in the future.

The International Organisation for Migration (IOM) is an inter-governmental organisation, the mission of which is to provide complete migration services, to organise the voluntary returns of migrants to their countries of origin, provide help in health matters, etc. On the basis of the demands of the governments of the different states, IOM creates advisory programs and it co-operates in the co-ordination of migration activities and the creation of migration strategies with governmental and non-governmental organisations. IOM distributes information concerning migration and the aspects related to it, in the form of information campaigns.

The Czech Mission of the International Organisation for Migration (IOM Prague) is one of the 71 missions of the IOM, an organisation with its main headquarters in Geneva, which has been operating around the world from 1951.

We would like to give thanks to all, who participated on publishing of this professional booklet and we wish a success to everybody who will be working with it.

Barbora Šimerová
Martina Štumpfová

FOREWORD of the Ministry of Education, Youth and Sport

The problem of "socio-pathological behavior", as would be defined in contemporary language, has existed from the beginning of time. There are always those who would seek to achieve self-realization through others. During the development of mankind the perspective has altered according to the time, culture and social mores through which we view this problem. It is a good thing that we live at a time when we feel the need to resist, with determination, the effects of this problem, socio-pathological behavior, when even segments, branches, and groups of differing interest link together.

In the case of the prevention of trafficking in women, the originator of the project, "the International Organization for Migration", joined with the representatives of government authorities active in this field from the Ministry of Education, Youth and Physical Training, from the Ministry of the Interior Department of Crime Prevention, and a non-governmental, non-profit making organization "La Strada". Even this unique example of multiple participants can prove that it is possible to co-operate on levels which, generally speaking, do not usually get on very well together.

Co-operation took place partially through the media - in the form of TV and Radio shots and advertisements in the Press, partially in the form of chat shows or educational seminars. This publication summarizes the final result of the whole process. It does not pretend to be exclusively a specialist text, but is intended to be of methodological assistance for teachers and education workers both in and out of school, in places where we can find even minimal evidence of some possibility of the abuse of children and young people.

I would like to point out that this is only the first step, which may therefore contain some weak points, given the minimal experience with this problem in our present social environment. This is the right place to now express my plea: To you - everybody working with children and young people, you who have the opportunity to influence them positively, do not take this problem lightheartedly, as if only something you have learnt from adventure films and literature. Provide the young people with your personal knowledge of this field, knowledge you might have acquired, if only as a result of reading this publication. I am pleased that a text like this does now exist, and believe that it will meet a positive response in schools, and therefore the whole problem of sexual abuse on the level of human trafficking will be given its rightful significance.

Jiří Pilař

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I. INTRODUCTION

Dear colleagues,

Previously, it was a part of our cultural tradition to treat with contempt problems and processes which did not seem to fit into our "decent society". This approach is not only undesirable but also dangerous. In addition at present, when even children have access to all kinds of information, the important thing is to present this information to them in such a way that they find it both useful and sensible.

The topic of sexuality has been an official taboo for many centuries. These days, it is becoming of public interest, even considered as a means to fame or richness. The trade in sex has existed as long as the humanity itself and in many countries has become a legitimate and tolerated part of life of the society.

What is then the illegal, non-tolerable and dangerous aspects of this fact? It is, that such people participate in the trading in sex, as people using practises denying the freedom and human dignity or even endanger the health and sometimes the lives of other people.

In the past ten years the living conditions have become more dynamic, our country is increasingly becoming a part of the European and world movement. The economies of different countries interlink, the mobility of people is virtually uncontrollable. Many do not manage - and some of them do not even want to - adapt to the coming changes. This unpreparedness mostly concerns those who are most vulnerable - children and adolescents - and it is often connected with the lack of an ability to identify danger and efficiently protect themselves.

We are convinced that the principle of knowledge concerning the problem of trading in sex and trafficking in human beings, can, and has to, go hand in hand with the principle of creating safety for ourselves and also for other people. In addition, we are convinced, that the most effective way to connect both these principles is to proceed with preventative educational programs. We are offering you specific pieces of information and a proposal as to how to operate with them. We shall be glad should you use any part or methodical recommendation of this professional publication, or should it be a source of inspiration to you.

We also recommend you to familiarise parents with this topic. It will surely make your pedagogical work easier, and it will help parents to think well in time, of the possible dangers threatening their children, and to understand the meaning of the discussion of this problem at school.

We wish you, your pupils and students the maximum possible benefit from working with this text.

Authors:

Yvonna Lucká
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II. TRAFFICKING IN WOMEN - DESCRIPTION OF THE PROBLEM

Marta's story:

It started as usual. I met him at a disco. He had a lot of friends among the foreigners who came into our town. He was quite impressive. I always wanted to travel and get to know the world, but I didn't have enough money. And he promised me a job in a foreign restaurant. He behaved so nicely, that I had no reason not to believe him. When I came to Germany with him, the owner of the restaurant borrowed my passport to sort out the formalities of my stay. I never got it back. I never worked as a waitress. Instead, they just beat me if I denied sex to any of my clients. I couldn't escape because they kept me locked up and guarded me. I told my story to their customers, but nothing changed.

Even though stories, concerning the destinies of young people, mainly girls who disappeared into nowhere, appear more and more frequently in the media, they are fragmentary and often distorted. In most cases they do not study the problem very deeply and most importantly, they do not portray the most important information - how to avoid such an experience, i.e. prevention. Therefore we consider it useful to offer you, the professionals working with children, a very detailed view of the problem of trading in human sex.

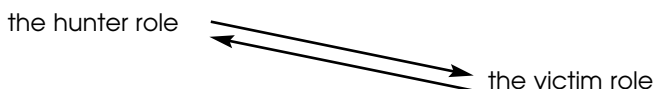
Even in its very early age a child has, thousands of experiences as to how contacts with other people work. It discovers the connection between its own behaviour towards other people and the behaviour of other people towards it. One of the most problematic and at the same time the most dangerous kinds of behaviour could be categorised as manipulative.

1. Manipulative behaviour of an individual

Manipulative behaviour and conduct is a way of one person treating another, or both persons treating each other, which is not equal and does not respect the other individual; on the contrary it exploits him/her in order to achieve its own personal targets.

Manipulative behaviour may, of course, appear even among groups, nations...

We would like to present to you teachers, a simple model of this type of relationship:



Between the illustrated roles, there is a connection which is obvious from the picture. A child or an adult does not play the role of the victim without the pres-

ence of a hunter and nobody can play the role of a hunter without someone playing the role of the victim. For human life to be even more complex, psychological research has shown that people often mutually change these positions and quickly switch from one into another. You - and maybe even your pupils - might be interested in the fact, who assumes the position of the victim and the hunter most frequently.

The VICTIM is more often played by an individual who has some sort of disadvantage or defect in comparison with the "average", or the hunter. This person may be younger, weaker, different, less mature, less experienced, less content, feeling more isolated. Anybody can become a victim.

The HUNTER may be an individual who is taller, stronger, older, whose feelings have been subjugated, possibly with a negative experience involving other people, more aggressive, etc. The same applies as to the victim - anyone can become a hunter.

• We propose you to involve the pupils at this stage. Let them form several groups and ask the following questions. Does this problem exist also in the animal world? What are the relationships within one animal specie and among different ones? Leave the groups to elect a speaker to present the group's ideas during the general discussion. •

Manipulative behaviour has the form of psychological pressure, physical violence and often a combination of both. Violence towards children and adolescents, girls and boys, may take the form:

- of torture, sexual abuse etc. in families,
- verbal threatening, physical abuse or attack, etc. outside the family.

One of the most cruel forms of violent, abusive behaviour is **TRAFFICKING IN HUMAN BEINGS**. You probably still remember that this way of people treating others has a long and dark history, that one long phase of the evolution of society is called the period of slavery, and that the problem has not completely disappeared yet.

• At this stage we propose a possibility to work with the children, either on the topic of position and handling slaves in ancient Rome, or the past enslavement of black people in Africa. The format of this work may vary. •

In connection with the development of global civilisation, there has been an increasing number of discussions concerning human rights and basic liberties, the legality and illegality of the violent treatment of people. There are many definitions stating the actual meaning of the words "trafficking in human beings". They depend on the author and purpose of formulation.

Therefore the definitions for the needs of the protection of the states, for the needs of legal liability of the "hunters" or for the needs of non-governmental organisations orientated at the protection of human personality, vary. We consider

the definition of **trafficking in human beings** of the non-governmental organisation Global Alliance Against Trafficking in Women (GAATW) as one of the most appropriate and comprehensible:

"Trafficking in human beings is all kinds of behaviour using violence, threats of violence, abuse of power, thralldom for debts, deception or other forms of compulsion which are connected with obtaining, impressing or the transport of a person for labour purposes or for the execution of services, disregarding the fact, as to whether the state borders were crossed or not."

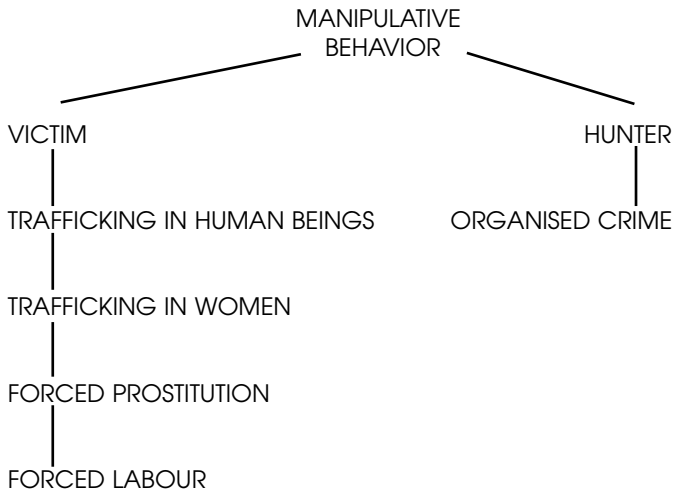
The victims of trafficking in human beings can be both women and men, adults and children. It is true, that the proportion of cases when the "subjects" of trafficking are boys and children, is growing world-wide. In the Czech Republic, trafficking in human beings mainly involves women. The largest agenda is trafficking connected with sex, primarily FORCED PROSTITUTION.

The definition of trafficking in women according to GAATW is a variation of the definition of trafficking in human beings:

"Trafficking in women is any help or co-operation in the mediation of services and/or ensuring transport to the place of the execution of work, both at the territory of one state and in foreign countries, using violence, abuse of rights or position, debt of the woman, deceitful behaviour or other methods of compulsion. The best known form of trafficking in women is kidnapping them to a foreign country for the purpose of prostitution."

Prostitution, as providing sexual activities for money, is not in most countries, illegal. But it is illegal to force somebody into prostitution (procuring), and many other activities connected with prostitution (e.g. extortion, kidnapping, raping, sexual abuse, restriction of personal freedom, etc.). Prostitution is often organised and closely connected with the existence of ORGANISED CRIME. Organised crime is clearly becoming an especially dangerous form of criminal activity. Its symbols are based on a military hierarchical structure, brutality and international connections. Criminal organisations usually operate in many European and overseas countries and they commit a variety of criminal acts. Their target, apart from great financial personal profit, is also gaining political and economic influence. Organisations originating mainly from the states of the former Soviet Union, former Yugoslavia, Bulgaria, Italy and Southeast Asia operate within the territory of the Czech Republic.

Let us now attempt to summarise this text into a clear scheme:



Because this information brochure is primarily aimed at prevention, the entire following chapter is dedicated to the detailed research concerning potential victims among children and adolescents.

Let us ask the following question "who can play the role of the hunter, the perpetrator of the illegal trafficking in women?"

• **At this stage we propose you again to work with the children on a collective brainstorming and write on the blackboard all the children's thoughts, as to who this perpetrator could be.** •

Possible answers:

1. In families, where the victim is forced into prostitution and sometimes into participating in the photographing and video recording of porno-products, it is usually the adults, most often the parents and rarely the older brothers and sisters. This has a direct relationship to a weak or desperate economic situation of the family, unemployment of the parents, large number of children in the family, a degraded list of priorities and crime in general.
2. Outside the family:
 - a) young, sociable, self-confident, tidy and sympathetic men, operating at discos, in bars, acting as henchmen and first-contact persons. They are men without any past (no parents, siblings, permanent residence, etc.),
 - b) elegant, respectable looking, sociable and kind middle aged ladies, pretending an interest about your "future",
 - c) young women - contemporaries behaving in a very friendly and open manner, making an "immediate impression"

d) agencies looking (most often through an advertisement) for girls to work abroad in the area of tourism, catering and entertainment, babysitting, modelling, and offering language courses. These agencies are subject to suspicion because they do not have any headquarters or at best only a fictitious one, they are usually not registered, the names of their employees or managers are not stated, etc.

A common attribute of all these people and institutions is that they are only the first "antennae" of the well organised groups of organised crime.

A widely spread opinion prevails in our society, and it is that women get involved in prostitution intentionally and voluntarily, that they do not want to do anything "proper", or that "they are bitches anyway". The problem of prostitution is closely connected to moral rejection or judgement, fear of the possible spread of sexual diseases, and of moral threat to youth. There also is a much less acknowledged view, seeing that a high percentage of prostitutes became the victims of trafficking in women, that it is forced prostitution and therefore a severe abuse of the human rights of women, destroying physical and psychological integrity, human dignity, limiting the freedom of movement and free choice of the kind and place of performance of a job.

**• We propose again a possible work with the children, mainly the older ones
Write down a list of advantages and risks of being a prostitute. •**

These are possible items of the two columns:

advantages :

- no qualification necessary
- immediate income
- it is possible to earn a lot of money

risks :

- dangerous profession with both health and sometimes life at stake
- the money is "hard" and often disgustingly earned
- none or very little money remains in the hands of the prostitute
- increased danger of drug dependence
- "one foot behind bars"
- time-restricted "career"
- often trying to hide her occupation from the rest of her family

We consider it important to briefly mention- and it is up to you whether you mention it to your pupils - that there also exists a growing degree of prostitution among men and boys. This problem also exists in the Czech Republic and is closely connected to the problem of drug addiction. Obtaining the financial means for the purchase of drugs can be a motivation for selling oneself or for the agreement to the recording pornography. Simultaneously, the addicted boy may be blackmailed and into other forms of criminal activities may arise.

III. RISK FACTORS CONCERNING CHILDREN AND ADOLESCENTS

Whenever there is a new report on television or in the press about the kidnaping of a young girl, about forced prostitution or a similar violent act, it stirs doubts and versions as to how this might happen - to what extent is the victim "guilty". Different opinions appear from "this could have never happened to a decent girl, she must have caused it by her own carelessness, stupidity..." to "this could happen to anybody, every man is powerless against such a trap, there is no means of protection". The truth is, that there is mutual influence and contact between the victim and the offender. We know, that the contact persons, looking for the potential victims of trafficking in women, contact many more girls than they eventually trap. What makes one girl sense the danger and say clearly NO, and another one behave in such a fashion that the offender can make further progress? What is the reason for one girl spotting the danger and not letting her passport out of her hands, and another one realises the danger when it is too late? An important role is played by information and knowledge i.e. what the girl heard about this problem, how she understood it, and what precautions she took (e.g. from a leaflet or seminar). In addition, it has been repeatedly confirmed that anything we lived through in our past, mainly our childhood, forms our conscience, opinions and reactions. If in the course of our development we were subject to situations and circumstances not satisfying our natural needs, certain characteristics and tendencies may be created, which increase the risk that we shall be less able to face the negative impulses from our future environment.

1. BASIC DEVELOPMENT NEEDS

The development model of Allberto Pessu, the author of psychomotoric therapy, researching the circumstances of traumatisation, offers a useful summary of this problem. The theory divides the basic development needs into five categories. Let us look more closely at each one and look for its connection to our topic.

1.1. The need for a place

The first great need is the need for PLACE. From your own experience you surely know, that there is a difference between a child born to parents who have been longing for it, and an "unwanted" one. The place in our parent's heart before we are even conceived can influence the feeling of being welcomed into this world. When we grow and develop in the womb, we experience the first place, where everything is ideal, if all goes well. The mother's body surrounds us and cares for us even better than her arms, without us having to do anything, we have everything: warmth, security, nutrition. Giving birth is a process which,

above all, confronts us with a sudden need to adapt to a new environment, so different from the one we have lived in so far. What is this new place and what impulses come from it are the decisive factors for our feelings. Firstly, it is our mother's arms. Our "home" and its perception are influenced gradually by other members of the family. In the course of further development we are constantly confronted with new surroundings and we have to be able to find our place in those surroundings. This not only concerns the kindergarten, school, our peer group, but also any other social group. In adulthood, we have the task to find and keep a place next to our partner, to be able to create a place for our own children, to find and keep a job, etc. Our success depends on the feeling that there is a place for us in the world. If we did not find our place in our childhood, in our adulthood we may have the feeling that we do not "fit" into this world, that there is no place for us in the sun.

Children and adolescents who had a serious deficiency in satisfying this need of place, are different in many aspects and attract the attention of those who care for them. For example, a child who has grown up in a foster home or has been changing environments, hasn't got the so called "roots". Frequent hospitalisation, stays in other medical institutions, emigration etc. may have a negative influence. Another more frequent example would be of the child having a stable environment, but this does not have the values (character) desirable for the child. This concerns homes where one of the important persons is missing. Sometimes all these persons are present, but just formally. There is no time for contact, talking and being together. Although the home looks great at first sight, it can be a place full of boredom, coldness, disinterest, irony and only a small amount of true and mutual interest.

A frequent common characteristic obvious from the wish of young women to travel abroad to work, is discontent with the place where they are. This was the case of the **seventeen-year-old Zuzana**, who is telling her story:

From six years of age I lived only with my mother and grandmother. My mother had to earn money and she was often angry and cross. Before that it wasn't any better. Before my mother and father divorced, they were often arguing and sometimes it used to be hell on earth. When I grew older I tried to escape from home at any time. We hung out on the streets, went to discos and so on. My mother forced me to attend a vocational school and she complained all the time about the fact that I wasn't at home. But what would I do there anyway, only boredom and arguments with my mother were waiting there for me. My grandmother had died. When I got the offer to go and wash the dishes in a bar, I said to myself that I haven't got anything to lose, I will at least get to know Italy. It didn't occur to me that it would end up like this. I knew one girl, who went to work there as a chamber maid, and came back safely.

During adolescence, it is typical for young people to regard their parents and home very critically, from a distance. One can often hear from them, that they imagine their life to be different, and they have an idealised view of everything that is strange and foreign. A passion for travelling and, longing to get to know

the world are the subjects of their fantasy; but young people who are not anchored in a family feel this urge much more powerfully. Sometimes the departure can be a means of avoiding the problems solution at school, with parents or at work. In some cases it is related to the loss of status among contemporaries, in a group, or splitting from their partner. In the majority of cases, nobody is surprised by such behaviour of a child from an adverse social environment. The fact remains though, that the number of girls applying for risky jobs abroad is increasing, not excluding girls from "good families". That is connected to the fact, that behind the "everything-all-right image" there are not the qualities one would expect, or to the fact, paradoxically, that up to this age the girl was strictly disciplined without the essential knowledge and experience of the outside world, and such a decision for adventure - most of the time made secretly - is a revolt against restrictions. Finally, there is another circumstance increasing the tendency of interest in risky jobs abroad; that is unemployment and the fear it causes.

That was very well encapsulated in the story of the **eighteen-year-old Renata** who became a victim of trafficking in women and consequently was forced into prostitution:

We always had little money at home, my dad had been an invalid for several years. I tried to earn some money, but you know how it usually is. My mother was looking for a job for over a year, but all the companies are dismissing their employees. They were mad with the fear at home, that after my graduation I wouldn't be able to get a job...and I also wanted money to buy clothes and go where I wanted to. And then this offer came. It looked sensational - A lot of money for three months work. I thought that afterwards I could be looking for a job without such terrible stress...

Children and adolescents should know, that the people searching for and contacting potential victims of such crimes, can very well sense which girl or boy lacks a solid background, and they are able to paint the picture of the place they want them to go to, very attractively. They take advantage of the unfortunate circumstances and instead of possible solutions, they promise "a miracle". They know very well that young people tend to see the world, in this fashion, very often.

1.2. The need for security

Another need is the need for SECURITY. To ensure of the security of a small child is, mainly in the first years of its life, a very difficult task. We protect the child from any potential danger that could come from outside, be it the cold, road traffic or an evil person. Simultaneously we have to prevent it from hurting itself. Small children are surrounded by dangers, they can throw something at themselves, scald themselves, eat something not meant to be eaten, etc. Older children have many dangerous thoughts and ideas. The most important task of parents is to teach their children to distinguish between the things that are dangerous,

and those that are not. What to avoid, what are the risks to be taken, what can be done more safely. For example, by explaining to the child how to cross the road safely and the possible consequences of carelessness, we equip it with the ability to protect itself. In general then, if good care is taken of the child's safety during its childhood, it will probably have a higher ability to identify any coming risks. But there are also children who have not been that lucky. One extreme is the neglected children left to themselves, living through fear and powerlessness. Some children are exposed to the abusive manners of their surroundings, physical, psychological or sexual attacks. These children are powerless against this evil, and they often don't even know that it is something "not being done". The adults exploit their power and the final feeling of the child is one of chaos and a feeling that it cannot defend itself. When such children grow into adults, they can be very frail, or they are tortured by the uncertainty of what is safe for them and what is not. They cannot read the signals of danger and they have a tendency to be passive and resigned. When they are threatened, they fall into panic and are not able to defend themselves. The second group of children is also unlucky, because they were born into families who cherish them as gold. The tendency to remove all obstacles from the child's path might lead to the result that nothing will happen to the child; but sooner or later it will be confronted with other environments - school, the street, its peer group. And it is there that these children are not able to sense danger and face up to it. They get into impossible situations. While neglecting its upbringing gives the child the impression that the world is full of dangers that can't be defeated, the hyper-protective upbringing leaves a naive impression that the world is a place where nothing bad could happen and all warnings are to be ignored.

It is understandable that the victims of trafficking in human beings and forced prostitution are more often those people, who have been already confronted with some form of abuse. In addition there is naivety, confidence in one's own safety, lack of information. The offenders often provide evidence of safety of the whole planned contact, they try to leave the best impression, sometimes they even warn against a different, so-called dangerous situation.

1.3. The need for care

The need for CARE is, especially at the beginning of life, connected to the care for nutrition, but quite soon another quality of this need appears. The child needs to be fed not only by food, but also with attention and interest. The way we play with it, whether we do what it likes, whether it senses the world with us as a place with many possibilities and fun, that all relates to the child's feeling of inner fulfilment. The opposite is the feeling of emptiness and boredom, leading to experimenting with things, that could bring fulfilment. Most often this is reflected as digestive problems, problems with substances temporarily filling the gaps. Exciting, risky experiences are searched for primarily by those who need to defeat the feeling of emptiness.

The **nineteen-year-old Lenka** describes a similar problem:

I was basically bored all the time and had no interest in anything. I never went anywhere, for example to piano classes etc. At home I was either alone or with my sister. Then she got married. I spent a lot of time watching television and imagining what will it be like when I finish school. Then I started to go to discos with my classmate and suddenly I was in a different world. We had a lot of fun in our group. The offer to work in Germany we got simultaneously with my friend, we were supposed to work as waitresses in a hostel. We thought that it was going to be fun and that nothing could happen when there were two of us. But the last time I saw her was in the car at the border. I was forced to go by another car.

The offenders often tempt their victims by pretending an interest in them, spending time with them, hosting them. Even such cases have occurred, when a man was pretending to be in love with the girl and then he sold her abroad where he had invited her for a holiday.

1.4. The need for support

When a child is born, we SUPPORT it in every possible way. We cuddle it, rock it and lift it against gravitation, which calms it. When it grows a little and becomes mobile, we support it when walking, lift it when falling. For yet an older child it is important how we support it, how we encourage its talents which later result as an ability to stress the things which are good and useful for it. Another aspect of fulfilling this need is to learn to find support in ourselves in demanding situations. The opposite is the inability to resist pressure and the tendency to give in, to collapse. A person, who was, in his/her childhood, supported in relative self-sufficiency and endurance, will deal better with later pressure; it is easier for him/her to sense when he/she is being manipulated. The people who did not receive adequate support in their childhood, have worse orientation in problems, they find it difficult to look for alternative solutions. This could be repeated in a situation when they are considering an offer of employment. Therefore, young girls who haven't got sufficient support from their families, become the victims of trafficking in human beings and forced prostitution. The school and teachers can also do much in the field of prevention. At the beginning, the offenders situate themselves into the position where they offer to their victims a certain possibility of profit and are interested in cultivating their talents.

Eighteen-year-old Petra tells her story:

I met N. in a club where he had invited me. He praised my German and said that I would surely be able to make myself understood in Germany. Then he showed me some photos of models and told me that I was at least as good as them. I would just need to learn to walk and move. He wanted to take a couple of photos and praised my figure. He said that I had a talent that must not be forgotten. After all that had happened to me, I only thought that he must be

saying the same to every girl he wishes to get into his trap.

Not much is discussed and known about the last need, the need for a LIMIT.

1.5. The need for a limit

One of the important parts of this need is to show clearly to the child what is "yes" and what is "no". To introduce a limit doesn't mean to criticise or punish the child, but to present his/her feelings and behaviour with a certain firm framework. For example, a mother can express her understanding of her little son being angry to have to finish his game, but she protects him should there be the danger of hurting his her head in his anger. In a certain phase, when the child starts behaving enticingly and starts experimenting with its sexuality, the parent needs to put a limit on its behaviour. This is not for the parent to punish or threaten it, but to make it obvious that human relationships have their borders and norms.

A child, who is missing the healthy distinguishment between "this is OK and this is not", is more often restless and uncertain, and subconsciously it is trying to obtain the limit by being increasingly objectionable. It tries to test how much more its surroundings will take and where the limit will be. A lack of natural limit usually subsequently results in an insufficient sense for borders and respect, the inability to distinguish the limit. An obvious tendency is to take risks, sometimes right at the borders of real danger. This is related to the inclination to experiment with drugs, sexuality, criminal activities, etc.

Some victims said, that they had reacted to the job offer also because of a sense of curiosity and a secret wish to try something dangerous and tempting at the same time. The natural need to exceed the limits posed by the adults may, in combination with a low sense of limits, eventually become fatal.

Finally we can summarise this text into the conclusion that those, who in their childhood did not have one or more of their needs sufficiently satisfied, are less able to recognise danger and find ways of protection. They take risks more often and they look for self-satisfaction, which can be dangerous or destructive. They have difficulties recognising borders and values. Young people, who did not have adequate support, had to learn how to support themselves too soon in their lives. They do not believe, that they could share their troubles and difficulties with the adults, they have no confidence in adults interest and help. Additionally, it is possible that attractive girls or girls, relying on their image and charm as one of the greatest assets, are at higher risk. They are then easily seduced by the vision of fame and money. School can play a great part in its prevention and therefore be of great help to children and young people.

2. ABOUT COMMUNICATION AND PREVENTION

To share with one's pupils and students the so-called "delicate topics" is one of the greatest skills of pedagogy. Arguments concerning the subjects and form of presentation are employing the minds of many professionals. This was clearly shown by the topic of sexual education, where the question was opened "what is the responsibility of the family and what is that of the school?"

Children and adolescents are surrounded by a world which floods them with information concerning sex, pornography and violence. Sometimes this leads to the conclusion that the children know everything anyway and that there is little point in discussing it with them. But to see and hear does not mean everything. It is also important to share such knowledge. Of course such sharing is different in the family and at school. In a well functioning family, there is enough space for discussions concerning personal aspects and also values and opinions which are typical for the family.

What can the school and teacher offer?

1. Information

We don't have in mind the transmission of information in the form of explanation or presentation of leaflets, but motivation of the children to think about the facts, that they have already seen or heard concerning trafficking in women and enforced prostitution. Ask the following questions:

Who has already heard or read something about it?
What do you remember as important?
What feelings relating to it did you have?
What did you think about it?
Have you talked about it with anybody?
What did they think?

It is useful to teach the children to recognise dangerous signals. For example, you can inspire them to notice suspicious advertisements. Offer the question, whether one knows at first sight what is a genuine offer. Use the leaflet published by the organisation IOM and let yourself be inspired by it.

Possible exercises:

• **Recommend to the children that they divide into small groups and present them with the following task:**

What are the indicators of the offer (advertisement) being suspicious? Put down a list of places where one is likely to meet persons targeting victims. Is it possible to identify such persons? How do they behave, what do they offer and why?

The group can elect a speaker who writes the ideas down or the pupils can write their ideas on a large piece of paper. The full papers are then exhibited and discussed. •

The aim of the work with information is, above all, to teach the children to recognise dangerous signals, to be able to sort them critically and put them into perspective. By so doing, the school can provide an invaluable service - a possibility to communicate.

2. Communication

The space devoted to this topic is an invaluable service for children who, for various reasons, cannot discuss them in their families. Therefore it is good to praise and value such a child should it come up with the topic voluntarily. By that we declare that school is a place where it is possible to share thoughts and ideas. The direct opposite is to suggest that such things do not belong to the school environment. That is mostly the easiest solution. But for the child, this means strengthening its distrust in adults and a confirmation of the negative thought that the child is alone to solve such a problem or associated sorrow. On the contrary, if we praise and support the child's motivation to share, if we take its questions seriously and respect that it cannot always find the right words, we increase the probability that in a doubtful situation, it will turn to someone who can help. That is the most important part of the prevention of the already mentioned crimes.

Several ideas to start the discussion:

- **Read out the story of Marta which you can find at the beginning of the second chapter.**

Together with the children find:

- **Where are the signals of danger, which she couldn't identify?**
- **What could she have done differently in that situation?**

Use the recommendation "before departure and during stay", which you will find in our brochure, to further investigation of what Marta could have done in the different phases of her story in order to secure her safety and salvation in dangerous situations. •

To support good communication in the class we suggest:

- a) Show respect to any opinion (you have the right to honour what you feel, understand it your way).
- b) Proclaim the right to not knowing or not understanding - be there for your pupils (it is normal, that nobody knows everything).
- c) No question is stupid, it is stupid not to ask and then not to know.
- d) Don't be afraid to show, even in your position, that you don't know everything, but try to investigate jointly, who could provide you with further information.

3. Teach your pupils to say NO

It is sad, that we do not teach our children to refuse things they don't like or mind. For example, the adults force them to give a kiss to strangers or relatives, or to play the piano for a visit even though the child protests. Even at school the

children are led to obeying authority, even though it shouts NO inside them. And later on we are surprised, that they are not able to say NO in dangerous situations, when it is absolutely necessary. For example, when someone abuses them sexually or manipulates them.

Therefore it is important to stress all the time to the children, that they have the right to say NO.

Proposition of an exercise:

•Divide the children into small groups and propose them to investigate all reasons and feelings that usually prevent them from saying NO. They can write their ideas on a large piece of paper and then put them up on the blackboard. Then discuss the situations together.

- **Return to Marta's story. Together with the children, find the things she could have refused and how. Find concrete formulations for such refusals.**
- **Together with the children look for other ways of expressing NO (by running away; calling for help; a consultation with somebody who can decide what to do).**

4. Intuition

This ability provides us with a lot of impressions about people and situations. Sometimes we have the feeling, that something is wrong, at other times we have "a nose" for danger. Children like to talk about such impressions. Start such a discussion and stress that it is always useful to listen to these messages even though they seem illogical.

5. Place

An important part of prevention is the presentation of information concerning places, where when necessary one can find help. Investigate together with the pupils, who or what place could they turn to for advice. Distinguish between the common worries and situations when it is necessary to talk to a professional. Use the information in the following chapter and talk to the children about such places as the crisis centres or help lines.

One more remark: It is important to explain, that the victims of trafficking in human beings and forced prostitution in most cases need help after their return to normal society, but stress that this return is possible. This message of hope may be something to grasp for those who got into danger. It can help to assist their return and survival into normal society.

IV. SUBSEQUENT CARE

Information concerning subsequent care and places where help can be found if necessary, may prove to be useful in the near and distant future. From your own experience you surely know very well, that helplessness and feelings of loneliness are most often the reason for crises in adolescents. Mistrust of the adults and their world can be an obstacle in communicating with them in the closest surroundings. Crisis centres and help lines have been started to work for the crises solution, sudden traumatic events and other stress factors. They are a form of first aid. Their most important characteristic is an easy accessibility at any time. Some help lines are devoted primarily to children and adolescents, others to the whole population. Well-trained professionals are working there 24 hours a day. The callers can, if they wish to do so, remain anonymous. This is the reason, why the help lines are used for sharing intimate or secret topics. Sometimes children call the help line and "make fun", they create imaginary problems, laugh at it etc. At first sight some people may resent this, but in fact it is testing out who will answer the call, what is he or she saying and will he/she be official. Even though this may be blocking the line, it is important not to show a negative response, because should the children have a problem in the future, they will call again. As teachers, you must also be subject to situations when the children are provocative and thereby testing your reactions.

Ideas for exercises:

- **Divide the children into groups and recommend that they find and write down:**
 1. **What would be, for them, a reason to call the help line.**
 2. **What could stop them, what feelings would they have to overcome, if they needed to call.**
 3. **What would help them overcome the uncertainty whether to phone or not.**
 4. **Find out and put down a telephone number of a help line in your locality and recommend that the children write it down and keep it in a safe place, e.g. in their pencil-case. •**

V. ENCLOSURES

S.1. Important contact places

The Police - A specialised Unit for Combating Organized Crime of the Criminal Police of the Czech Republic is in charge of detecting and combating organised crime. It is possible to reach it by calling the number 158.

La Strada ČR - a Czech non-profit organisation aimed at the prevention of trafficking in women, support to the victims of trafficking in women and lobbying. Info-line: 02/ 57313132 - offers to women important information for their security before travelling to work abroad
SOS line: 02/ 57313132 - provides help to women who became the victims of trafficking or who find themselves in other difficult situations

White Circle of Safety (Bílý kruh bezpečí) - civic association aimed at helping the victims of criminal activities and crime prevention.
tel. 02/ 5731 7100

We would like to state, for operative purposes, some operating and well organised help lines and crisis centres:

Crisis Centre (Krizové centrum - KC) is a centre specialising in helping people in their life crises. Its operation is usually on a non-stop basis, some centres are connected to the help lines. Small bed wards for acute hospitalisation are a part of some of the centres. The clients may stay here on their own or with someone close to them. The clients and the personnel use their own clothing. Crisis centres are so called low-doorsill institutions, to which anybody may come at any time with any sort of problem and no booking is necessary. Some people come alone, some are accompanied by their parents, partners, relatives or friends. Only exceptionally is there the situation of someone being admitted as the result of a sudden shock, e.g. after a car crash, brought here by the police or ambulance. The staff of the centre is psychologists and psychiatrists, nurses, male and female, and social workers. The first contact with a desperate person is by an experienced worker of the centre, who recommends, according to the particular situation and needs of the client, any further action. Sometimes it involves hospitalisation for a couple of days, sometimes repeated consultations or a recommendation to visit a specialist. The stay and care at the centre always depend on the will of the client. If necessary, the client may leave the centre - for work, school, authorities, shopping, etc. - and stay only for some part of the day or just for the night. Professional care in the centre consists of working in a group and individual consultations. The crisis centres have been founded in Prague and also in other major cities. We recommend you to find out where your nearest one is located.

Help lines are set up in many district towns. Their telephone numbers should be stated in any local telephone directory and they are available in the RIAPS centre (see below).

A LIST OF CRISIS CENTRES AND HELP LINES

name of the help line, orientation, telephone number, working hours

PRAGUE

Help line RIAPS - contact place* (for the whole population)	02/6970697	non-stop
Help line (PK) (for the whole population)	02/297900 02/24914120	Mon-Fri 10-22
Help line - free (for children and adolescents in a crisis)	0800155555	non-stop
Children's crisis centre (hotline for tortured and abused children)	02/41484149	non-stop
Help line Alternative girls (primarily for young girls of the age 15-18)	02/4727763	non-stop

BOHEMIA

Help line České Budějovice (for the whole population)	038/7313030	non-stop
Help line Hradec Králové (for the whole population)	049/5273259	non-stop
Help line Liberec (for the whole population)	048/5106464 0606/450044	non-stop
Help line and psychological help Plzeň (for the whole population)	019/7260600	non-stop

MORAVIA AND SILESIA

Help line for children and adolescents (Blue line Brno)	05/741010	daily 9-21
Help line Ostrava (for the whole population)	069/6618908 www.help-psych.cz	Mon-Fri 12-06 Sat and Sun non-stop

* Help line RIAPS - on this line you can obtain contact for other help lines which this abbreviated list does not contain

S. 2: Legal aspects of trafficking in women:

(from the sources of non-governmental organisations La Strada ČR and the White Circle of Safety - Bílý kruh bezpečí)

International conventions:

In the area of prostitution and trafficking in women, the Czech Republic is bound by the following international treaties:

- International Convention concerning the Repression of Trafficking in Girls from the 4th May 1910,
- International Convention for the Suppression of the Trafficking in Women and Children from the 30th September 1921,
- International Convention for the Suppression of Trafficking in Women of Full Age from the 11th October 1933,
- Agreement and Final Protocol concerning the Suppression of the Trafficking in Persons and of the Exploitation from the Prostitution of other Persons from the 21st March 1950,
- UN Declaration on the Elimination of Discrimination against, article 8, 1967
- Convention on the Elimination of All Forms of Discrimination against Women, article 6, 1979,
- World Declaration concerning Survival, Development and Protection of Children from the 30th September 1990,
- Agreement concerning Children's Rights from the year 1989 (the Czech Republic accepted it in 1991).

List of criminal acts related to trafficking in women

- § 197a: Violence against a group of inhabitants and against an individual
- § 204: Procuring
- § 205: Jeopardy of morals
- § 216: Kidnapping
- § 216a: Trafficking in children
- § 217: Menace to moral education of youth
- § 226: Threatening by venereal disease
- § 231: Restriction of personal freedom
- § 232: Deprivation of personal freedom
- § 233: Deportation to a foreign country
- § 235: Blackmail
- § 241: Rape
- § 242: Sexual abuse
- § 246: Trafficking in women

Should the victim be seriously injured during the criminal act, he/she can, according to the law No. 209/97 Coll., apply to the state for financial help.

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The list of the most important advises if you plan to work abroad:

Before the departure:

- Carefully check the offer of job abroad. Among the advertisements that offer the jobs, are trustful offers and others, which are on purpose unclear. Learn to distinguish them. Even the offer of a friend or a relative must receive a proper consideration.
- Get as detailed working contract as possible. Be informed about working permission and about your stay abroad. Check on all the possible details.
 - Inform your family or close friends about your departure to work abroad.
- Leave the exact address of your planned stay and all the information about your future employer at home.
- Try to find the maximum of contact addresses in the destination country. Note the phone number and the address of the Czech Embassy.
 - Leave the passport copy and your last photo at home.
- Get complexly insured, including also an accident and illness insurance. You should undergo a basic medical check-up and go to the dentist.
- Make an agreement with your friends and family when and how you let them know about how you are doing.
- Take certain financial amount for the beginning, at least minimum for a prospective transport back home. Also a pre-paid phone card for calling from abroad is convenient.
- In case you are not sure whether you have made the right decision, call La Strada information hot line, they will give you an advice.

During the stay abroad:

- Never and under any circumstances give your passport away to anybody. You can arrange all the necessary steps regarding your working permission by yourself. Even for an illegal work your employer does not need your passport!
- In case that your documents are stolen, do not hesitate to contact the police or the Czech embassy immediately.
- If the conditions of your stay are different to those specified in the working agreement, contact the agency or the person who mediated you the job. Ask for an immediate improvement. If the situation does not change, you have the right to withdraw from the contract.
- Neither in the beginning nor during your stay should you accept any presents and gifts. Don't be indebted to anybody.
 - Call your family and friends according to your previous agreement.
 - Immediately inform them about any change in your stay.
- In case of need do not hesitate to contact the Czech embassy or police in the country where you work.
- In case you are in troubles and the conditions are unsuitable, call La Strada's information hot line, they will give you advice.