

**Republika e Kosovës-Republika Kosova-Republic of Kosovo**

**Ministria e Arsimit, e Shkencës dhe e Teknologjisë Ministarstvo**

**Obrazovanja Nauke i Tehnologije**

**Ministry of Education, Science and Technology**





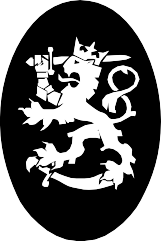


## PREVENTING TRAFFICKING IN HUMAN BEINGS

TEACHER’S MANUAL

This material was made possible thanks to the financial support of the Ministry of Foreign Affairs

of the Finnish Government and the Government of the Netherlands

Ministria e Arsimit,

e Shkencës dhe e Teknologjisë

Ministria Punëve

të Jashtme të Finlandës

Ministria Punëve të Jashtme të Hollandës

The materials of this text are elaborated by the manual "Human trafficking and the role of the school in its prevention", published by the International Organization for Migration (IOM) and the Ministry of Education and Science of the Republic of Albania. This text has been adapted to the curriculum in Kosovo by the Ministry of Education, Science and Technology (MEST): Lulavere Kadriu, Shqipe Gashi and IOM Kosovo: Nora Demiri and Hera Shanaj.

Published by the International Organization for Migration (IOM) in Kosovo

IOM Prishtina:

Address: Ismail Qemaili 18, Arberi II Tel: +381 38 249 042; 249 059; 249041

Fax : +381 38 249 039

E-mail: [iompristina@iom.ipko.org](mailto:iompristina@iom.ipko.org) Web Web: [www.iomkosovo.org](http://www.iomkosovo.org/)

This publication is subject to copyright. Any reference to it, its specific parts, or the use of the text included in this publication must be recognized by the respective copyright law.

Corrected by: Enton Elezi Design

Prepress: IDEA graphics - Prishtinë

Illustrations: Jeton Mikullovci

Print: Grafoprint

Special Thanks to Prof. Assoc. Dr. Marita Hamza, Prof. Assoc. Dr. Marjana Sinani, Prof. Assoc. Dr. Fatmira Zeneli from the Institute of Pedagogical Studies in Tirana, as well as for the IOM office in Tirana, for the contribution given for specific parts of this book, as well as Ramush Lekaj and Habibe Buzuku (MEST) Ann Guthmiller and Artan Bllaca (IOM Kosovo) for their contribution to the realization of this project.

## PREFACE

Human trafficking in Kosovo is a crime that has deteriorated since 1999 and has long been thought of as a problem affecting only foreign women and girls (in this chapter when we say: "foreign" women and girlswe refer to people with non-Kosovar origin). Although in the first years after 1999, this negative phenomenon was mainly related to teenage girls and foreign women trafficked in Kosovo, today the crime of trafficking kosovar girls and women, both in Kosovo and abroad, is undeniable. There is evidence to believe that this crime is on the rise.

Currently, Kosovo is not only a transit or destination country, but it is also a country where internal trafficking for sexual exploitation is on the rise. Although human trafficking for sexual exploitation remains dominant, there are also data on other forms of exploitation. However, the identified cases of trafficked child victims of assistance, who have been aided, are scarce.

Losing hope for a better life, having economic difficulties, family problems, or lack of the right information, many girls leave their homes believing in promises for work, marriage, or better living conditions. Even more shocking is the fact that some of them have been abducted by traffickers to be exploited.

To combat this phenomenon, the Council of Ministers of the Provisional Institutions of Self-Government of Kosovo, on May 17, 2005, approved the "Action Plan to Combat Human Trafficking in Kosovo". The International Organization for Migration (IOM) and other international organizations have assisted and supported the Advisory Office for Good Governance at the Office of the Prime Minister throughout the process of drafting this plan.

The Action Plan on Combating Human Trafficking in Kosovo is a task for Kosovo's institutions to materialize measures to combat this phenomenon. The Ministry of Education, Science and Technology (MEST) is responsible for "ensuring the students' awareness of the problem of human trafficking through the curriculum at the pre-university level".

The experience offered in this chapter aims at opening up new horizons for teachers and the school system, enabling them to become powerful actors in providing irreplaceable contributions in the prevention of human trafficking, particularly trafficking of children.

TABLE OF CONTENT

###### Page

1. Introduction 5
2. Chapter I: Human Trafficking 6
3. Chapter II: Gender-based Violence and Family Violence 20
4. Chapter III: The Role of the School of Value Transmission in the Students 28
5. Chapter IV: School, Curriculum and Youth Formation on Trafficking in Human Beings and the Risks that it Carries 40
6. Chapter V: Trafficking and HIV / AIDS, and Other Sexually Transmitted Infections (STIs) 53
7. Chapter VI: Model Lessons 67

INTRODUCTION

Human trafficking is a contemporary form of slavery and constitutes a serious violation of human rights. The 2001 Palermo Protocol calls for trafficking in human beings as:

"Recruitment, transportation, transfer, shelter or reception of persons by threat or use of force, or other forms of coercion, abduction, deception, fraud, abuse of power, or vulnerability, or of giving or receiving payments or benefits to obtain a person's consent, having control over another person, for the purpose of exploitation. Exploitation includes, to a minimum, the exploitation of others for prostitution, or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, choice or organ removal.1 "

"This phenomenon has deeply affected Kosovar society as a country of origin, transit and destination. Different organizations provide different figures of assisted trafficking cases; including foreign and Kosovar victims. Thus, the Police Probation and Trafficking Unit (IPU) has assisted 241 trafficking cases, of which 23 or 9.54% were children (from 1999 to April 2004); The Center for Social Work (CSW) has assisted 73 cases of trafficking, 61 of them or 83.56% were children (from 1999 to April 2004); The Center for the Protection of Women and Children (CWG) has assisted 469 trafficking cases, 278 or 59.27% of them were children.2

Of course, for the social, economic, cultural and political causes of these criminal phenomena, the healing can not be quick, complete, or easy. To achieve the reduction and elimination of these phenomena, it is necessary to coordinate efforts and the will of the many social, local and international structures

The school is such an institution that can make an irreplaceable contribution to equipping the younger generation with the right information on the trafficking, exploitation and enslavement of people, especially children, girls and women, transmitting to this generation the universal value of life, decision-making, building up the future, human rights, etc.

This program aims to make young people aware of and not deceived by the tempting promises, suspicious employment opportunities at home and abroad which may lead to forced prostitution, exploitation for begging, drug disputes, housework, organ transplants, as a result of fraud, ignorance and lack of information.

This manual will help teachers to deliver qualitative and contemporary approaches to addressing and explaining such social issues that are extremely vulnerable in communities around the school, aiming at providing that the school with its capabilities and opportunities to contribute seriously in preventing these phenomena in its core.

1 United Nations Protocol on the Prevention, Detention and Punishment of Trafficking in Human Beings, in particular

Women and Children, supplementing the United Nations Convention against Transnational Organized Crime;

December 2000.

2 Trafficking of Children in Kosovo, Studies on Protection and Assistance Offered to Child Victims of Trafficking,

UNICEF, Kosovo, June 2004.

## 1.1 General Information

Human trafficking is a global phenomenon and is considered to be the "modern slavery". Trafficking in women and girls is not just related to forced prostitution and sexual exploitation, but also involves exploitation of human beings in various forms, rape and other social problems.

|  |
| --- |
| Many girls and women from Eastern Europe, mainly from Moldova, Romania, Albania, Ukraine, Bulgaria, Russia, Serbia and Slovenia, were trafficked to Kosovo immediately after the conflict ended in 1999. They were recruited into the trafficking network in different ways, but mainly through fake job offers. In general, foreign victims of trafficking are women, most of them young. About 60% are aged 18-25 years3, seduced by job offers abroad in search of a better life. There are also cases of divorced women who have accepted to go abroad just to keep their children. |

|  |  |
| --- | --- |
| Country of origin | January 1999-December 2005 |
| Moldova | 216 |
| Romania | 89 |
| Ukraine | 58 |
| Bulgaria | 28 |
| Albania | 27 |
| Serbia | 3 |
| Rusdia | 3 |
| Slovakia | 1 |
| Nigeria | 1 |
| Total: | 585 |

The first reported case of trafficking in Kosovar women and children was in 1999, when over 800,000 Kosovars lived in refugee camps in Albania and in FYR Macedonia. Likewise, immediately after the conflict, there was talk of growing instances of abduction of women and girls, spreading fear among Kosovar girls and women4.

The first cases of Kosovar victims, trafficked at home and abroad, have been identified by UNMIK police and assisted by IOM in 2001, providing safe accommodation, medical care, and assistance to 'repatriate. Since then, the number of assisted victims has increased every year. Among the 58 cases of Kosovar victims of trafficking, assisted by IOM (from 2001 to December 2005) 35 or (60.34%) are under the age of 18. Although various ways of recruiting them into the trafficking network have been used, the most commonly reported cases include: false job offers, false travel preparation, abduction, and less used are false marriage offers.

3This figure is based on the average age of girls and foreign women trafficked in Kosovo, assisted by the IOM

office, from 1999 to December 2005.

4 UNIFEM, It is not safe, Kosovo, 2000.

The worrying factor is the young age of Kosovo girls trafficked for sexual exploitation, generally aged 12-17 years. Currently, the number of identified cases of trafficked girls and women abroad is relatively lower than the number of trafficked persons inside Kosovo. However, given the high number of trafficked victims within Kosovo, there is concern and reason to believe that a large number of Kosovar victims "relocate" from traffickers to exploit outside Kosovo as well.

Trafficking victims are subject to restrictions of freedom, rape, physical and psychological abuse, and sometimes even murder. They undergo threats to themselves and their families, face health (physical and psychological) problems and other risks to their well-being by being forced to use narcotics and practice unprotected sex.

There are a number of factors that lead to human trafficking. Among the most important are the facts that people who fall victims of traffickers often suffer from poverty and lack of prospects for the future, lack of economic opportunities in the country of origin, lack of education and information, domestic violence and abuse, etc. Traffickers consider them as material goods and trafficking and exploitation as another way to earn a living.

The aforementioned causes have affected most of the victims of trafficking seeking jobs  
and a better future in the largest cities in Kosovo and abroad. A significant number of   
Kosovar victims have been deceived by false promises for jobs

Trafficking victims face:

* Fraud
* Violence
* Restriction on free movement
* Rape
* Mental and Physical Abuse
* Torture

In most cases, the victims are under the control and supervision of tutors, highly vulnerable to criminal acts. Traffickers beat them, abuse them sexually, torture, sometimes victims of trafficking even die as a result of maltreatment, or are killed by the trafficker if they do not obey them. The murder is committed to those who try to revolt and serve as an example to others. The purpose of this mistreatment is to make girls feel crumpled, ruined, hate themselves, and obey them.

Even clients can be violent against girls and women who are forced to prostitute, they can mistreate and sometimes even kill them. Compulsory work in a violent environment, life under constant fear of arrest and return to their homeland, direct threats to them and their families, beatings and killings from criminal groups, cause serious psychological harm. Many trafficking victims, assisted by IOM, have claimed that the experience of trafficking has completely changed them.

1 This data is based on the average age of trafficked girls and women in Kosovo, assisted by the IOM office in Kosovo, from 2001 to June 2005

After such experiences they need constant psychiatric or psychological care and treatment.

While traffickers of girls and women, despite trying to appear as "capable" people, are being searched by the police, endangering imprisonment, are considered "unsuitable" people who are unable to do no other kind of work and "deal with women", they are known as "immoral" people to the extent that they traffick even the girl with whom they are engaged or married etc.

## 2 Definitions and Terminology

#### Trafficking in persons

As stated above, Article 3 of the UN Protocol on Trafficking defines Trafficking as follows:

|  |
| --- |
| Recruitment, transportation, transfer, harbour or receipt of persons, by means of threat or use of force, or other forms of coercion, of abduction, of deception, of fraud, of the abuse of power, or vulnerability, or of giving or receiving of payments or benefits to achieve the consent of a person, having control over another person, for the purpose of exploitation. Exploitation includes, at a minimum, the exploitation of the prostitution of others, or other forms of sexual exploitation, forced labor or services, slavery or practices similar to slavery, servitude or the removal of organs. |

This definition, given in the Trafficking Protocol, has many positive aspects that reflect the reality of modern-day trafficking:

a. This definition recognizes all forms of trafficking and does not limit trafficking in

sexual services alone. It focuses on the conditions of forced labor, servitude, slavery

practices and slavery, as set out in international law;

1. It does not focus solely on girls and women in an exclusive way, but distinguishes that women, men, girls, and boys may be all victims;
2. It does not require the victim to cross a defined international border, considering that persons are also trafficked from one area to another within the same country;
3. The protocol seeks to punish some forms of distortion of the victim's free will, for example, by using force, deception or abuse of power, thereby respecting the ability of adult persons to make decisions about their own lives , particularly with regard to labor and immigration choices.

#### Trafficker

#### A person or group of persons who intend to perform, cooperate or give consent to any one of the acts described in trafficking (the Global Alliance againstTrafficking in Women - GAATW, Human Rights Standards for the Treatment of TraffickedPersons, January 1999).

#### Trafficked persons

A person who is recruited, transported, sold, bought, transferred, hosted or sheltered, as described in the definition of trafficking, including a child, whether or not the child has accepted (the Global Alliance against Trafficking in Women – GAATW, Human Rights Strandards for the Treatment of Trafficked Persons, January 1999)

#### Victim

The Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power provides a catalog that outlines the basic principles for the victims of crime in terms of right to fair and just treatment, retribution, compensation and assistance. This Declaration was passed by consensus in the General Assembly in 1985, reflecting the collective will of the international community to strike the balance between the fundamental rights of the suspects, the perpetrators and the rights and interests of the victims. It is based on the philosophy that the victim must be accurately distinguished and treated with respect for their dignity. The statement defines the victim as follows:

|  |
| --- |
| Individuals who individually have suffered damage, including mental or physical harm, emotional suffering, economic loss or serious breach of their fundamental rights, through acts or omissions that are in contradiction with the applicable laws of Member States, including those laws that prohibit criminal abuse of power. |

This definition also includes trafficked persons who often suffer from all of the above mentioned consequences. A person may be considered a victim according to this statement, regardless of whether the perpetrator has been identified, caught, prosecuted or convicted. Where appropriate, the term "victim" also includes direct family members or dependents, as well as "persons who have suffered damage to intervention to assist victims in despair or to prevent victimization," such as the Organization, social workers, etc. The constituent provisions should be applicable to all persons, without distinction of any kind, such as race, color, gender, language, nationality, birth or family status, ethnic or social origin.

#### Exploitation

Exploitation includes, but is not limited to, the exploitation of the prostitution of others, or other forms of sexual exploitation, services or forced labor, slavery, servitude ororgan removal practices. This may also include abuses with power that is not considered official, such as forced pregnancy, illicit adoption, forced and illegal marriages,as well as debt bonds. Exploitation also includes all acts that are incriminating and accomplices with trafficking, including corruption, conspiracy, and voluntary prostitution only if it has been trafficked through fraudulent, forced or abusive trafficking. It should be remembered that vulnerability could also include the fact that the victim believes that he did not have any reasonable alternatives except being subjected.

#### Slavery

The Slavery Act, Article 1, defines slavery as“the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised.  
Slavery practices include slavery through debt, forced labor for the other, enslaving marriages, and child labor.”

* **1.2.1 The difference between Prostitution and Trafficking**

There is an identification problem or, in other words, there is a problem of insufficient clarification between trafficking in women and girls and the general phenomenon of prostitution. From this, there is a need for a clear definition and recognition of the elemts that distinguish trafficking in human beings, more specifically trafficking in women and girls, from the phenomenon of prostitution. Willingly providing sexual services in return for financial gain, is a significant characteristic in determining the difference between these two phenomena.

This desire in prostitution is distinguished by the opportunitythat the prostitutes have to take an individual decision to ban this activity, i.e., whenever they want and decide, regardless of the economic problems that affects them. In human trafficking such a possibility simply does not exist for women and girls traded i.e. for the victims.

They have a dependency system placed on them. This is an entire system of intimidation, use of psychological and physical violence, deception, mental and physical destruction, debt bonds and sometimes murder cases, as examples for others. This kind of system makes the victim unable to relieve themselves of this relentless circle of addiction, sexual exploitation, and slavery.

The elements of slavery, servitude, exploitation, control, carried out through inhumane means, such as force, compulsion, deception, violence, life threatening, mutilation and murder, indicate very well in what state these victims are when they come into contact with the police.

No one has the right to prejudge and treat victims of trafficking as prostitutes. The concepts of low valuation for trafficking victims, thinking that they willingly go to public houses or sidewalks, that they receive money, etc., are misconceptions and prejudices. The facts we will mention, as well as many other facts, would be the best arguments to eradicate such misguided concepts.

#### Facts and Statistics

During the period January 2000 – Decembre 2005, IOM has assistedin reintegration of 58 kosovar girls and women, as well as of 426 foreign girls and women trafficked in Kosovo. Most of the kosovar victims (89.65%) are trafficked for sexual exploitation, but it exist also a number of reported cases of trafficking for forced labor (6.9%), and for begs alms/theft (3.45%).

THEPURPOSE OF EXPLOITATION OF KOSOVAR VICTIMS

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Purpose of exploitation | Sexual | Begging /  theft | Forced labor | Total |
| Total number of assisted cases | 52 | 2 | 4 | 58 |

The following table shows the number of trafficked girls and women in Kosovo who have asked for help from IOM, by age group.

DIVISION BY AGE GROUP OF ASSISTED KOSOVAR CASES

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Age | 12-15 | 16-18 | Children | 19-22 | 23+ | Total nr. of cases |
| Total number of assisted cases | 9 | 26 | 35 | 13 | 10 | 58 |

Note: Most cases (35) or (60.34%) are under 18 years of age.

Kosovar trafficked women and girls, who are assisted by IOM, are usually from rural areas (64.34%), but a number of cases also come from urban areas (39.66%). Of all cases assisted by IOM, (44.83%) show to be lured by job offers and then exploited, (9.44%) are lured by marriage promises, (15.52%) are deceived through false travel arrangements abroad, and even more shocking is the fact that 27.59% are abducted.

SOCIAL CATEGORY OF ASSISTED CASES

|  |  |  |  |
| --- | --- | --- | --- |
|  | Rural | Urban | Total |
| Total number of assisted cases | 35 | 23 | 58 |

More than half (39 or 67.24%) of trafficked girls and women that were assisted by IOM, are trafficked within Kosovo; relocated from a village or city to another. But there are cases that are trafficked even outside Kosovo. Most of them are in FYR Macedonia, Italy and Albania. In the following table you will find the states where Kosovar women and girls are trafficked and the number.

DESTINATION COUNTRIES FOR KOSOVAR TRAFFICKING VICTIMS

|  |  |
| --- | --- |
| Destination Countries | Number of assisted cases |
| FYR Macedonia | 8 |
| Italy | 4 |
| Albania | 3 |
| Great Britain | 1 |
| Switzerland | 1 |
| Germany | 1 |
| Belgium | 1 |
| Total Number | 19 |

Regarding their level of education, either from rural or urban areas, the majority of trafficked Kosovar victims (68.52%), assisted by IOM, have completed the junior highschool, it is important to say that 6.12% of them have never been to school. Only 8.7% have completed some high school grades and it is only one case that for a while has attended higher education

LEVEL OF EDUCATION OF KOSOVAR TRAFFICKING VICTIMS

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Education Level | No-education | Primary school grades I - V | Junior high school, VI-VIII | High school grades IX– XII | Higher Education | Total Number |
| Total number of assisted cases | 5 | 12 | 37 | 3 | 1 | 5 |

If we consider the circumstances in their families, it is clear that trafficking victims come from the most vulnerable groups of society. Often their families are dysfunctional and in the meantime the victim has experienced domestic violence or sexual violence as a result of economic poverty, low education or even traditional values. Such circumstances affect the growth of a person’s vulnerability to being trafficked/ exploited and hinder reintegration into society.

### Facts:

* A child can not in any way or circumstance be called prostitute.
* Being naïve, deceived from cunning promises or from the promises for a better life abroad, it does not mean to go and work as prostitutes.
* An abducted girl can never be considered a prostitute.
* An orphan, for whom local mechanism do not take care, and are left without any support and are exploited from traffickers, can never be called a prostitute.
* The money earned from trafficked women and girls, are taken by their tutors.

### 1.2.2 The difference between Human Smuggling and Trafficking

The term smuggling means direct use of brokerage services, which is related to the organization and crossing of international borders, avoiding the control of border and customs police.

Article 3 of the Protocol against the Smuggling of Immigrants from the Earth, the Sea and the Air, in the UN Convention against Organized Crimes defines smuggling as: the procurement for financial or other material benefit of illegal entry of a person into a State of which that person is not a national or resident.

Smuggling differs from trafficking because smuggling of aliens involves providing a service, albeit unlawful, to people who knowingly buy service in order to enter a foreign country.

Taffickinig in Human Beings can occur even without crossing the international borders. In addition, a smuggling emigrant usually wants to be taken across the border and may give up on this purpose at anytime. The victim of trafficking is not allowed to make choices.

But, smuggling of people almost always represents a part of the actions related to the crime of trafficking in human beings (and can easily be converted into trafficking), where the basic element to assess is the existence of premeditation (dolus directus - direct intent), or the product of premeditation, which results in the end (dolus eventualis - deliberate as the case may be), for the ultimate purpose, exploitation, in this case, sexual exploitation or other forms of exploitation.

Any kind of smuggling of human beings, especially women, girls and children, considering the possibility of abusing them for forced exploitation and forced prostitution, is considered as trafficking.

### 1.2.3 Illegal emigration and its consequences

Illegal emigration and its consequences are mainly related to issues such as:

* Forms and ways of realization. Often, these forms and ways result in health and life-threatening issues with the legal status of the individual in a particular country, violations of basic human rights, accidents, etc.;
* Types of work to be carried out in the destination countries. Often there is a disappointment of illegal immigrants in terms of jobs that they have thought or dreamed about and the problems they face on employment as a consequence of their status as an illegal immigrant;
* Criminalization as a result of law in the country of destination. This is related to deportation proceedings, or other legal sanctions as a result of lack of legal documentation for work and residence;
* Exploitation at work. This is related to the benefit to illegal immigrants due to lack of insurance, lack of rights, or all legitimacy that protects workers at work;
* Being in a difficult position due to lack of documents, etc.

# 1.3 Phases of the Trafficking Process

### 1.3.1 Entry into process in the country of origin

People who are trafficked do not seek the services of traffickers, traffickers approach them. The means by which victims are recruited are through kidnapping, fraud, marriage or false engagement, leading to the obligation to prostitution. In some cases, victims may have an idea of the kind of work they will be forced to do, but they do not know in which conditions. The question of whether a person is forced or not, or has accepted voluntarily, explained by considering and referring to them as trafficked or smuggled. Trafficked people are lured with false promises, deceived and misinformed about migration rules, or driven by economic despair or high-level violence.However, in all cases, serious human rights abuses that affect people in the hands of traffickers clearly show that victims need special support and protection. In the case of trafficking, the most frequent violations of human rights are those related to:

* All human beings were born free (Article 1 of the Universal Declaration of Human Rights; 1948);
* Everyone is entitled to the rights and freedoms set forth in this statement (Article 2 UDHR);
* Everyone has the right to life, liberty and security of person; (Article 3 of the UDHR);
* No one can be held in slavery, or used; slavery and slave trade should be prohibited in all forms. (Article 4 of the UDHR);
* No one shall be subjected to torture. (Article 5 UDHR).

### 1.3.2 Travelling

Victims of trafficking and smuggling may suffer from human rights abuses during their journey, which may or may not be through the crossing of international borders. Many victims have never been out of their state of origin and are completely dependent on traffickers. Some of them leave their country without an international passport, because they are told that they do not need one or will provide them later. Migrants are often not informed or deceived about how they will be transported. In extreme cases, transport can reach slavery when traffickers exercise power and ownership over the victim. Persons traveling to illicit situations are particularly vulnerable to the whims of traffickers who know very well that the illicit status of a victim of trafficking does not allow them to benefit from the protection of the Police or the State, because either the process shall stop, or victims should seek voluntary protection.

### 1.3.3 Arrival at Destination Place

Women and girls, with arrival at the destination country, find themselves in a condition of slavery, mainly as prostitutes, as well as factory workers or housekeepers, as well as in forced marriages.

The masters, in most cases, illegally close these women and girls, confiscate passports or IDs, force them to work long hours and in inhumane conditions, such as shared flats, sleeping in the chair, insufficient food, bad hygienic conditions, unprotected sex, etc. Medical assistance is provided only in cases where the profits are touched. They often beat and rape them and keep their money until the "debt" of their recruitment is paid. Meanwhile, fear of reprisals and lack of identity papers forbids many of them to escape from abuses. Constant physical, psychological and sexual abuse leaves the victims free of alternatives.

# 1.4. Local Legislation on Anti-Traffickinghuman beings

Kosovo is obliged to respect the various international agreements that are included in the applicable legislation under the Constitutional Framework (Regulation 2001/9) 6, including: the Universal Declaration of Human Rights; Convention on the Elimination of All Forms of Discrimination against Women; Convention on the Rights of the Child; and the European Convention for the Protection of Human Rights and Fundamental Freedoms.

### 1.4.1 Convention on the Rights of the Child (CRC)

Article 35 of the Convention on the Rights of the Child - provides that: States Parties shall take all necessary measures at national, bilateral and multilateral level to prevent the abduction, sale or trafficking of children for any purpose and in any form whatsoever.

Optional CRC Protocol on Sale, Prostitution and Child Pornography,

###### Article 3: Each State Party shall ensure, as a minimum, that the activities listed below shall be fully covered by its criminal law, whether or not these acts have been committed in the country or abroad, in an organized manner or not :

In terms of the sale of children, defined under Article 2:

Offering, giving or receiving a child, by whatever form, with the purpose of:

a. Sexual exploitation of the child

b. Transferring the child's organs for profit

c. Commiting the child to work by violence

1. Conviction, by the mediator, in an irregular manner to give consent regarding the adoption of the child, which is a violation of international legal instruments for adoption;

a. Providing, obtaining, procuring or supplying children for prostitution, as cited in Article 2.

1. The Constitutional Framework of the Provisional Self-Government Institutions of Kosovo: [www.unmikonline.org/](http://www.unmikonline.org/) regulations/2001/reg09-01.htm

### 1.4.2 Provisional Criminal Code of Kosovo

The Provisional Criminal Code of Kosovo, which entered into force on 6 April 2004, provides the definition for trafficking, which is based on the Palermo Protocol.

According to Article 139 of the Provisional Criminal Code of Kosovo:

* 1. The term “trafficking in persons” means the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation
  2. The term “exploitation” as used in subparagraph 1 of the present paragraph shall include, but not be limited to, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.
  3. The consent of a victim of trafficking in persons to the intended exploitation shall be irrelevant where any of the means set forth in subparagraph (1) of the present paragraph have been used against such victim.
  4. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in subparagraph (1) of this paragraph.

Article 139 also stipulates the length of deprivation of liberty, including severe penalties, in particular when the victim is under the age of 18.

1. Whoever engages in trafficking in persons shall be punished by imprisonment of two to twelve years.
2. When the offence provided for in paragraph 1 of the present article is committed against a person under the age of 18 years, the perpetrator shall be punished by imprisonment of three to fifteen years
3. Whoever organizes a group of persons to commit the offence in paragraph 1 of the present article shall be punished by a fine of up to 500.000 EUR and by imprisonment of seven to twenty years.
4. Whoever negligently facilitates the commission of trafficking in persons shall be punished by imprisonment of six months to five years.
5. Whoever uses or procures the sexual services of a person with the knowledge that such person is a victim of trafficking shall be punished by imprisonment of three months to five years.
6. When the offence provided for in paragraph 5 of the present article is committed against a person under the age of 18 years, the perpetrator shall be punished by imprisonment of two to ten years.
7. When the offence provided for in the present article is committed by an official person in the exercise of his or her duties, the perpetrator shall be punished by imprisonment of five to fifteen years, in the case of the offence provided for in paragraph 1 or 2, by imprisonment of at least ten years, in the case of the offence provided for in paragraph 3, by imprisonment of two to seven years in the case of the offence provided for in paragraphs 4 or 5 or by imprisonment of five to twelve years, in the case of the offence provided for in paragraph 6.

# 1.5 Human trafficking in Kosovo

### 1.5.1 The profile of the trafficked and exploited victim

The more the trafficking analysis deepens, the more evident that the social and psychological process of victimization begins much earlier than the trafficking process. The victim is profiled early enough to identify and address the needs of current victims as well as potential trafficking victims.

This profile is outlined as:

* Low self- esteem;
* Feeling anxiety;
* Feelings of guilt;
* Feeling and fear of abandonment in relationships with others;
* Lack of confidence in oneself and others’
* Codependency relationships;
* Insecurity and lack of faith in others and human values;
* Feeling of being away and being an alien in the surrounding environment;
* Feeling or fear of being prejudiced;
* Feeling of being unable to control himself or the environment;
* Inability to take advantageof opportunities that are given;
* Negative perspective;
* Inabillity to develop new behaviors;
* Confusing relationships;
* Difficulties in making and executing decisions;
* Feeling impotent to change themselves.

###### Conformity

Most of the girls and women who are trafficked come from low socio-economic levels or social groups left in misery. Economic conditions, isolation, neglect and gender-based abuse, resulting from gender bias, results in low education, or complete lack of education for these girls.

These factors, as well as the lack of structures and activities, leave profound traces, especially in those women and girls who seek solving or rescuing in relationships or early marriages or unplanned dangerous departure, giving a social position that does not coincide with their age and development.

As a result these young (underage) girls become mothers living and moving in the environments that are exposed to high risk of violence and abuse. Social isolation and lack of information is another characteristic of the environment where these girls grow. This isolation, which is continued and structured deliberatelyby traffickers, restricts and distorts the circle of recognition and possible social support. Separation from family, the reality once violent from traffickers and subsequently mentality and threats (including death) to whoever reports, make these girls and womendisconnected and socially biased. Economic poverty is another characteristic of the profile of these girls. They have not only failed to put cash or property by working, but often point to situations in which they worked hungry, did not have apartments or lived in flats with deplorable conditions.

Often, they grew into disorganized family environments that have failed to transmit a series of universal values, beliefs, and intentions in life. Forcibly disconnected from these values and forced to conceive themselves as inadequate, without control over the environment and seeing the situation as imprecisely, may result in a feeling that there is no reason to continue to live, which can lead to (and often happens) attempts to suicide.

Their physical profile displays that they are victims of persistent violence (eg. broken bones, gunshot or knife wounds, cigarette burns, etc.) and the negligence of tutors, the violence suffered by their users, and the lack of medical help at the time right. They often suffer from genital diseases and sexually transmitted infections, have unwanted pregnancies and abortions committed in inappropriate conditions as a result of unprotected sex.

* Family Role- The family plays an important role before, during, as well even after trafficking. Here we will try to focus on the role of the family before being trafficked and the inability or failure of to meet the following roles:
* Food - Cases of employment difficulties are frequent in Kosovo society and make it very difficult to provide food for the family; often the head of household (usually the father) can not provide income to meet the needs of a family. The overall unemployment rate is 54.3% (41.1% for men and 78.4% for women)7, while the unemployment rate among young people age15-19 is 85%.8 Due to economic difficulties, many children are forced to work on the streets and often attend classes simultaneously.

Kosovo Agency of Statistics (2004), Demographic and health survey in Kosovo, pg. 46, Tabel5.6   
Kosovo Agency of Statistics (2004), Demographic and health survey in Kosovo, pg.46,

 Even though they go to school, they are overloaded, as they have no opportunity to relax properly, nor learn properly. Working conditions, especially in rural areas, where most trafficked girls and women come from, are difficult. They usually do housework or agriculture.

* Creating a dafe physical environment for child growth –Poverty and frequent moving houses put children and teenage girls in unihabitant conditions, illnesses and exposed to criminal persons or groups.
* Education–Carelessness of whether the children are learning and attending school regularly is one the shortcomings that a family can have.
* Giving social habits and socializing children–Giving social habits and introducing children, especially girls, to close-knit social circles with the family and others, is expeditious and with purposes that collide between parents and children. Many girls have ended up in the trafficking network, mainly because the family has seen marriage as a way out, or have done it without getting the right information about the person, or hiding suspicious information.
* Creating a loving and warm environment –A warm and loving environment is necessary for normal, intellectual and psychological development.This environment arouses the sense of belonging as well as being important, making it so indispensable for the child. Lack of this environment harms the child and his future. Many girls say they have left homes because they have felt excessive, unloved, or have been in the midst of conflicts between their parents.

### 1.5. 2 Child Trafficking9

A worrying factor is the number of unaccompanied children who are trafficked for sexual exploitation in the European Union. Studies show that the majority of children who come from family structures that are ruined as a result of unemployment, scarce income, and social insecurity are the most vulnerable. Particularly affected are children from villages whose families trust the girl to the one who offers her a safe future, although it may be just a temptation. Another category is also the children of Roma families.

Unprotected sex demands have even boosted the market for young girls since they are considered less vulnerable to spread sexually transmitted diseases or HIV / AIDS. Reports highlight the large number of unaccompanied children being exploited by organized criminal gangs who use them as drug carriers or as thieves, taking advantage of the fact that if the authorities catch a minor, he or she will be excluded from the criminal proceedings, or it will be easier for them.

1. A child is considered any person under the age of 18

# Gender Violence

### 2.1.1 What is sex and gender?

Sex is about biological changes between men and women, while gender is a social role, built or created by society for men and women. People are not born in defined gender roles, they are created over time by society depending on social and economic conditions. Given that gender roles are societal stereotypes, they can be challenged to ensure that all rights are guaranteed to women and men in an equal manner. As in many other societies, Kosovo society provides an unequal balance of political power and economic opportunities for men and women, limiting women in exercising their rights, just as men.

##### Sex or Gender (Quiz)

1. Women give birth to children, and men do not. Sex / Gender (S / G)
2. Little girls are polite and shy; boys are tough and adventurous. S / G
3. In many countries, women earn 70% of what men earn. S / G
4. Women can nurture children, men use milk bottles to feed children. S / G
5. Women deal with child raising. S / G
6. Men make decisions. S / G
7. In Ancient Egypt, men were at home and did weaving, while women were dealing with family business. The women inherited the property while the men did not. S / G
8. Boys change their voice at puberty, while girls do not. S / G
9. According to United Nations statistics, women make 67% of jobs in the world, yet their earnings account for only 10% of the world's income. S / G
10. Women are interested in the level of education of their children. S / G
11. Women are forbidden to work in hazardous jobs such as mines; men work by risking themselves. S / G

### 2.1.2 The gender dimension in opposite tothe rights

As noted earlier, Kosovo is obliged to respect the various international conventions as well as the International Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), included in the applicable legislation under the Constitutional Framework (Regulation 2001/9);

Article 1 of CEDAW says:

"For the purposes of the present Convention, the term "discrimination against women" shall mean any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field."

Article 5 of CEDAW says:

States Parties shall take all appropriate measures to modify the social and cultural patterns of conduct of men and women, with a view to achieving the elimination of prejudices and customary and all other practices which are based on the idea of the inferiority or the superiority of either of the sexes or on stereotyped roles for men and women.

The International Instruments and Constitutional Framework of Kosovo (Regulation 2001/09) are legal instruments that recognize the differences between sex and gender, and require the establishment of equality between men and women as a fundamental human right.

# Domestic Violence

### 2.2.1 Definition of “Domestic violence”

"Domestic violence is the report of abuse and control exercised by one person in a relationship on the other." The word "abuse" refers to physical, sexual, psychological threats, insults, isolation, verbal attacks, and property-related violence. Domestic violence may occur in any relationship, the victim may be both a woman and a man, but for the most part the victims of domestic violence are women. As a result of lack of knowledge of the true nature of domestic violence and its various manifestations, the following myths generally exist in Kosovo:

* Domestic violence is not a serious social problem;
* Such problems occur only in the lower socio-economic status;
* Women have made a mistake and that is the reason of exercising violence against them;
* If women are in suck violent relationships, it should not be difficult for them to leave;
* Men’s regret and pity shows that he has changed;
* Degradation in physical violence is just a loss of patience of the moment.

# 2.3. Types of Domestic Violence

In a broader sense, domestic violence is not limited to beating your spouse, as is commonly thought. It can take the form of various shapes, such as:

### 2.3.1 Physical Violence

Physical abuse can be: licking, beating, flinging, throwing, throbbing, burning, stinging, threatening with an object, weapon, or threat of murder. It also includes denying basic human needs such as food, sleep, medical help, as well as any kind of act of violence, created to control, harm, or physically attack the partner.

### 2.3.2 Psychological Violence

Psychological abuse involves behaviors aimed at intimidation and persecution and takes the form of threats, abandonment or abuse, home closure, keeping under control, threats to take up children, property destruction, isolation, deprivation, verbal aggression and persistent humiliation. This violence is intended to degrade, humiliate the victim in public or privately.

### 2.3.3 Economic Violence

Economic abuse, involving such actions, as a means of controlling income earned in the family, refusal to contribute financially, denial of food needs and other basic needs, employment control, etc. The victim has limited or no freedom, has no control over family income, forcing them to be dependent on abusers for money and survival.

### 2.3.4 Sexual Violence

Sexual abuse appears as sexual intercourse by threat, intimidation, forced sexual intercourse, obligation to perform sexual intercourse with others, physical assault on woman's sexual body parts, or making humorous and submissive sexual commentaries. This includes any attempt to forcibly force a wife to commit sexual acts against her will.

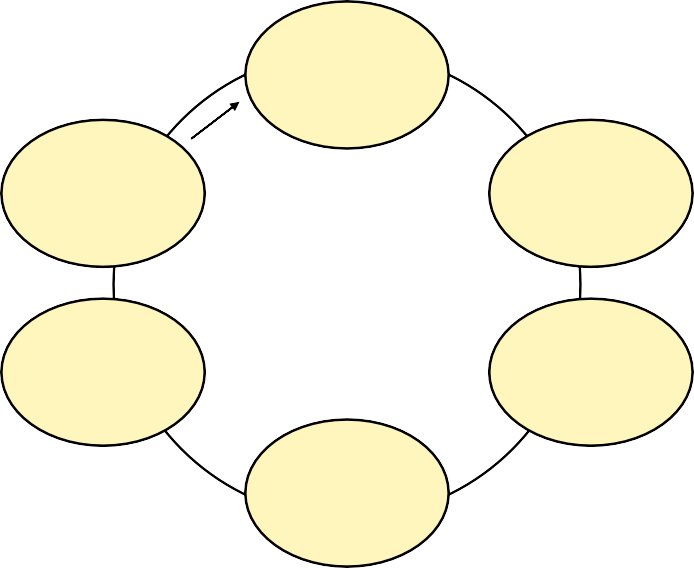
### 2.3.5 Social Violence

Forced social isolation or social control where the abuser stops his wife from social contact, or strictly controls every contact with friends and / or family, limits what the woman is doing, whom she meets, what she reads, where she goes, etc.

### 2.3.6 The Cycle of Domestic Violence

Although apparent domestic violence occurs suddenly with or without provocation, it is not an isolated and unusual act by the abuser or enforcer of violence. She is maneuvered with such behaviors before and after the "incident", as explained below in the cycle of violence:

**There are six stages of the cycle of violence:**



Preparatory phase

Honeymoon

Phase

Prosecution

Phase

The Cycle of Domestic Violence

Pending phase

Explosive Phase

Repentance Phase

###### Preparatory Phase

Tension is prepared inside the executor for various reasons (such as family pressures, work stresses, or the flow of his own thoughts). His behavior becomes increasingly aggressive and tougher, no matter how strongly the victim tries to calm him. In some cases, some individuals have a series of different attitudes to this tension, which may not involve the use of violence, but in abusing relationship it leaves room for the pending phase.

###### Pending Phase

During this phase, the woman feels she is under her husband's control as a result of her physical strength and real threats to harm her. His oral attacks will weaken the wife more.

###### Explosive Phase

At this stage, a violent outbreak occurs by the executor, which is usually done as a frenzy in itself. These explosions tend to increase in time.

###### Repentance Phase

After the attack, the spouse enters in the stage of repentance. He may feel ashamed, guilty, or fearful of the consequences. However, he will usually deny or underestimate violence and will refuse to take responsibility for his actions. He can say that she is responsible for the violence after provoking him that she deserves him or he is out of control and is not understanding what he is doing. Unfortunately, women often tend to believe this "justification" to maintain the relationship.

###### Prosecution Phase

If the victim leaves after the violent action, he will usually try to persuade them. This is also known as the buying back stage, because he will try to turn his partner back with luxury gifts, showing them love and attention, and promising he will not hurt her again. She may come back believing that he has changed. If she continues to reject her return, he may use threats and more violence. He may threaten to make her life more difficult, regardless of their poverty, financial condition, children, relatives, and others. This is the period in which most of the family homicides are taking place. On the other hand, he can become hopeless and can not do without it and threatens suicide if she does not return. Many women return because they feel they should protect them not to hurt themselves. The couple passes to the honeymoon stage.

###### Honeymoon Phase

If reconciliation happens (by so close to partition and destruction), the couple may experience incredibly powerful, intimate relationships where no one will remember the pain of violence. Previous difficulties are denied. He can be communicative and open to his needs and she hopes or believes that he has changed. Unfortunately, in violent relationships, the cycle continues inevitably, as the issue of control resurfaces, and the relationship is still weakened by the increasing weight of tensions.

Violent men usually feel full of repentance, after the outbreak of violence, in order to achieve their intentions. However, repentance and regret are not indicators of change, nor do they imply that he is willing to give up the power he has in the relationship. He may try to "buy back" his partner after a violent incident, being loving, sensitive, communicative and playful sometimes. That does not mean that he has changed. The cycle of violence explains why women often associate with their husbands, even though they have experienced violence from their hands. During the Repentance, Persuading and Honeymoon phases, some men are successful in persuading their victims that they have already changed and women tend to trust them. However, seeing that the tendencies of violence in such spouses lie dormant, to reappear again, they again engage in acts of violence against their wives. Consequently, when such women become victims again and denounce the case to the police, they are not taken seriously and the police officers are not sympathetic to their complaints. But if police officers understand the cycle dynamics of violence, they will be able to bring about a positive and proactive change in their behavior.

### 2.3.7. Effects of Domestic Violence

###### Impact on women

There is no doubt that the first victim of domestic violence is the woman. Studies on this issue show that women react differently to domestic violence. These reactions depend on the level of education, the ability to fight and protect oneself, the support she has in her family, the economic situation, child support, information she has about the existence of social services, and so on.

|  |  |  |  |
| --- | --- | --- | --- |
| Dhuna gjinore dhe dhuna në familje | | |  |
|  |  | | |
|  | Physical Impacts | Mental Impacts | |
| Injuries (from fractures to internal damage) | Depression  Fear | |
| Unwanted Pregnancy | Anxiety | |
| Gynecological problems | Low self-esteem | |
| Diseases like HIV/AIDS, STI | Sexual malfunction | |
| Unwanted Abortion | Anorexia | |
| Pelvic disease | Nerve abnormalities | |
| Chronic Pelvic painPermanent mutilation | Anomalous post-traumatic stresses | |
| Asma |  | |
| Diseases of genital organs |  | |
| Self-destructive behaviour(smoking, unprotected sex) |  | |
| Suicide |  | |
| Murder |  | |
| Death at birth |  | |

Source: World Health Organization. Prevention of Violence and Injury: Violence against Women.

###### Impact on children

Children are affected by violence, just as their mothers, and sometimes even more. The level of their psychological development does not allow them to understand the painful situationat home. Children have important roles in the family, taking care of younger children, they take the responsibility to make their parents happy and do things to make them feel better. Children are likely to break out of contact with their close friends, fearing that violent incidents may occur in their presence. They are isolated at an early age of life, thus endangering society more and more. Violent children are also faced with the dilemma of wanting or hating the family member who exerts violence against them or their mother.

Children who grow up in a violent environment are likely to use violence as a method for solving problems. These children very soon present difficulties in the learning process, lack of attention, do not study enough, and lose the desire for education.

Living with domestic violence can endlessly burden not only on the victim but also on her children. Destroys personalities and reduces their capabilities. Children may experience emotional, physical, and behavioral disorders such as:

###### Emotional Effects

* Feeling angry, afraid, shame, confusion, depression and inability;
* Sleep disorders such as insomnia, sleep disturbances, urination in bed etc;
* Some lose respect for the victim, some become more protective or addicted to them;
* Stress and stress-related illnesses, such as posttraumatic stress syndrome, panic attacks, depression, drug abuse, low self-esteem and alarming incidents of suicide or attempted suicide;
* Struggling with conflicting emotions. They are confused about how can love and hate at the same time. These feelings of helplessness and confusion often lead children to try to copy the strategy of denying the violence that is taking place;
* Suffering from feeling guilty that something is wrong with them or that they themselves are responsible for the violence.

###### Behavioral effects

* Some become withdrawn while others become aggressive in an unusual way.
* Some copy the aggression they have seen in violent fathers and others use violence when they grow up.

###### Physical effects

* Frequent colds, headache or stomach irritation.

No society can be called a healthy society, and no nation can go forward if half of its population can not live normally, free from violence. The effects of violence clearly show that domestic violence is a serious social problem and can not be considered more simply as a private problem

###### Why do women stay with violent husbands?

A question that has often been raised by many people, including police officers, is that if women face so much atrocities and tyranny, why are they still staying with violent men? Sometimes the question has a sarcastic grimace, as a large number of police officers believe that women's complaints to their husbands are exaggerated and of the moment as they continue to live or reunite again after some intervals with violent men. But often, it's just hard for some people to understand why women who live in an abusive relationship do not leave.

In fact, there are many reasons, such as financial dependence, children, and lack of family support, which forbids women to take such a step. Police officers need to understand this problem better. Factors that force a woman to live with a violent husband can be:

* Economic dependence. This factor causes the victim to be concerned about economic needs, as she thinks "Who will support me and the children?"
* Parenting. In a patriarchal society, the presence of a man in the family can be a source of security against the threats and temptations that come from outside.
* Social and family pressures. Pressures to keep the family together will also force the victim to stay in such a relationship.
* Safety. The fear of being alone, the feeling that she will not be able to withstand the children and the house alone, also forces the victim to endure the torture of her husband.
* Compassion. The sense of compassion and sympathy for the spouse takes precedence over her agony and the victim decides to stay with such a man.
* Denial. Sometimes the victim denies the existence of the problem itself, believing that "It is not that bad".
* Love. The feeling of love for a man can overcome the hatred of the victim against him by making himself believe that "when he does not abusive, he is very caring."
* Responsibility. The sense of responsibility and duty to their spouse makes many women endure domestic violence.
* Guilt. The abuser blames the victim for marital problems, saying it is her fault that she causes these problems. The victim sometimes attempts to believe it.
* Feelings of responsibility. Social norms say it is the responsibility of women to hold marriage together emotionally and the husband's responsibility is financial. She believes this.
* Shame, being in a difficult position and humiliation. The feeling of shame, being in a difficult position forces women not to show their problems with friends and family, staying in an abusive relationship.
* Identity. In a male-dominated society, many women need the presence of a husband to feel compliant and socially acceptable.
* Optimism. The hope that things will improve after some time also keeps women from sticking to their violent husbands.
* The attitude of blaming oneself. Some women may blame on themselves and excuse the behavior of their violent men, generalizing that "it must have been my fault," "I deserve it," "I will not find someone better."
* Mistrust of others. The feeling of inactivity and paralysis, which begins when a woman is beaten, is reinforced by family or friends' answers who ignore the problem, do not believe it really happened, and / or blame the woman.
* Stolkholm phenomenon. When hostages are held for a long time by hostage takers, they begin to identify themselves with the hijackers themselves. Similarly, many women victims of domestic violence are actually held hostage by their husbands. Such women exhibit this syndrome. When a woman lives in endless terror / endurance, their ability to resist is reduced. They become confused, tired and lack the energy needed to make changes.

### 2.4. Families that do not function properly

Neglecting children as a result of family size, as a family with many children, many generations, or gathered together as a result of immigration, is one of the most common and life-threatening phenomena and as a result of trafficking. Many of the girls come from large families, where time, care and attention are necessarily limited and scarce, due to the large number of family members. Consequently, they remain underdeveloped from an intellectual point of view, with no information, or with misleading information, often received by peers or other children within the family. As a consequence of this neglect, children can approach with potentially dangerous persons or groups of society, or who engage immediate violence against them.

Many trafficking victimscome from divorced, conflicting or extramarital families. There are frequent stories of being in the quarrel and beating among parents, trying to share or put things in place. In many cases, their pre-trafficking lives have been spent in from home or parent to another, in their afflicted relatives, or even in child care homes.

The foregoing and current consequences are, as mentioned above, feelings of guilt and insignificance, aggression against oneself and others, difficulty in controlling feelings and the tendency to enter into abusive relationships too, because of these learned behaviors. In most cases, divorce or separation is associated with intentional hate-mongering of the child toward the other parent, destroying not only a half of the support, care and love, but also creating a negativism and lack of lifelong flexibility on the child.

Although the most common form of child abuse is physical abuse, in some cases, trafficking victims report being sexually abused by their father, brother or a very close family member. This event is known as the most striking starting point of trafficking, having as its first characteristicbehavior the desire to punish oneself, suicide attempts, recognition and identity impairments, lack of trust and balance, confusion and disruption of roles and relationships with parents and other children, the inability to sustain non-abusive relationships.

# 3.1 The school's role in the transmission of values to students

Studies show that generally trafficked people lack respect for themselves and individual values, and often depressions and suicides are present in these contingents of people. Thus, efforts to create values for students, recognition of self-worth and respect for oneself are considered as overly necessary, as in other areas of life, as well as to confront and oppose trafficking and to win the war with it.

Values are a set of internal beliefs or principles of behavior that are accepted by individuals or groups. The school aims, through its activity, to help students develop and clarify individual values and beliefs, to be sensitive to values. Students are required to reflect, imagine, dialogue, communicate, create, and write on values.

Each curriculum area can serve to discover and develop their values and effects. The diversity of value activities intends to involve students in thinking about their values and their practical use, as well as helping them to agree to values. But it's not enough for students to hear about values, they have to experiment them at different levels, to appropriately embezzle them.

Topic: Human Values for a Better World

*A C T I V I T Y*

* Discuss the following questions with the students:

1. What would you want the world to be like?
2. How would you like the environmentto be?
3. How would you like the relationships between peopleto be?

* Teacher generalises students' discussions, underlining that:

All human beings, without exception, regardless of the culture and place they come from, would like a world of peace and love, to live in happiness and good health where there is no poverty, war, violence, pain and all were protected. That all human cultures share universal values, but we can not live up to our values, the world has become a terrible place for millions of people, there is corruption, poverty, violence, and so on. It is the people who create the good and the evil. People should strive to make a better world.

* Students take on the task, write some qualities and values they see very important for people and themselves.
* The teacher chooses to stop and discuss one of the values that students have written as important. He leads this question to the students:
* How would the world change, if all people were to show the value in question?
* Further, the teacher asks students to recall some significant positive moments in their lives, focusing on the values they showed in those moments and the feelings they experienced.
  + Finally students are divided into four groups and take on the task:

##### Topic: Respect

* Discuss the following questions with the students:
  1. What is the respect?
  2. How would you feel within yourself if everyone was treated with respect?
  3. How do you think the world would be if everyone would have respect for the environment?
  4. How do you think the world would be if all people would respect each other?

*A C T I V I T Y*

Students are divided into groups of four Groups are instructed that in a flipchart divided into two parts,to put their opinions about:

1. The effect that respect hasamong people (one half of the flipchart).
2. The effect that lack of respect has among people (in the other half of the flipchart).

Finally, each group presents its ideas about the task. A discussion with the students is again organized about the following questions:

1. What aspects of respect need to change in our country, our school?
2. Do you see any connection between respect for human beings and trafficking in human beings? What would happen to the phenomenon of trafficking if all people were to live in respect of each other?

In conclusion, all participants comment on the saying:

"Everyone in the world has the right to live with respect and dignity, including me."

##### Topic: The qualities of my heroes

Through this topic, it is intended to further develop the idea with the students that respect means to distinguish positive qualities of themselves and other individuals.

* It is required from students to:
* Think about a person whom they admire and write the qualities they respect;
* Write the qualities that they distinguish in their best friends;
* Write five qualities that they think are most important for an individual;
* To write about the positive individual qualities that they feel they have;
* Think about the heroes who they like and write about the qualities why they consider these people asheroes in their eyes.
* Further, students list all the qualities they have mentioned on the chalkboard to organize the value auction around them.

*A C T I V I T Y*

##### Topic: Value Auction

Students are divided into groups. Each group is said to have available 100 euros to buy one of the qualities listed on the chalkboard. Students in each group will discuss with each other in order to decide on the qualities they think are the most important for and individual to have and that they want to buy at a certain price. Then the auction is organized, it happens that for some or more qualities several groups will offer, the quality is owned by the group that offers more money. The group that buys the quality puts the name on it. For any purchased quality, a student from the group will comment on why they consider it important. The teacher underlines that people have their own individualities to evaluate the most important qualities.

* Students are asked to:

Think and write about the qualities that an individual needs:

1. not to become a victim of trafficking;
2. Not to enter in the traffickers network.

Afterwards, a discussion on the students' thoughts on qualities and trafficking is organized.

* At the end, participants discuss about the sayings:
* Në mbyllje komentohen nga pjesëmarrësitthëniet:

"Part of the self-respect is the recognition of my qualities."

"Respect for yourself provides increased self-confidence."

Topic: World problems

* A brain- storm is organized with the students on the “world problems”.Students will mention such problems as: abuses, trafficking, wars, poverty, pollutionenvironment, deadly diseases, etc. Problems are sorted and students are asked to stop on the most important problems.
  + Students are divided into 4 groups. Each group is given to think, and then to discuss one of the problems listed above (at this moment, the problem of trafficking is excluded). In instructions on how to complete the assignment, the teacher asks students to answer each of the issues listed in the following table:

|  |  |  |  |
| --- | --- | --- | --- |
| The Problem of Trafficking in Human Beings | Factors That Cause It | Anti-values in response to each factor | Necessary values in decision-making for problem solving |

* + After completing the assignment, the students comment on the expressed opinions. The teacher leads and directs the comments, focusing on the common factors for the causes and solutions of various problems.
  + In addition, all groups take the task to think and act in the form above in connection with the problem of human trafficking. The table can be completed by students as in the following example:

|  |  |  |  |
| --- | --- | --- | --- |
| Problem | Factors That Cause It | Anti-values in response to each factor | Necessary values in decision-making for problem solving |
|  | - Extreme poverty | -Lack of self-respect | -Self-esteem |
| Trafficking in human beings | -Lack of information | -Lack of respect for others | -Respect for others |
|  | etc ................ | etc................. | etc.................... |

* + As the groups work separately, they present the views about the task. A table according to the above example is supplemented with their answers. The teacher may intervene for the necessary supplement. A group of volunteers undertake to write this chart in artistically and place it in the classroom in the anti-trafficking corner.

Topic: Lack of respect for others

* + The lesson begins with the organization of student discussions about the following statements:
* "When we have self-respect, it is easy to have respect for others"
* "Knowing the natural values of yourself and honoring the values of others is the real path to the birth of respect"
* "Those who show respect will be respected"
* In a second phase, there is a discussion with the students about the issue:
* Why do people often show disrespect to one another?

Students give arguments they think related to this question, while the teacher should point out that the lack of respect that some people share in others is closely related to their lack of culture, their ignorance, and their empty spirit, where the noble feeling of love is lacking, selfishness and anger prevail.

*A C T I V I T Y*

Students are divided into small working groups to discuss:

* How would students like people to treat each other?
* What advice do students think to give to people who behave disrespectfully with other people?

The teacher instructs the students to present their advice on a sheet and then expose them in class or school.

In conclusion, students are asked to comment on links between trafficking and lack of respect. The discussion is oriented on the following points:

* Write the reasons why you consider that the persons involved in the trafficking network show lack of respect for other people.
* Describe the characteristics of individuals involved in the trafficking network, how students think or recognize such individuals.
* What advice would you give these people?

##### Topic: My qualities

* In the classroom it is discussed the saying:

"Self-respect implies increased self-confidence"

*A C T I V I T Y*

Students are seated in a circle. They each are required to write their name in a paper format and pass these letters to each other. Students are instructed to write a quality that they think a friend, whose name has fallen into their hands, has. In the end, the letter is returned to the person whose name holds and each student reads about his qualities.

After the activity is over students are asked questions such as:

* What are the thoughts that help you to strengthen self-respect?
* What are those words that make you happy and strengthen your self-respect?
* What activities help you to strengthen self-respect? Which of those creates a temporary sense of self-esteem and which a lasting sense of it?

Move on to discussing about the saying:

"More self-esteem means increased desire to be recognized by others, which enables fewer victims to lose respect for themselves."

Continuing with student discussions on cases when they felt they lost their self-respect, and how they reacted further to regain respect for themselves.

*A C T I V I T Y*

Students are instructed to draw a large tree with all the elements (roots, trunks, branches, leaves, and fruits). Further on, they are required to mark their qualities, abilities, and their talents on the squares placed on the tree roots, while in the wings of the tree mark all the positive things they do and on the fruit to mark the effects of these good things. Each student discusses his drawings withfour-five people by commenting on individual qualities. How does he use it and what benefits have he brought to his life?

A discussion with the students is again organized about questions:

* + Do you think that victims of trafficking have respect for themselves? How do you argue your opinion?
  + What are some of the reasons why this categoryof people did not gain respect for themselves?
  + How can family, school, society help children and adolescents gain respect for themselves?
  + Do you think that victims of trafficking can one day gain self-respect? How can this be achieved?

##### Topic: Making a change

Students are asked to talk about a small or important change in their lives, how they have achieved change and how they felt after the change.

Students are encouraged to mention other small or important things that they want to change in their lives, by also showing the way they think they can make that difference. A discussion is organized about the saying:

"Part of self-esteem is to know that I can make a difference."

As a conclusion, a discussion is made about the following questions:

* + Do you find it important to make a difference in your daily life to protect yourself from traffickers? What would these changes be?
  + Do they need to think about changing people who have experienced the disaster of trafficking?
  + How should the change be achieved?
  + What assistance should you seek in this case?

For homework students are required to draft a page with reflections at the end of dealing with the issue of respect.

On this page the students line up as follows all the sayings / sentences discussed in the classroom about respect. With the students' desire, a copy of it can be displayed (placed on the wall page) even in the classroom.

Reflection issues may be:

* Every human being has inherent value.
* Part of self-esteem is to know your qualities.
* Respect for yourself increases confidence in oneself.
* When we have respect for ourselves, it is easy to have respect for others.
* Knowing your natural values ​​and honoring the values ​​of others is the real path to generating respect.
* Those who show respect will be respected.
* Increasing self-esteem ie increasing the demand for acceptance by others.
* Greater willingness to accept means less victims who lose respect for themselves.
* Everyone in the world has the right to live with respect and dignity, including me.
* Part of self-esteem is to know that I can make a difference
* Self-respect creates the feeling of being powerful, successful, and useful.
* Self-respect helps to take responsibility, to help others.
* Self-respect gives initiative, makes you feel brave.
* Self-respect gives the feeling of having the ability to decide for yourself, to decide yourself the goals of your life.
* Self-respect makes you keep the moral figure.
* Self-respect makes you be correct in dealing with others.

# Decision-making

Being free, one has the right to make decisions. People are constantly making decisions, ranging from small decisions about life to everyday relationships, up to far-reaching decisions that affect the lives of others and the life prospects of individuals. Making a decision means choosing among the possible alternatives. If the decision is taken with proper care, this means choosing the most appropriate option to go to the desired outcome.

In making difficult and important decisions, the decision-making methodology, the so-called "decision tree", needs to be followed.

Anti-trafficking education, among other things, sees incredibly important and prepares students with decision-making skills, so an anti-trafficking education program should involve and enable students to make effective decision-making. For this the teacher plans to implement with students:

* Practical exercises and discussions on the meaning and importance of decision-making.
* Practical exercises through which students reinforce the necessary methodical approach that needs to be followed to make the right decisions in difficult cases as well as making decisions related to trafficking.

##### Topic: The Meaning and Importance of decision

* + The students are asked these questions:
* What does it mean for you to make a decision? What decisions did you take today? Did you easily get them?
* Have you had the chance to be in a difficult situation, where you should make a decision? How did you do that? Was the right decision you made? Did you have any consequences?

*A C T I V I T Y*

At the teacher's desk are set four packages, each having a number from 1-4. Packages have different desings. Students are divided into three groups, each group has a representative who will choose one of the packages. These representatives also listen to the friends' thoughts to make their choice. The elective students are directed to take in their hands all packages before they choose. After the selection, the packages are opened in sequence, each student before opening the package gives the reason for making this choice. Packages are filled by the teacher so that:

In the first package,it is something that has volume, but that the choice puts the student somewhat into shame. It is aimed at this choice that students understand that decisions at first glance may look positive, but they often bring unexpected consequences thatcan put you to shame.

In the second package, it may be something that can disappoint a student, for example, to have the appearance of something that is eaten, but that is not actually the case. This choice should give the message to the students: often you can get disappointedby the decisions you make.

In the third package, it is something that seems to be a good choice but, in fact, it does not bring anything good or bad, for example, a packed bag inside the package can serve for that. So the message to the students through this choice is that our choices often do not bring anything good or bad.

In the fourth package,should be something that does not seem to convince you that it can provide something important, the package should be small and lightweight, while within it there really is something really good, for example. , a considerable amount of money, an announcement for a scholarship, etc. The choice should give the students the message that if you are certain that there is no risk, you should risk.

In conclusion, students discuss the messages they draw from each election. Also, in their summary it turns out that making a decision is very difficult. Before you make the decision, you have to judge all the possible consequences and need more information, attention, and weigh the influence of others carefully.

##### Topic: Methodology of decision making

Students learn that there are three most important elements to be considered in a decision-making; the challenge faced by the individual, the choices he has to make, the consequences of each election. It is understandable that such a path is permeated if the decision is important, here it is not about small decisions of everyday life, but for important decisions tough to deal with. The following format should be displayed for students.

Important elements for making a decision

1. The challenge ahead:

2. Choices we have:

|  |
| --- |
| Choice 1: |
| Choice 2: |
| Choice 3: |
| Choice 4: |

1. Consequences of each choice:

|  |  |  |
| --- | --- | --- |
| Choice | Positive consequence | Negative consequence |
| First | ................................... | ................................... |
| Second | ................................... | ................................... |
| Third | ................................... | ................................... |
| Fourth | ................................... | ................................... |

|  |
| --- |
| Decision made: |
| The reason for this decision is: |
|  |
|  |

*A CT I V I T Y*

##### Practical exercises for decision making

Students are divided into groups of three or four. Each group is given to decide on two difficult situations that the teacher gives you about the age and problems students have. Situations can be lifelike, heard or read, or may be improvised by the teacher about decisions that a young teenager has to take when faced with pressure to take drugs, to engage in sexual intercourse at a young age, consuming tobacco or alcohol, or conducting studies in a non-compliant branch etc.

Students are required to follow the above pattern for making a decision, doingdue diligence to provide the best, informed choice, thinking of the possible consequences of each choice. They have enough time to resolve the assignment, then a group representative argues the path followed and the decision taken by the group he represents.

In the end, a discussion is organized on:

Difficulties that students had with regard to the takendecision.

What they think about the decision tree helps them make rightdecisions, in difficult situations? Will they use it in cases they will need to make difficult decisions?

How does it affect people when they have to make a decision?

How is decision-making, if we have the necessary information about the issue to be solved, etc.?

##### Topic: Trafficking in children and decision-making

*A C T I V I T Y*

Students are divided into groups where each group faces a trafficking situation, bringing to class classical examples of trafficking in girls and children, read or heard in print and audiovisual media, or other sources of information.

In a second phase, students are required to imagine that they are in the situations described in the cases they have in front and, following the decision-making tree, to analyze the situations and express their arguments in a reasoned manner.

Each group describes for the companions the track followed and the decision taken.

At the end, a discussion on these issues is organized:

* What are the reasons you refuse seductive proposals?
* What paths do you think should be followed when you are in danger of becoming a victim of trafficking? To get more information? Addressing the trusted people you think can help you sincerely?
* What are the relevant organisms that can provide you with the right services in such cases?

# Building Skills

However, it is not enough for the student to be aware of the trafficking and its consequences. They need to acquire and exercise multiple skills that relate to everyday life. Ability for life implies the ability of students with adoptable and positive behavioral skills, which allow him to fight the demands and challenges of everyday life. Life Skills are a set of psycho-social competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively. They help build safe and healthy relationships with others. Everyday skills help to take on personal shares and stock for others.

We stop in a brief explanation of the meaning of some life-critical abilities. Classified according to the three main groups, they appear separate from each other, but are actually interrelated and can be acquired together through a particular teaching activity. Abilities mentioned are developed through the main areas of learning and in different cross curricular contexts.

|  |  |  |
| --- | --- | --- |
| Communication and interpersonal skills | Decision making skills and  critical thinking | Ability to cope and  self management |
| Interpersonal   * Comunication skills * Listening skills * Expression of feelings   \* Negotiation / refusal skills  - negotiation  - conflict management  - admission skills  - ability to refuse  \* Build friendships  - ability to listen  - understanding the needs and circumstances of others  - an expression of understanding  \* Interaction and work on  group  - expression of respect for others (different contributions and styles)  - individual opportunity assessment, group contribution  \* Advisory skills  - the ability to influence others and the incoherent  - ability of motivation and creation of  network | \* Decision-making  - problem-solving skills  - Collecting skills  information  - assessment of the future, consequences of current activity for oneself and others / determination of alternatives in problem solving  - ability to analyze the situation of the people  \* Ability to think  - critical analysis of peer influence and the media  - analysis of attitudes, values, social norms, benefits and factors affecting them   * - identification of information that is related to the problem and the source of information | \* Ability to increase personal confidence  - the opportunities to take control, to make the difference, to extract the changes  - build self-esteem / confidence - create self-perceiving skills, including the recognition of rights, influences  - values, attitudes, justice, strength and ambiguities  - setting the goals of self-evaluation / self-judgment / individual skill monitoring  \* Management Skills  feelings  - management of renaming  - disaster and concern  - coping with cracks, abuses, trauma  \* Ability to cope with stress  - iconic management  - positive thinking   * - relaxation techniques |

All skills are important if the students reach their potential. Programs aimed at the development of life skills should be organized in relation to certain issues such as trafficking, drug protection, AIDS etc. Programs outside such contexts are less effective in providing students with life skills.

Skills education in the context of trafficking in human beings.

|  |  |  |
| --- | --- | --- |
| Communication and interpersonal skills | Decision-making skills and  critical thinking | Ability to cope and  manage yourself |
| Communication Skills  Students can observe and practice different ways of:  - effective expression of a willingness to pursue studies and not thinking of employability  marriage abroad, influencing others to defend against seducing the etruscans  - Demonstrates support for the prevention of discrimination against victims of trafficking  - hears the views of others regarding the problems of the trafficking  \* Advisory Skills  Students can observe and practice different ways for it:  - presented the services of vulnerable and trafficking victims  - Being involved in activities that promote defensive behavior by traffickers  - Inform others about anti-trafficking activities and organizations - Support anti-trafficking programs at school and abroad  Negotiation / Rejection Skills  Students can observe and practice different ways for it:  - refused tempting proposals for money, marriage without knowing the other, to intervene and help  others in a timely manner to avoid trafficking.  \* Personally  Students can observe and practice different ways for it:  - be cautious and respectful when dealing with a victim of trafficking   * - Realizing secure relationships with the strangers | \* Decision-making Skills  Students can observe and practice different ways of:  - search and find information sources on trafficking routes, the consequences  his, state and non-governmental bodies working against him etc.  - roles of tutors, recruits, victims, spectators, police  - analysis of the types of potential situations that may lead to trafficking,  or ways how you can escape from the traffickers if the bad has happened  \* Critical thinking  - analysis of trafficking events in the community and beyond (obtained through oral stories and media)  - analysis of social influences in relation to trafficked cases - identification and avoidance of trafficking situations  - assessing the choices made by themselves and by other individuals, whether wrong or fair   * - analysis of the stereotypes of beliefs and qualities that support trafficking. | \* Stress management skills  Students can observe and practice different ways of:  - identifying and successfully addressing the risks of trafficking, resistance to the pressure of parents and other adults for employment or marriage with the unknown  - seeking services to help with trafficking issues  \* Ability to increase confidence  - personal and opportunity to exercise control, take responsibility, highlight changes  Students can observe and practice different ways of:  - establishing a system of personal values that are independent of the contradictory environmental influences. We mention self-confidence,  perseverance, honesty, endurance, etc. |

Acquiring the necessary skills of students to prevent trafficking can not be achieved in the right width and depth only in a short period of time, not even one year. It requires long-term programming throughout the years of schooling, setting clear objectives to prepare students to:

* Know themselves;
* Possess critical and creative skills;
* Have appropriate communication skills;
* Control emotions;
* To withstand stress, conflict, violence;
* Adopt protected and secure life style;
* Feel social responsibility.

Students acquire life skills during the process that includes:

* Modeling;
* Observation;
* Social interactions.

The role of the teacher is to help and facilitate the realization of this process, which certainly requires the use of an effective and appropriate methodology for achieving the objectives set. Among the main components of the activity for the provision of students with life skills, we mention:

* Emphasis on life skills;
* Practicing skills to respond to daily life;
* Use of interactive methods;
* Parents' encouragement to help children apply their skills;
* Provide opportunities for students to implement practical skills in community projects

The aim is not just to introduce students to positive anti-trafficking behaviors, but to prepare them with anti-trafficking competence.

The anti-trafficking competence includes the students’ undertaking of opposing trafficking, in relation to themselves and others.

# 4.1 A school anti-trafficking education action plan, a necessity

The problems are very sensitive and the risks high to be ignored, they have to act. The school, for its part, deals with a wide spectrum of attitudes and skills that are needed in educating students to prevent trafficking. It has the task of preparing students with the ability to cope with unsafe difficulties and situations, undertaking personal responsibilities, and finding ways to solve problems so that their choices are based on comprehensive information, not only on the analysis of the current situation but also on the vision of the future that they want, looking beyond the basic needs towards individual long-term interests. The school also provides opportunities to provide anti-trafficking training programs, according to age needs. Here is the most convenient place to accomplish these programs because:

1. The school places accents with children and teenagers on a large scale, providing information and rationale that are used to persuade students about the importance of preventing trafficking, and arguing the need to support local and state institutions of harassment protection.
2. The school identifies and develops the skills that students need to learn and implement in order to avoid dangerous situations of trafficking.
3. The infrastructure for the implementation of anti-trafficking education programs has been set up, which makes the implementation of these programs more economical. Schools can make intriguing and inexpensive interventions, which that will help create a physical and psychological environment, as well as an atmosphere in favor of pupils' education for the prevention of trafficking.
4. Teachers are prepared for educational work with students.
5. The school has credibility for what it does with students, both for parents and other community members. It can interact with community members, parents, and local services in supporting initiatives to prevent trafficking, as well as in guiding young people towards a successful life.
6. A large number of young people stay at school which provides opportunities for effective, rapid, short-term and long-term assessments of the progress of programming for the prevention of trafficking.

### 4.1.1 Who will draft anti-trafficking program in schools?

The school directorates a working group consisting of teachers, parents, pupils and members of the community, specialists of the issue of trafficking in different fields, to design an annual program or for a longer period of anti-trafficking activities in school.

Among the school teachers involved in this workgroup we should mention the subjects of Biology, Geography, History, Civic Education, or other social sciences, who have more realistic opportunities in dealing with issues related to trafficking in human beings during the day-to-day learning process. This will affect the acquisition of the necessary information and skills of students to be protected from trafficking.

The action planning group takes into consideration the needs, resources available, and clearly defines the roles and responsibilities for implementing the anti-trafficking program at school. For all these decisions, working group members negotiate and absorb thoughts from teachers of other schools, policy makers, parents, and other members of the community.

Educational departments, as well as regional education offices, may intervene to ensure the exchange of programming experiences between schools, or to provide a model program that the education directorate proposes to be followed by schools under its administration.

### 4.1.2 Providing the necessary commitments

The success of anti-trafficking activity in school is related to the awareness and the will of community people to support these activities. It is necessary to provide school support for politicians, parents, community leaders, community members in general, local media, religious groups, businessmen and students.

Local (regional) policies, with the guidance and support they can provide, are a great help to schools. Duties, attention, and authorities' actions can help schools gain financial resources and public support.

Community and Family Participation provides assistance in planning, evaluating and implementing school-based preventive trafficking activities. Parents' associations, teachers, religious centers, community group meetings such as youth groups, women's groups, or community-based advisory groups serve as counselors to identify and address the concerns of trafficking in people, especially children and women , to continuously communicate data related to trafficking and to provide a process of exchange of thoughts.

Teacher engagement is very important in efforts to prevent trafficking in human beings, thinking and their work are very necessary in planning and implementing anti-trafficking programs. All school teachers should take part in discussions about setting targets for anti-trafficking education at school, ways to achieve them, needs to be trained, the source materials they need, forms of school collaboration with families and other members of the community.

Involvement of young people enables their very helpful assistance in planning and developing activities that respond to their needs and concerns. Young people's participation also develops on them the sense of responsibility and participation in the process, which makes the process more sustainable.

### 4.1.3 Planning process

Immediately by setting up a working group, the planning process should begin. Successful planning first requires analysis of the situation to better assess the needs, tools, and problems in combating trafficking in girls and children.

Needs assessment enables the determination of the lack of information and skills needed by students and parents regarding the causes, the paths, the damages that human trafficking and the protective measures. Discussions and debates among members of the working group are needed in determining school needs and situation to prevent the risk of trafficking among school students. Needs information is the basis for setting priorities for action, and defining groups that have special needs. Schools need to know well and identify the social and economic conditions in which each student lives, to determine and pay special attention to the most vulnerable children who live in extreme poverty, without parental care or who have experienced abuse sexual and other forms of violence. The organization of educational programs for children of this category should be an urgent matter for school directories and teachers. Significant importance with regard to the protection of children from the risk of trafficking is the examination of the particular learning needs of students, defining ways of inclusion and their integration into learning. Students stressed by the lessons are a potential contingent of trafficking and traffickers, so there is a need for efforts to prevent such students from attending school and to provide them with adequate education and enjoyment of school attendance.

Asset evaluation is about determining the potentials that the school (or various associations operating within the school) possesses, specifically with regard to the prevention of trafficking. It also assesses resources and services that can be provided by the community to assist in the process of undertaking various anti-trafficking activities at school. Knowing such elements makes planning possible, based on the human and financial opportunities that the school possesses.

Collecting data on the problem means recognizing the actual risk of trafficking in the area around school or school conditions to face trafficking. These data make it possible for the efforts to focus on real problems of students and community members in the area, thus enabling concrete interventions precisely for the most urgent problems. Some data that help in describing the current situation may be:

* + The number of trafficked victims in the area, at least for the last two years.
  + Nature, time and place of trafficking.
  + Drug use by students.
  + The presence of learning topics in curricula that help protect against the risk of trafficking.
  + How many teachers realize with students the discussion of cases related to trafficking
  + How many counseling services are offered to students about trafficking and by whom?
  + How are parents able to implement child education to prevent trafficking etc.?
  + Who are the most endangered students at school?

Data is provided through:

* Interviews and surveys with students, parents, teachers, etc;
* review of police reports on trafficking cases;
* Hospitals reports on the number of young people treated with regard to drug use;
* Observations in the classroom;
* Questionnaires with teachers, students regarding the necessary knowledge on the issue of trafficking, etc.

After the analysis of the situation, the working group compiles the anti-trafficking action plan.

### 4.1.4 Constituent elements in the action plan

1. Goals should describe roughly what the school hopes to achieve through efforts to prevent trafficking. Open discussions with teachers, students, parents, community members serve to formulate the right goals. For example, goals may be:

* Creating a school defense and support environment for students;
* Creating students' skills in preventing future trafficking;
* Involvement and training of young people to become leaders in the prevention of trafficking of children and others in Kosovo society.

1. Objectives are important steps in achieving overall goals, they can be classified in the long term and short term. The objectives specify what needs to be done to achieve the overall goals, they must be measurable and feasible. Some of the objectives may be:

* Reduce the number of missing students at school due to fears from lessons (eg, within the first semester);
* To change the social life in school to increase the interest and enjoyment of students for the school (eg, throughout the year);
* To increase student information on trafficking routes, its damages, and ways of prevention (eg, January, February, March).

1. Strategies for the prevention of trafficking should:

* To be contemporary and inclusive, to be combined and to take examples of real life in the community and beyond;
* To be applicable in accordance with age, psychology, knowledge and skills of students;
* To be constant and to consider changing the circumstances, obstacles;
* Include the resources needed to achieve the goals set, taking care of vulnerable and neglected groups;
* To motivate students to participate in anti-trafficking activities at school and in the community.

1. Activities should reflect the objectives set. The more clear and defined the objectives, the easier it will be to select the appropriate activities for their fulfillment. The activities being undertaken should consider what changes are expected? Who will conduct the activity? What will be done? When will it be realized? Where will it be realized? Planned actions relate to "to provide", "to create", "to establish", etc. Some of the actions models that can be taken are:

* Defining curriculum topics where information and the acquisition of necessary skills against trafficking are possible;
* Organize conversations with policemen, lawyers, to talk to students about security, crime, consequences and preventive measures.

Schools often lack the means to initiate major actions to prevent trafficking, but this should not be an obstacle for them not to undertake the treatment of the topic, as even the small steps bring positive results. For example, two or three activities can be developed that are feasible for each school, such as teacher training, student discussion, parental counseling, and so on.

1. Evaluation and monitoring is a powerful tool that should be used to strengthen anti-trafficking activities at school. The data collected through a carefully assessed assessment is an important information to correct and move forward in order to achieve the goals and objectives set and what needs to be done to move further in the future. The assessment should answer the questions:

* Does the activity affected by the given persons give the moment when they need it?
* Are the planned materials used?
* Have parents and other members of the community been involved as planned?
* Is the expected outcome achieved?
* Which training or aspects of work go well, which is not it? What are the circumstances?
* Which components do not work? Where was the mistake?
* Where do we need to concentrate more on the future? What can we improve?

##### Evaluation includes planning, process, and results.

*Planning assessment* is intended to help and modify a new planning. Planning assessment relies on qualitative and important methods such as observation, individual and group interviews, gathering information from students, teachers, or professionals in trafficking prevention efforts.

*Evaluating the process,* documents what is done and with whom. There needs to be a continuous process of evaluating the activities because it helps to evaluate the process towards meeting the goals and tasks of anti-trafficking education, to make significant improvements even during the implementation process.

*Evaluating the results,* shows whether the measures and the activities developed, have managed to change something or not. This assessment is done to show what changes have been made since the start of the activities until the end of the implementation. Measure results that are directly related to the objectives set.

# 4.1 Encourage an anti-trafficking environment in school

A protective and anti-trafficking support environment is part of providing students with the risk of traffickers and their motivation to make appropriate choices against trafficking.

Protector: refers to the environment where there are no risks, trauma, stress, violence, abuse.

Supportive: Means an environment that provides a close relationship with the family, other adults, including teachers and peers.

Creating an environment where a learner can express himself to adults is the best thing to do for his support and protection.

Auxiliary materials for teachers and students to know what stress, stress factors and management of these factors are.

###### What is stress?

Stress is a physical and emotional reaction to dangers or demands.  
The three types of stress that can be caused by internal and external circumstances are:

Concern or anxiety. This kind of stress occurs when the opportunity to achieve a desired goal is hindered or stopped, for example, such feelings are experienced by someone who tries to learn in a noisy room or with many people.

Conflict. Sometimes when you need to choose between two opportunities, for example, a teenager may be in conflict when he or she chooses to do what the parents want or what their friends want.

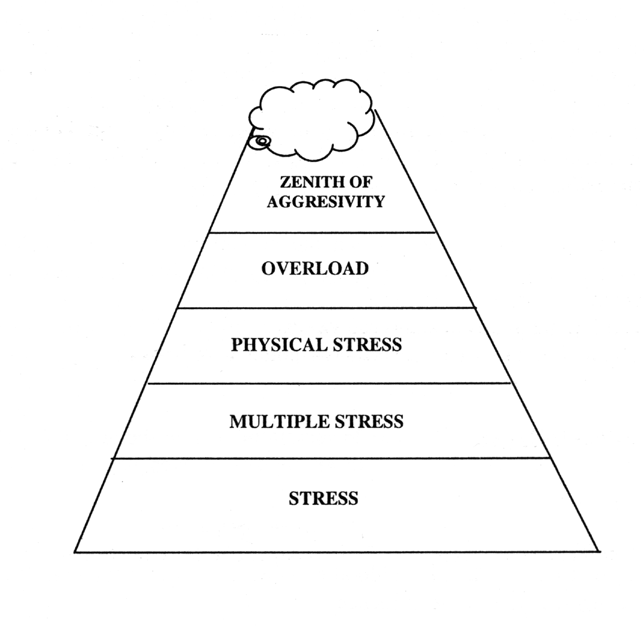
Pressure. It happens when someone is forced or encouraged to do something that he does not feel very secure to do. For example, when a teenager is forced to smoke, alcohol or even worse drugs, so that he can be liked and accepted by his friends.

###### How does stress affect humans?

Stress affects the human body, causing ulcer, high blood pressure, or violent behavior. Affects in emotions by causing feelings of distress, anger, or mistrust to oneself.

###### Stress levels

1. Stress caused by a single factor (both internal and external) that makes people feel tense. (Examples: When you are not prepared to teach, stop your parents talking on the phone, school penalty for a wrong move, etc.).
2. Multiple stress occurs when several factors act simultaneously, for example, a student dies a grandmother, but in the meantime he is in the Matura exam season for which there is not enough time to prepare, adding here also his spiritual condition from the death of his grandmother.
3. Physical stress occurs when there are health problems, for example, headache, sports injuries, acne, difficulty in vision, toothache, and so on.
4. Overload, occurs when you accumulates a lot of stress. In this case, the person with stress overload behaves unreasonably and he does not do what it takes to cope with stress. In this case, one can drink alcohol, drugs, and behave irritably with others.
5. The zenith of aggressivity is the point where so many stressful factors are accumulated, as someone is ready to break out violently, such as rape, suicide, home away from home, murders, murders, etc.



*Stress in children can be caused by:*

* **Family pressure**
* Quarreling with sisters, brothers or parents;
* Many responsibilities, such as taking care of sisters, younger brothers or taking care of home even though you have parents;
* Results that the family is expecting at school;
* Living with many people in a home, lack of an environment where the young learn,etc.;
* Domestic Violence;
* A family member is alcoholic or uses drugs;
* Sexual Abuse.

##### Stress at school

* Pressure for high scores;
* Overloaded curricula;
* Facing labeling such as "lazy", "loser", "hacker", etc;
* Large classes, where little individual attention is given to students;
* Boredom;
* Feeling unrespected by any classroom student;
* Character conflicts with teachers or other adults.

##### Peer pressure

* Concerning to be palatable and acceptable from them;
* Direct or indirect pressure from friends to initiate sexual intercourse, to use dangerous substances, to do something that is prohibited, etc.
* Violence, interception and gunfire.

,

* **Stress from media**
* Violence in film, television and music;
* Advertising that encourages students to behave as adults;
* Adding sexual topics in movies, TVs, music and books, which drives students to experiment with such behaviors

# Activity with students

# Topic: Stress

**Means:** The material assistance to "stress" the teacher, sheets of paper or board and chalk.

**Time:** 45 minutes

**Purpose:** Identifying stresses that can accumulate and cause explosions and are factors that affect child trafficking.

**Methods:** lecture, group work and free discussion.

.

##### Activity plan:

###### First step:

Explain the help material for the "Stress" teacher (explain three types of stress using the student's own examples). Draw the "Aggressive Volcano" illustration and explain the levels of stress on the board or paper tray. In clarifying this information, remind students that it is important that when someone hurts or angry, you must speak and express openly and persistently in order to avoid gathering fury until the explosion. Also, point out that many things make the feelings accumulate and lead to rage. Called "stressful" these include whatever happens in life and that causes tension. Tell them that those who, recently, have felt stressed, raise their hands. Ask them to mention the factors that caused this stress.

###### Second step:

Divide the students into 5 groups. Each group assign the following tasks:

**Group 1**. Write examples of first-level stress from their experience.

**Group 2.** Write examples of second-level stress, again from their experience.

So you will continue with the other groups until you reach group 5, which will give examples of the climax of aggression.

After the students work 10 minutes, then each group chairperson presents the work of his group.

###### Third step:

Complete the activity with discussion topics.

* + 1. What are the signs that stress is beginning to accumulate? (Responses may be: you have no patience and you react negatively to others, little things that usually do not disturb you, become very disturbing, shoulders contract or do not feel well from your stomach, easily distracted and you can not finish anything).
    2. How can you reduce stress when it starts to accumulate? (Responses may be different. The teacher may introduce pilot school projects that are equipped with social workers or psychologists.)
    3. How can you understand that a friend or friend is in the stress-strain phase? (Responses to behavioral changes such as good preparation in lessons, changing behavior in the family or society, increasing smoking or alcoholic beverages, drug use, denial of stress and pessimism). What can you do to help?

# On the implementation of anti-trafficking education in schools

### 4.4.1 Integrate anti-trafficking education in the school curriculum

In this section of the manual, we have stopped to describe the ways in which work is done so that students can obtain accurate information on trafficking and its consequences, understand their values and views, and acquire personal skills needed to avoid the risk of trafficking. Usually it is not enough to treat trafficking as a separate phenomenon, it would be an effective cross-curricular form of treatment. Accordingly, education on trafficking prevention should be integrated between school curriculum areas such as social, health, arts, literature, science, geography, etc. Trafficking prevention messages become more powerful if they are repeated in different contexts.

Three are cross-curricular models that can be implemented.

Explain them:

**Model 1:** Cross-curricular class-based.

It is based on the study of the parallel issue in all the subjects that students of a classroom study. Teachers, for example, who teach in fifth grade, plan lessons and goals related to trafficking that they can cover during teaching. This form provides a coherent basis that helps students understand different aspects of the trafficking issue. The school's anti-trafficking team participates in this program by subject teachers, with instructions and care for the quality implementation of the topic.

**Model 2:** School-based cross-curricular.

It is based on learning through the project. For example, a school has undertaken a one, two or more year project on trafficking. In relation to the project, annual work plans are drawn up, including a series of tasks to be carried out over a two-three-week period of the year. Students express the desire to be collaborators in the accomplishment of one of the planned anti-trafficking tasks, working in working groups with students of different classes. The subjects with the subjects studying are included by relevance in the realization of project tasks.

**Model 3:** School-based activity programs.

In this model, anti-trafficking education covers all school classes throughout the year. Such activities include conversations with representatives of anti-trafficking warfare, organized follow-up of broadcasts in the electronic media, a competition between the classrooms for drawing or writing best against trafficking, organized in an anti-trafficking art activity etc. However, there is no method to indicate which courses should contribute and to what period of time can joint activities be organized with all pupils in the school. The schools themselves determine the types of activities that they will undertake, the time of their realization in accordance with the conditions and resources that each school has. It is good for the school to combine the three cross-curricular models to achieve its anti-trafficking goals.

### 4.4.2 Integration model

An example of integration of anti-trafficking activities in the curriculum, proposed by a group of teachers and various units of the Ministry of Education, Science and Technology (curriculum and curriculum unit, human rights unit, etc.) was presented on below. In your schools you can design an integration plan that meets your needs and problems.

Criteria for selecting topics:

* + The themes were selected from the current official program of the subject "Civic Education", "Biology", "History" and "Gjegorafi", conducted in lower, middle and upper secondary education, with one or two hours week.
  + These courses are considered reasonable to be used as a potential bed to tackle trafficking-related issues and address issues that help the student know more about themselves, the social environment, the dangers they face, etc.

Concretely, we aim to help the student:

* + To be informed about the phenomena of trafficking, irregular migration, and their consequences;
  + To increase self-respect;
  + Formulate goals for yourself;
  + Make decisions for yourself;
  + Be informed about the process of HIV / AIDS and sexually transmitted diseases;
  + Manage stress.

The above subjects have been selected as possible for the scientific and social object they have and the issues they treat. These courses are chosen for the fact that the teachers who develop them have the necessary expertise and training to address these issues in the right dimensions.

The type of activity we recommend to be applied by the teachers is not only within the curriculum and only within 45 minutes, but we suggest it to be cross-curricular and extracurricular, student visits and involvement of external expert in the teaching process, such as employees courts, law enforcement, employees of social work centers, various local and international associations, etc. For the most concrete and natural treatment of trafficking-related issues, we recommend that teachers especially focus on addressing information that comes from visual and written media. The press should become a subject of research by students under the guidance of teachers to address issues related to the public and the fact and how many people are victims of media opinion in this case. As a method for dealing with trafficking issues we have selected: questionnaire, interview, problem solving, random situations, and human history

Topics dealing with issues such as the family as an institution are seen to be a reasonable bed to discuss trafficking issues as facts lead us to the need to address the status of children in the family and how they find their children in families what are the contradictions that parents have with children, what nature they are and why ... etc.

During the training program the participants will be involved in "ice-breaking" activities, which precede and stimulate the realization of the program as a whole. During the training we will focus on the facts that come from the daily press to analyze and confront the facts with our national and international and local legislation.

The facts lead us to the conclusion that a child tries to find "solutions" in the streets, as there is no room in their family.

The following table includes only some of the classes and topics where you can intervene to carry out the activities. However, teachers are free to find space to carry out activities that affect trafficking issues. The topics that follow are not mandatory to be applied; they only point the teacher where it is possible and reasonable to touch on trafficking issues.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Subject** | | | **Grade** | **Topic** | | |
| Geography | | | 6th | "Number and density of the population" (60)  "Natural Addiction, Density and Migration of the Population" (61) | | |
| Civic Education | | | 6th | "Personal identity documents" (11); "Health, HIV / AIDS-Spread and Consequences" (25); "Law-Types and Function of Laws" (32); "Discrimination and Prejudice" (64-65);  "Freedom and Responsibility" (72); "Value System" (78); | | |
| Civic Education | | | 7th | "The Role of Civil Society" (19); "Family" (27-30); "House" (31-33);  "Use of the media as a source of information" (46); "How to read an article" (47);  "Distinguish the fact from the public" (48); "What Endangers Our Health" (57); "Protecting Citizens" (65);  "How to do a campaign" (73); "Evaluate Yourself" (76);  "Judicial Power" (108); | | |
| History | | | 7th | "Bondage and Recruitment of Albanian Children in the Ottoman Army" (59);  "Declaration of Human and Citizen Rights" (137); | | |
| Civic Education | | | 9th | "School and community" (5);  "Information and Mass Media" (6); "Types of laws and their preparation" (18); Theme "AIDS-Century Disease" (29); "Limitation of Rights" (71);  "Freedom and Responsibility" (72);  "Human rights and responsibilities and moral and philosophical values" (61); | | |
|  | | | | | |  |
| Biology | | 9-të | "Sex Development" (133);  "Molecular Heritage Base" (135); Genes "(137); | | |  |
| Civic Education | | 10-të | The topics included in the "Teacher Manual" are included in the existing book of Civic Education for the 10th grade but should be treated as integrated / interrelated. | | |
| Civic Education | | 11-të | Making decisions (72)  Community Life (76)  Community Involvement in Improving Life (81)  Human Rights (107)  Types of Laws (135)  Crime and its forms (142)    Trafficking in human beings (163)    Law on Trafficking (167)  Change of family (170)  Family Law (180)  The right to private life (187)  Domestic Violence (191)  Abuse of Children and its Types (195)  Prevention and rehabilitation measures for abused children (204)    Distinction of fact from the public (220)  Reading an article in the newspaper (222) | | |

Shkolla, kurrikula dhe formimi i fëmijëve dhe të rinjve mbi trafikimin e qenieve njerëzore dhe rreziqet që ai mbart

# Providing information

Children and adolescents need accurate information on trafficking in order to be well-informed and protected from it. Pupils should understand the trafficking and its serious consequences, they should know that today in Kosovo there is an organized network of illegal sales of people, especially girls. They should also understand the links that exist between trafficked and drugged drugs, AIDS and sexually transmitted infections.

Physical injuries often occur to trafficked girls, and this is not only the case for clients, but also from their tutors. Pupils should be aware that trafficking of children and girls is still a high level risk and to prevent them should provide a safe and healthy attitude and attitude.

They should be given the necessary information on the consequences of trafficking, the possible ways through which it operates, the legislation in force against it, the local institutions that work on prevention, the means and the protective roads, and how to help prevent it in school and the region around us, or how to help victims of trafficking. Through this information, students are encouraged to take steps to prevent trafficking in general, and in their community in particular, and to expand knowledge on the legal justice system.

Studies in problematic trafficking areas show little information and awareness of the population about the problem of trafficking.

Information is never enough; children and young people, parents and communities should be better informed in order to understand the situation.

The use of concrete examples of trafficking cases makes the students and family aware of the high risk of trafficking. They would be more protected if they knew more about the ways they were used for trafficking and the suffering they caused.

Information should not only stop on methods of trafficking and recruitment but also on what happens to victims when they go abroad, working conditions, the violence of protectors. Awareness raising is a significant reason for reducing the number of recruits, but fuller knowledge can also curb cases when volunteering.

Local anti-trafficking media campaigns, leaflets and leaflets are also ways that lead to information about the problem of trafficking and the ways of preventing it. The school should coordinate its information with that of the media in order to achieve better information of the students

**TRAFFICKING AND HIV / AIDS, AND OTHER SEXUAL TRANSMISSIBLE INFECTIONS**

1. **1. General Information**

The need for youth education on AIDS is gaining ground. Especially the fact that sexual relations between clients and victims of trafficking in most cases are carried out without protection, endangering the infection and HIV / AIDS and STI, means that the protection and prevention of these infections is of primary importance and should be discussed with the students . Studies show that sex and AIDS education has the ability to result in delayed sexual intercourse and at the same time the use of safer sex practices in those students who have already started such relationships. This material is designed to assist teachers to design educational programs on HIV, AIDS and SSI (Sexually Transmitted Infections), including students aged 12 to 16. The material that is presented relies on the methods of student activation, a method that practice has proven to be particularly effective for educating students with the right behaviors.

### 5.1.1 The context for education on HIV / AIDS and STI (Sexually Transmitted Infections)

The ideas and activities presented in this paper focus specifically on AIDS-related activities. But AIDS can not be disconnected from a wide range of problems, such as alcohol and other drugs, prostitution of younger ages, pregnancies at adolescence, conditions of a livelihood in poverty, violence and unemployment. In fact, many of the skills and attitudes that young people need to prevent AIDS and STI are inherently vital, as they are necessary to effectively address a number of other problems that they will encounter during their growth.

In particular, the education program dealing with STI, HIV and AIDS poses as a requirement for students to have a clear understanding of their physical, sexual, and emotional development during adolescence, so that they can also gain a sense of clear on the sexual aspect to themselves and to others. It is important not to forget that the main path of HIV / AIDS transmission is sexual intercourse, where the risk of infection becomes even greater by the presence of STI. Pupils should receive basic knowledge about menstruation, sexual relations, pregnancy and contraception (avoidance of pregnancy). Giving education on HIV / AIDS and STIs becomes much more beneficial when this education is seen as a component of health education, sexual education, biology or subject matter of civic education.

### 5.1.2 The main stages of the HIV / AIDS education program IST

* 1. Determine the type of program.
  2. Selection of objectives.
  3. Drafting the curriculum based on the curriculum.
  4. Develop a teacher's guide.
  5. Designing student activities.
  6. Qualification of teachers.
  7. Implementation of the program.
  8. Evaluation of the program.

### 5.1.3 Program type

Many programs that address AIDS and STI prevention focus only on biomedical data, those related to the virus that causes AIDS, the immune system, the signs and symptoms of AIDS and its medical treatment. It is well known that it is not enough just to persuade young people to be educated with positive, healthy behaviors to prevent HIV / AIDS and STI. They need to motivate their actions and to be able to get their knowledge back into practice.

HIV infection and STD illness occur in special circumstances, endangered: when a girl is subjected to sexual activity by her friend or by an older male when a syringe containing drugs given to a friend and so on. In these circumstances, in order to preserve their health, young people must know and have the ability to say "no", to know what alternatives to propose and to assess the potential risks. If students learn lesson data on the immune system, they will be unprepared to cope with the real situations they may encounter. Do not forget that the purpose of education for

 AIDS and STI is for students to gain behaviors that prevent the transmission of HIV / AIDS and STI, rather than simply giving as much knowledge as possible about this disease. Therefore, the program we propose will aim at increasing knowledge, developing skills, promoting positive and accountable attitudes of students.

### 5.1.4 Knowledge

Useful information to help students decide which behaviors are responsive and beneficial to health are:

* Physical and sexual development of adolescents
* The difference between HIV and AIDS
* Roads in which HIV and STT are transmitted
* Roads in which HIV and STI are not transmitted
* HIV / IST protection tools
* How to deal with a person with AIDS

### 5.1.5 Developing skills

Skills associated with HIV / AIDS and STI defensive behaviors are:

##### Making decision

* Determination to withstand peer pressure to use drugs or to commit sexual intercourse;
* Communication skills that enable greater security in sexual relations; Practical skills for the effective use of condoms.

These skills are gained through simulation exercises or by playing different roles (situations) that, in real life, would threaten young people with the risk of HIV / AIDS and STI.

##### Attitudes

Attitudes stem from beliefs, feelings, and self-assessments. Education on HIV / AIDS and STI should promote:

* Positive attitudes towards the delay in postponing sexual intercourse;
* Personal Accountability for Sexual Intercourse
* Condom use;
* Overcoming various prejudices;
* Attitudes against sexual intercourse with multiple partners or violent and abnormal sexual intercourse;
  + The feeling of not only not turning around people infected with HIV or AIDS, but rather being patient and kind to them.

##### Incentive support

Even a well-informed and skillful person needs to undertake harmless actions and to adhere to this practice. A student's realistic understanding of the risk to which he exposes himself, as well as the benefits of using preventive habits, are closely linked to the encouragement. The reinforcement and support that peers give to their friends in practicing useful health activities is of decisive importance because the norms they place among them are powerful incentives for youth behaviors. Because peers know better about each other's way of speaking and culture, the programs that pay attention to peer leaders are quite fruitful. But the objectives of the program can be motivated and strengthened by parents and other family members, so they should be encouraged to play their part in the child's sexual education. Given that the key to preventing HIV / AIDS and STI are responsible behaviors (habits), the objectives we set out below are considered as minimum requirements for any program that is related to them.

At the end of the program, students will have acquired the following skills:

* To distinguish between HIV / AIDS and STI;
* Determine which pathways can be transmitted to HIV / AIDS and STI;
* Determine in which ways HIV / AIDS and STI can not be transmitted;
* List the HIV / AIDS and STI prevention methods based on their effectiveness;
* To embrace the reasons for delaying sexual intercourse;
* To respond to pressures on sexual intercourse;
* Discuss the reasons and methods of why and how sexual intercourse should be delayed;
* Discuss the reasons and methods of why and how to deal with sexual relations with protective devices when they are not able to avoid performing them;
* To respond to pressures to commit sexual intercourse without protective means;
* Determine how they can express kindness and solidarity with seropositive people or AIDS patients.

### 5.2. Program Units

The program presented in this material consists of four units, each of which proposes a number of activities to be developed within the classroom (which are accompanied by a teacher guide for each of them).

The units are designed to match different levels of knowledge, attitudes, skills and stages of encouragement development.

##### Unit 1 - Basic Knowledge on HIV / AIDS and STI

In this unit the emphasis is on: what are HIV / AIDS and STI, their transmission, and protection from them.  
Objectives 1-4 are treated in this unit.

##### Unit 2 - Responsible Behaviors: Delaying Sexual Relations

Students, especially at the earliest ages, should be encouraged not to commit sexual intercourse. Postponing them up to an older age usually gives rise to more mature decisions regarding contraception and other sexual protection tools. Pupils should have clear reasons why they should delay sexual relations and learn how to withstand pressure to commit sexual acts without protective means. Skills, related to a clear and straightforward communication, should be taught through life-threatening situations that young people may encounter. They can also learn that love can be expressed in other ways than sexual ones.

This unit addresses objectives 5,6,7.

##### Unit 3 - Responsible Behaviors: Sexual Relationships with Protective Assets

By the time students receive the AIDS lessons that this program includes, it is probable that some of them, perhaps, have already embarked on the path to committing sexual intercourse. Others need to know how they can defend themselves in the future when they too will enter into these relationships. The use of condoms in every act of sexual activity is a very effective way of avoiding HIV / AIDS and STI infection. To give students knowledge of contraception and condoms does not mean that they encourage them to commit sexual acts; young people get the data on the condoms through a variety of sources (from friends, media, advertising, etc.), so giving them the knowledge is necessary for them to acquire the right skills to use the condoms properly.

Objectives 8 and 9 are covered in this unit.

Units 2 and 3, which address general attitudes, should be devoted to approximately 50% of all classes within the classroom that can be foreseen for the entire HIV / AIDS and STI program. This requirement arises because both of these units mainly address the development of skills and that this process requires more teaching time than fact learning.

##### Unit 4- Care and support for people with HIV / AIDS

Many young people will come in contact with people infected and sick with AIDS, who are likely to be inside their families or neighborhoods. it is necessary for these young people to be taught to be patient with them, be kind and find the right ways to be with them. This unit covers the 10th target. For each unit it is proposed to carry out a number of activities with students. Below, we provide objective information for teachers and students activities.

### 

### 5.3 Materials to help the teacher

*A C T I V I T Y*

##### Basic knowledge of HIV / AIDS and STI (Sexually Transmitted Infections)

What are the terms of HIV and AIDS?

|  |
| --- |
| HIV means the human immunodeficiency virus (affects the human immune system) and, from English, the initials are as follows: |
| H - Human  I - Immune deficiency  V - Virus |

|  |
| --- |
| AIDS means: The acquired immunodeficiency syndrome, the English initials are as follows. |
| A – Acquire  I - Immune  D – Deficiency  S – Syndrome |

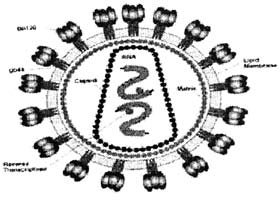
AIDS is a disease that results from the destruction of the immune system from the virus called HIV. AIDS is the term used to show the most serious rate of HIV infection. Many HIV-infected people are good, look good, and may continue for years, but anyway, even if they are healthy, they can infect others. Sooner or later, most HIV-infected people will develop AIDS.

The HIV virus, as its name suggests, attacks the immune system. People with AIDS are affected by diseases that a healthy immune system can fight, such as rare forms of tumors or pneumonia.

### How is the AIDS virus built?

The first HIV-responsible adult virus (HIV 1) consists of RNA and protein coils. The RNA contains the genetic code of the virus. These dress up from a creamy and protein-rich membrane. Chip proteins are important because thanks to them the virus is clothed with T4 lymphocytes. Certain parts of the chicken protein cause a strong immune response. These parts are indispensable for processing a vaccine for the future. The particular feature of this virus is that there is a patch on the surface of the protein that causes the production of specific antibodies which at some time destroy the infectious ability of the virus.

Presentation of HIV virus



##### HIV and the immune system

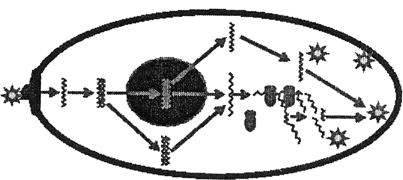
The immune system is protecting the organism against infections and diseases. It attacks and destroys bacteria, viruses, and so on. who are capable of attacking the organism under certain conditions.

The immune system operates across the body, especially thanks to some special types of cells, called lympocytes. Type of lymphocytes: lymphocytes T and lymphocytes B that act in different ways. A special type of T lymphocytes are T4 lymphocytes, which play the role of "general" in the body's protective actions. When an antigen (virus, bacterium, etc.) enters the body, it is recognized by T4 lymphocytes, which give the alert and activate T and B lymphocytes. T attack lymphocytes

directly, while lymphocytes B produce some substances called antibodies, which attack antigens and destroy them. Antibodies are specific to each antigen. The presence of antibodies in the body shows that this antigen has been the previous one. HIV has the ability of continuous T4 lymphocytic attack.

To infect Lymphocit T4, the HIV virus should interlace its genetic code consisting of RNA in the genetic code of T4 lymphocytes, which are composed of AND. It is known that these two molecules do not match the tire, so HIV needs to change its genetic code from the RNA into the genetic code of the AND. This is done by a special enzyme that has the AIDS virus, which is called inverse transcriptase.

Pathogenesis of HIV infection



Usually DNA is transcribed in RNA, but reverse RNA transcription in DNA occurs and occurs only if there is this particular enzyme, called reverse transcriptase. Unfortunately, the AIDS virus has this enzyme. By integrating its genetic code into the genetic code of T4 lymphocytes, HIV begins to multiply in the "ridge" of the T4 lymphocytes by destroying

them. In this way, the immune system weakens gradually, rather than organizing the defense. So, since HIV enters the bloodstream, penetrates into T4 lymphocytes, cleaved up, detects viral RNA that is transcribed into DNA, inserted into the nucleus of lymphocytes and becomes part of the genetic code of the cell.

Two ways of development are possible:

##### Method 1:

The virus stays sleepy and the infected T4 cell continues to live normally, the infection is present while the infected person is not symptomatic. Infected T4 cells of this person can be transmitted (through blood or sexual secretions) to other people by infecting the latter.

##### Method 2:

The virus becomes active and multiplies inside the cell, which is finally cleaved, releasing large amounts of virus. When a large number of T4 cells are destroyed after HIV infection, the immune defense of the organism is greatly diminished. At this time the symptom of AIDS appears. HIV infection can weaken the immune system to the degree that it is difficult to fight certain infections. These types of infections are known as "opportunistic" infections because they benefit from the possibility that the disease afflicts an already weakened immune system.

### How is the AIDS virus detected?

*Indirect method:*

It detects antibodies produced by the body as a reaction to the presence of the HIV virus.

|  |  |  |
| --- | --- | --- |
| Antigens  (AK) | Antibodies  (AG-AK) | The complex is formed (AG) |

The presence of antibodies is detected by linking this complex to an enzyme that causes color. The body needs some time, after the moment of virus entry, to produce antibodies. If the test detects antibodies, the tested person is called a seropositive and is infected with HIV. If the test is negative, the tested person is called seronegative and is not infected with HIV.

Direct Method:

It detects the virus, making the culture of infected lymphocytes, thus detecting viral antigen instead of antibodies. The direct method has allowed detection of the presence of the virus in the blood, semen, vaginal secretions and rarely in very small amounts in the saliva.

### How is HIV transmited?

HIV transmission can be made from unprotected sexual intercourse. It is important to know which of the sexual practices are at risk of getting HIV and what not.

1. Non-safe sexual practices

Sexual practices that do not pose a risk for HIV infection are: hugging, masturbating, touching the sexual organs.

1. Sexual practices posing a risk

The correct use of the condom (condom), whenever you have sex, greatly reduces the risk of getting HIV. Incorrect use or condom breaks is a high risk. Sexual condoms are what is called "protected sex".

1. Unsafe Sexual Practice

Vaginal sex without condom and any other kind of sexual act that can provoke hemorrhage. It is likely that certain people are more likely to get HIV than others, but it depends on their behavior, such as:

* People who have many sexual partners;
* Conducting unprotected sexual intercourse;
* People who have sex while they have another STI;
* Use a syringe to inject drugs.

In addition to the above situations, there are other situations besides us that endanger us:

* Use of an un sterilized age / syringe for various injections;
* Uncontrolled blood transfusion.

Questions about other ways of HIV transmission.

1. Is HIV spread by prostitutes and their clients?

Prostitutes and their clients, like everyone else with many partners, are at risk of being infected and can infect many others. If the prostitute uses the condom during the sexual act, the risk of receiving HIV for her and her client is reduced. Also, many prostitutes have replaced penetrative sex with other safer ways. Unfortunately, most men do not want to use condoms, and the prostitute's position does not allow you to contradict and insist. Since trafficking victims are forced to prostitute, they are at risk of being infected, an infection that they can then spread to others.

1. Can HIV be transmitted by syringes?

The exchange of needles, syringes, and other contaminated equipment conveys the HIV virus, because any kind of vehicle that can spit or anticipate the skin can take a blood supply, and if this blood is infected and the device is not sterilized, the virus can be transmitted to a human other. Avoid eardrums, tattoos, acupuncture, or cargo sharing if you suspect that the drilling tools are unsterilized.

1. Can HIV be spread from infected blood?

Small amounts of blood remain in the bloodstream and syringe after use and if someone else uses them, the blood left in the syringe will pass into his blood. So the second person can get HIV if the first is infected.

1. Can HIV be transmitted from the infant mother to the baby?

HIV passes the fetus through the umbilical cord, while the baby is still in the womb, through

the contact with fluids and vaginal blood during delivery, through breast milk. But not every child born of an HIV + mother will get the virus. About 20-40% of babies are ill. Most of these children stay for longer than 2 years, but there are even 7 and possibly even more.

1. Are men and women equally sensitive physiologically to receive HIV?

Women are more susceptible to HIV than men because the surface of the mucous membrane involved in the sexual cycle is greater for women than for men. Young girls are much more susceptible to HIV than women 20 to 45 years, as their still wasting cervix and poor production of vaginal secretions are insufficient for HIV protection.

1. Do you have to have many partners to get infected with HIV / STI?

Sometimes just contacting an infected person is enough to get HIV / IST. But, of course, contact with many partners, the risk is higher.

### How can HIV not be transmitted?

By touching, chatting, or living in the same home with an HIV / AIDS-infected person;

* Use of kitchen utensils or towels that are used by an infected person;
* Use of swimming pools, bathtubs, taps, toilets, door handles, telephones.
* Of spit, sweat or tears;
* Insect bites, because HIV is only housed in human body cells, not in insects or mosquitoes. HIV is not like the parasite of malaria, which is housed in the digestive tract of the mosquito and spreads through its burial;
* Squeeze or cough.

*A C T I V I T Y*

##### General Behaviors: Delaying Sexual Intercourse

Reasons to Say "No" to Sexual Intercourse, The teacher explains the following:

it is best not to have sexual intercourse until you:

* Are more responsive
* Are more mature
* have a secure relationship with a man
* are married

*Why?*

There are many strong reasons to reject a request for sexual intercourse, which are listed below:

1. Afraid of pregnancy. If you do not have sex, you are 100% safe.
2. Fear of STI and HIV, which can be taken during a sexual relationship.
3. Parents' wishes and trust. They do not want you to have sex so young.
4. Fear of violence. There is always the possibility of violence.
5. Friendship. So give yourself and your partner time to be friends first.
6. You or your partner may be drinking. Alcohol makes you make foolish decisions.
7. You are not ready. Too young or just not ready.
8. Just with the right man. Feel the need to love you.
9. Not before marriage. You can not trust your partner.

Then develop a discussion with the students, asking the students:

* Choose four of the above reasons for which you think that young people often refuse to engage in sexual intercourse.

*A C T I V I T Y*

##### General Behavior: Sexual Relationships with Protection

Say "No," to unprotected sex

Role playing

Means: Sheet for each student, chart and chalk, materials to help the teacher "Information on HIV / IST and AIDS infection"

Time: 30 minutes.

*Aim:* Increasing awareness of the speed of HIV spread and sexually transmitted diseases.

*Activity development*

The teacher clarifies:

You must insist if your partner does not use the condom. Your message should be clear: "There is no sex without condom".

* Prepare workbooks, writing in three of them "After reading this, do not follow any of my instructions until I allow you to go back to your places." In the other three pages write a small "k", one "g", another with "h", another "z", and you can also mark the note as "Follow my instructions".

*Instruct students according to the following steps:*

1. Give each student a card. Tell the students keep the instructions in their sheets secret and follow them. Tell the students to stand, give their hand to the other three students and ask them to sign the card. They have to move through the classroom.

1. After all have received three signatures, tell them to sit in their seats. Tell students who have the letters "g", "h" and "z" on their feet, but also those who have handed these students to stand. Continue until all of them are raised except those who do not participate.
2. Now tell the students to imagine if the person with the "h" card was infected with HIV and that instead of treating the three, he / she committed unprotected sex with three people who signed the card his / her. Do the same with cards that have "g" (gonorrhea), "z" (genital herpes).
3. Students sit back and tell those with the "Do not follow my instructions" to stand up. Explain that those students have decided not to commit sexual intercourse and are therefore protected by HIV and STI.
4. All students who have "k" sheets to stand. Explain that, fortunately, they have used condoms and are not at risk of infection. Tell everyone to sit down. Remind them that this was just a game and that they were representing people with STI and HIV, which can not be transmitted by handshaking.

*Then he develops a discussion with the students, asking the students:*

* Choose four of the above reasons for which you think that young people often refuse to engage in sexual intercourse

### 5.4 Assessing the knowledge, skills and attitudes of students about HIV / AIDS

###### Student Assessment Tests (with Accurate Answers)

**Questions "True (T) - False (F)"**

Unit 1

|  |  |  |  |
| --- | --- | --- | --- |
| 1. Men can transmit HIV to others by sperm. | |  | |
| 2. You can get HIV by sitting on the toilet seat where a person has been sitting with Aids. | |  | |
| 3. You can get HIV by drinking from the same glass or from the same drink that a person has had with Aids. | |  | |
| 4. HIV is found in semen, vaginal fluid and blood. | |  | |
| 5. A person can get HIV using the drug needle that others have used. | |  | |
| 6. Seropositive people are usually poor and with a diseased sight. | |  | |
| 7. You were infected with HIV, you were infected for life. | |  | |
| 8. Some people are infected by HIV being washed in the same place where they are washed and one affected by AIDS. | |  | |
| 9. You can get HIV from picking a mosquito | |  | |
| 10. A person suffering from AIDS can spread the virus even by spraying the spit. | |  | |
| 11. Women may attach HIV to others by vaginal fluids. | |  | |
| 12. There is no way to find out if you are or are not HIV-infected. | |  | |
|  | |  | |
|  |  | | | |
|  | 13. You may be infected by HIV by having sexual intercourse with a man who has used the same drug needle that he has used another. | |  | |
| 14. Seropositives do not necessarily have the appearance of a sick person. | |  | |
| 15. You can be cured of AIDS if you regularly take the medicines your doctor has given you. | |  | |
| 16. By tattooing, ear or nose piercing, you can not be infected with HIV using the needle used by others. | |  | |
| 17. People with AIDS die from serious illness. | |  | |
| 18. Women are suffering from AIDS. | |  | |
| 19. HIV can pass from mother to unborn baby or to newborn baby. | |  | |
| 20. HIV can also stick to wearing a man's AIDS clothes. | |  | |
| 21. Conducting sexual intercourse during menstruation increases your risk of getting HIV. | |  | |
| 22. You can get HIV cut while wiping with the blade used by an infected person. | |  | |
| 23. The refugee man for the HIV, unlucky to the AIDS, can be the sixth, and for many, ten years. | |  | |
| 24. A person with AIDS usually dies after 6 months to 2 years. | |  | |
| 25. A person is capable of infecting others only when he is sick with AIDS. | |  | |
| 26. There is already a vaccine that is capable of protecting people from HIV infection. | |  | |
| 27. If a person is sick of STI, his risks of getting HIV are greater. | |  | |
| 28. AIDS is caused by HIV | |  | |
| 29. There have been reports of cases of HIV being spread by the kisses. | |  | |
| 30. During daily activities, HIV can not spread from one person to another. | |  | |
| 31. There are certain evidence that some insects may spread HIV. | |  | |
| 32. HIV can be picked up by contacts such as hugs, kisses, and handshakes. | |  | |
| 33. A person can spread HIV even when he has no sign or symptom of AIDS. | |  | |
| 34. The more partners there is for a person, the more likely they are to infect HIV. | |  | |
| 35. Anyone infected, regardless of whether the aids are AIDS or AIDS, may be HIV-positive to others. | |  | |
| 36. A person can keep HIV in his body for a year without being sick of AIDS. | |  | |
| 37. A person can be distinguished from the outside if it is infected or not. | |  | |
| 38. A negative test for the presence of HIV means that there are no antibodies in the blood. | |  | |

**Unit 2**

|  |  |
| --- | --- |
| 1. Vulnerabilities in sexual relationships and drug use are very good for teenagers to avoid taking HIV. |  |
| 2. One way of not being infected with HIV is to avoid sexual contact. |  |
| 3. There is no way that man can be protected from HIV / AIDS infection. |  |
| 4. Failure to Sexual Relations is the most effective way to avoid HIV infection. |  |
| 5. Decent people reach their goals by imposing on others. |  |
| 6. A passive man usually surrenders to others. |  |
| 7. If a man tries to persuade you to do something you do not want to do, you either have to contradict or talk about safer solutions or delay making an appointment. |  |
| 8. If you always stay with a partner, you are not infected with HIV. |  |

**Unit 3**

|  |  |
| --- | --- |
| 1. You can not be infected by HIV if you have sex once or twice without condoms. |  |
| 2. Condoms provide full protection from HIV |  |
| 3. Preservatives that are used for the prevention of contact with sex, provide protection from HIV, AIDS and avoid the illness. |  |
| 4. A condom can be reused and safe. |  |

**Unit 4**

|  |  |
| --- | --- |
| 1. Man can take HIV by eating foods from a seropositive |  |
| 2. A person suffering from AIDS, who sweats, vomits, or has diarrhea, needs supplemental juices |  |
| 3. People with AIDS should stay at the hospital all the time, not at home |  |
| 4. People with AIDS should be encouraged to do all they can for themselves |  |
| 5. There have been no cases of HIV infection when a person has lived with a seropositive or AIDS |
| 6. When a seropositive person is not allowed to continue school, we are dealing with a case of discrimination |

|  |  |  |
| --- | --- | --- |
| Education on HIV/AIDS and other infections | |  |
|  |  | |

* **5.5. Questions that require short answers**

Eligible answers are given in italics (curved)

1. Say the names of liquids that are known as spreaders of the HIV virus.

* Sperm, vaginal secretions, blood.

2. Say the names of the two bloodways where the transmission of HIV may occur.

* Using needles and syringes previously used by others, the use of other tools such as knives, razors, tattooing and ear drills, also occurs through toothbrushes;
* Blood transfusion.

3. What are the three ways of spreading HIV?

* Through sexual contact
* Common use of injection needles and syringes as well as other cutting tools (eg brushes)
* From mother to child
* Through blood transfusion.

4. Give two reasons why AIDS is a serious disease.

* There is no treatment for it
* Causes death
* Causes discrimination and intolerance
* There is no vaccine for its prevention
* Affect youngsters

5. Order the five ways in which HIV is not spread.

* By insects, embracing or touching, towels, coughing, sneezing, kissing, bus travel, housing in the same house or room; animals; dressing of used clothes; swimming pools (warm bathtubs); use of the same phone; food, toilets; the same thing, blood donation, and the like.

6. Order four ways you can protect yourself against HIV and other infections.

* Failure to Sexual Relations
* Timing their time
* Proper use of condoms
* Use of unwashed needles and syringes
* Making injections only in hospitals and medical centers
* Having only one sex partner uninfected by HIV / AIDS and having no other partners before.

7. Describe what happens, starting with the time a person is infected with HIV, until he dies from AIDS.

* HIV infection, for 2 to 12 weeks develop antibodies; after 6 months to 10 years or more AIDS symptoms begin to appear; after another 6 months up to 2 years or a little bit more death occurs.

8. What do we mean by "window period"? Why does this period matter so much?

* Window period" is the period from the time a person is infected until antibodies (microbial fighters) develop in the blood. Usually this period lasts from 2 to 12 weeks. It is important because if during this time a person does the test, he will be negative; as the test requires antibodies against HIV, which have not yet been developed. Though this man can infect others.

9. Give three reasons why one should do the analysis.

* To avoid infecting others
* To take medication for preventing infections, for example, pneumonia.
* Do not pass HIV to children
* Not to donate infected blood
* To share this fact with his or her sex partners

**Conclusions:**

* *Teaching young people about HIV / AIDS is a professional and personal challenge.*
* *When there is no healing cure, information and education is very important.*
* *Students need clear information on behavior that endangers HIV infection.*
* *While most adolescents are experimenting with some types of health-threatening behavior, such as smoking, alcohol, drug use, the use of various forms of physical violence, etc., teachers can help them understand, which behaviors are healthy to avoid or eliminate risk behaviors.*
* *HIV / AIDS infection is not only a major medical problem, but is seen as a major social problem where behavioral behaviors play an important role.*
* *Information and education of students can be accomplished by high school teachers who are teaching social and biological science subjects or from other subject teachers in educational classes, and it is also imperative that such topics be planned and implemented in all-year school-based educational work plans.*
* *Biology teachers can provide information on HIV / AIDS or on health risk behaviors on topics such as: "Sex Development"; "Molecular Heritage Base", "Genes";*
* *Teachers of Civic Education can provide information on HIV / AIDS or on health-related behaviors on topics such as "Health, HIV / AIDS-Prevalence and Consequences"; etc;*
* *(Civic Education 6). "Health, HIV / AIDS Spreads and Consequences";*
* *(Civic Education 7). "What Endangers Our Health";*
* *(Civic Education 9). "AIDS-Century Disease";*
* *(Biology 9). "Sex Development"; "Molecular Base of Inheritance" "The Genes";*
* *In this way, the social and health-related connection of HIV / AIDS and the continuity of information in the lower classes are part of the vocational secondary education course.*

This chapter introduces several model tutorials developed on the subject of trafficking, drafted by IOM offices in cooperation with education specialists in Romania, Hungary, Albania and Kosovo. These lessons are various experiences, carried out during the campaigns for the prevention of trafficking in human beings that IOM has implemented with schools in these countries.

Teachers can apply their experience, based on the information material presented in this handbook, in the table (page ...), where cross-curriculum topics are suggested, as well as the experience of teachers and programs in countries applying this experience in their schools.

MODEL LESSONS

**Topic: General knowledge on trafficking**

|  |
| --- |
| **Topic:** Teaching on Trafficking in Human Beings  **Objectives:** Students will be able to:  **►** Identify the characteristics of trafficking in human beings;  ► Describe the stages of trafficking;  ► Analyze the negative factors of trafficking and the conditions that make trafficking possible;  ► Determine their position in relation to trafficking in human beings and explain the need for preventing and combating this phenomenon;  **Means:** A copy of "auxiliary material for the teacher" (a story from the experience of a trafficked girl); Newspaper articles;  **Methods:** Case study; Group work  **Key terms**  **►** Trafficking in human beings  ► Traffickers  ► Victims  ► Vulnerability (vulnerability)  **Time:** 45 minutes (an hour lesson) |

**Activity plan:**

1. Present the contents of the problems to the students, including the lines of a newspaper, TV news program on human trafficking, or read out the following story (material for the teacher)
2. Divide the board into three columns, following the pattern below, and ask for the students to do the same on their notebooks.

|  |  |  |  |
| --- | --- | --- | --- |
|  | | |  |
| WHAT I HAVE LEARNED? | WHAT I KNOW? | WHAT I WANT TO KNOW? |  |

Model Lessons

3. Discuss with students the problems of trafficking in human beings and set the corresponding elements in the first column (you should explain the information displayed during the lecture and try to be clear as much of it), and also the main ideas.

4. Put all the unclear problems in the second column. Ask the students what else they want o hear, and these are written in the second column;

5. Ask students for additional information during the course of the lesson;

6. Read aloud and discuss the following case. Discuss the case (history) with your students and ask such questions as:

* How was the victim recruited?
* What are the characteristics of the recruiter?
* What are the characteristics of the victim?
* What happens after recruitment?
* Why did fraud occur?

7. Analysis of the causes

* What were the reasons for the victim to accept the trafficker's offer?
* Can something be done to avoid these situations?
* What do you think he felt when he was involved in that tragedy?
* What would you feel if you were to face the same situation?
* What was the victim's fault?
* What would you have done?

8. At a time when the discussions are over, ask the students to individually fill the third column in their notebooks.

9. Divide the class into small groups (4-5 students).

10. Ask students to compare the information they have in the first column, with the information in the third column, and to identify similarity and change by sharing information with classmates.

11. Discuss with your students what they have learned during this lesson and summarize the main ones in your third column (blackboard).

12. Ask students to compare:

* Columns 1 and 3;
* Columns 2 and 3.

If there is still any unclear element, you need to provide additional information (based on the materials you have at your disposal).

Case: T.D., 17 years old from Moldova, October 200111

|  |
| --- |
| Although she is only 17 years old, T.D. is abroad for the second time. The first time, she was trafficked to Bosnia. She lived with her parents, but had bad relationships with her father.  He had problems with alcohol consumption, was violent and rude to her, even more than her mother. So, her only concern was how to get away from him, as life was getting very difficult.  One of her acquaintances had promised T.D. work in Bosnia, as a waitress or as a dancer. T.D. passed the Moldova-Romania border legally, but later, she was forced to cross the border with Serbia illegally, standing and closed eyes.  After entering Serbia, they moved from one place to another, while the traffickers received the passport. Together with three other girls, T.D. was brought to Kosovo. Again this time, the traffickers moved them from one place to another.  The three girls, including T.D., were forced to offer sexual services to many males. The next day, the owner of a bar came and bought the girls. They were brought to Pristina, continued to be ill-treated and were forced to offer sexual services to many people, threatened to kill them if they tried to escape. |

1Story taken from the experience of a trafficked girl, aided by the IOM Mission in Kosovo in 2001. The names of the victim's name have been changed for security and trust issues..

Model Lessons

Topic: Teaching on Trafficking in Human Beings

**Objectives:** Students will have a better understanding of the risk and the consequences of trafficking and will become accountable for the problems that make the student unprotected from exploitation**.**

**Means:** A copy of "auxiliary material for a teacher", scissors, boxes, paper or board and chalk.

**Time:** 45 minutes (one hour lesson)

**Activity Plan:** Wait for the teacher's "Material Statements" sheet in the strip. Fold the sayings and put them in the box to use in step B**.**

Key words

► Trafficking in human beings

► Traffickers

► Victims

► Vulnerability (vulnerability)

* 1. The class is divided into small groups of 5 students each. The group leader is randomly selected by the teacher and given a pack of materials (a set of statements and a copy of a real event). Group members share roles that each of the group will play. Each person in a group should have a role.

**The "leader" is randomly picked.**

One person is the "Timekeeper" (whose responsibility is to organize the timing of the discussion and ensure that the group completes all the tasks in one for a certain time) One person is the "Assistant" (which ensures that each student from the group receives part and contributes actively).

A person is the "Recorder" (who keeps the record notes for "Presenter").

One person is the "Presenter" (who presents the group discussion conclusions to the class.)

* 1. The Leader "opens the package and gets a piece of paper with the "Leader" guidelines. Pupils write in the notebook "Opinions" about what the "leader of the group" will read. The leader reads a specific statement, and each group member decides whether or not he or she agrees with that statement, using a scale of 1-10. The "Leader" must read a statement and silence for a fixed time in order to allow the members of the group to decide on their assessment and write their responses, and then continue reading the next statement until each one is ready. Each one writes his election number, 1 = very agree and 10 = completely disagree, for each statement. The student should not communicate his answers at this time.

*Statement # 1:* People who are involved in trafficking can escape if they really want this.

*Statement # 2*: Victims of trafficking know what will happen to them in the future.

*Statement #3:* Girls who are trafficked are immoral because they have become prostitutes.

*Statement # 4*: Victims of trafficking deserve it the assistance of Kosovar institutions and society.

*Statement # 5*: Girls who are trafficked should be stupid as they are deceived by a trafficker.

*Statement # 6*: Girls who are trafficked are involved in voluntary traffic because they need money and have no other way to secure them.

*Statement # 7:* Girls who are trafficked have made themselves fortunate; Nothing can be done for them, and the government should not spend money trying to help them.

*Statement # 8*: If any of whom I have sympathy promises a very good job far from here, I would have entrusted it to him.

*Statement # 9*: Girls who are trafficked are victims; are the real culprits of the perpetrators of committing the offense of trafficking or exploitation.

*Statement # 10*: I will never be trafficked. (The teacher can add other statements to the board).

Group members can now decide their responses and should not share them at this time. The "leader" tells them not to reject them, because they will need it later.

MODEL LESSONS

|  |
| --- |
| **Topic:** Recruiting  **Time:** 45 minutes (one lesson)  **Objectives:** Students will be able to:  ► Describe the characteristics of human trafficking  ► Analyze vulnerable situations of trafficking in human beings and conditions that make trafficking possible  ► Identify key recruitment methods.  **Means:** A copy of "auxiliary material for the teacher" (a story from the experience of a trafficked girl)  ►Stories / parts from conversations with trafficked victims - the recruitment part;  ► Photocopy of interview section referring to recruitment;  ► Letter for group work;  ► Transparent paper;  **Methods**: Dialogue; "Gallery"  **Key words**  **►** Trafficking in human beings  ► Traffickers  ► Victims  ► Vulnerability (vulnerability) |

**Activity plan:**

* + 1. Introduce this activity starting with a scrupulous dialogue on topics of trafficking in human beings. You must make it clear that victim recruitment is a critical element of trafficking business.
    2. Distribute the relevant materials, select the parts that refer to recruitment methods (the following story);
    3. Divide the class into small groups (3-4 students);
    4. Ask each group to discuss, or study and analyze topics;
    5. Ask each group of students to identify the following:
* Recruitment methods
* Characteristics of recruits
* Characteristics of the victim.

Then write all pieces of information on a flipchart, in a tabular form or "drawing paper".

6. Help the group publish their "product" over the classroom wall.

7. Then ask the students to review each "product" of the other group. Students can keep notes or write comments on published papers.

8. At a time when the group has described the "gallery", they should exchange their comments on reading, or on their product.

9. Create a discussion with your students in order to identify the similarity and variability between their products.

10. Put a poster (IOM or other organization) or drawing where the victim appears

11. Each group will compare its creation with that presented by the teacher, IOM, newspapers, etc.

12. Discuss with the students about the factors that make it easy to recruit a victim.

13. Help them identify the main factors of vulnerability and discuss opportunities and reasons that the vulnerability factor does not mean that they can be trafficked.

14. At the conclusion of your activity, you should ask your students, through homework, to choose information from the media or based on verbal stories about the tragedies of victims of trafficking in human beings.

##### Materials to help the teacher

Case: Q.B, Kosovar girl trafficked at age 172

"One day, when I was returning from school, I was kidnapped by three strangers and got in the car. Everything happened very soon. I cried and yelled, I wanted help. They beat me very hard, until I lost consciousness. Three months I was locked in a room. I could not move anywhere. "

Q.B. was sexually abused continuously by two people. She was forced to offer sexual services to other people as well. After several months, Q.B wass sold for 1000 Euro to a man who wanted to marry. He had psychological problems, so Q.B. never agreed with this marriage.

She stayed married for 7 months, without her desire. During this period, Q.B. made life very difficult with this man. One day he decided to leave. An early morning she left the house without the idea of ​​where she could go. She was scared; thought her family would never accept her, since she had disappeared from home ten months ago.

**Case: V.H., Kosovar girl trafficked at the age of 13** 3**.**

V.H. together with her family left Kosovo in March 1998, shortly before the war began in Kosovo. They escaped to a refugee camp, where she met and fell in love with L.K. After spending only 2 weeks, L.K. promised V.H to marry her.

V.H. did not tell the family about this offer and left secretly together with LK. For several weeks successively they sought work for V.H., in various cities of Albania but without success.

L.K. suggested that they go to Italy. They crossed the Albania-Italy border illegally and traveled to the city of Turin. As soon as they got there, L.K. introduced V.H. with another woman, with A.S. On the same day, A.S. informed V.H. that she would work as a prostitute. From this day V.H. was raped and mistreated by traffickers and many other people.

V.H. worked as a prostitute on the streets of Turin for four years. She was very afraid to report to the police, or to try to escape, as L.K. had threatened that he would kill her and her family.

2 Story taken from the experience of a trafficked girl, aided by the IOM Mission in Kosovo in 2001. The initials of the victim's name have been changed for security and trust issues.

3 Story taken from the experience of a trafficked girl, aided by the IOM Mission in Kosovo in 2001. The initials of the victim's name have been changed for security and trust issues.

Case: B.H., 18 years old from Romania, April 2002.4

B.H. has grown into a serious environment. Her mother was divorced and married again.

B.H. is the only child from the second marriage. She complained to have been physically and psychologically abused by her mother, who had problems due to excessive alcohol use. Her father was dead, she could not even attend his funeral.

B.H. for the first time went abroad, hoping to find work as a servant in Yugoslavia. The trafficker, a neighbor from the village, had been convinced that everything would be ok and that he would take care of all the documents, passports, and visas. He took her to his apartment, in a town near Romania's border with Serbia. When she got there, B.H. understood that something was wrong, so he asked the co-worker to bring her home. He had said it was late and that all the deals were made. He managed to convince her that everything would be okay.

Thus B.H. along with two other girls were illegally brought to Serbia and sold to a Serb. They brought them and locked them in an apartment where different men began to visit them. They were told to be stripped, while B.H. was beaten every time she had refused to do so. After that, she was sold to another trafficker in Serbia. In this country, there were twelve other girls and again prospective buyers began to appreciate them. At the end of the month, B.H. and the other two girls received false passports from the trafficker; then he sent them to the bus station. Another person took them and brought them to Kosovo. B.H. was sold to a person from Kosovo in Ferizaj, who then sold it to the owner of a bar.

4 Story taken from the experience of a trafficked girl, aided by the IOM Mission in Kosovo, April 2002. The names of the victim's name have been changed for security and trust issues.

Model Lesson

|  |
| --- |
| **Theme:** True Stories  **Time:** 45 minutes (one lesson)  **Objectives:** Students will have a better understanding of the factors faced by victims of trafficking, will understand their tragedy and will analyze the phenomenon from the point of view of violations of human rights and slavery**.**  **Means:** A copy of the "help material for the teacher", "my story"  **Time:** 45 minutes (one lesson)  **Activity plan:**  Distribute copies of the story, or read the story out loud. |

1. Working group (10 minutes)

The "leader" distributes to each member of the group the real story of a real victim, telling members of the group that a victim of trafficking wrote history, but her name has changed. The members of the group are left as long as they need to read the story, and they have to signal when they finish reading. Members of each group share the same story. Each small group in the classroom has a different story. After all have read the story, the teacher gives the group a time limit for discussion and reminds the class that "Assistant", "Time Holder" and "Record Keepers" will play their role. "Leader" leads the small group with the following questions:

* What is your reaction to this story?
* How does this story make you feel?
* What part of history influenced you more?
* What is the trafficker in this story?
* How did this happen to her? Why did she become trafficked?
* What options / alternatives do you have?
* Is it her fault what happened to her? Explain and comment on your views.
* What would you do if you were in her place?
* If she were a member of your class, what support would you offer?

1. Presentations (10 minutes)

When the time limit is over, the teacher explains that each "Presenter" will give a brief presentation on the history of their group, while students should look for some similarities in the stories. The "presenter" of the first group, responding to the notes received from the "Record Keepers", summarizes the history of the class as well as the group's reaction to this story. Each "Presenter" from other groups follows.

###### Discussion of History Similarities (15 Minutes)

When all the presenters are finished, the teacher asks the class, "What do you look like?" And writes the students' answers on the board. Similarities may include trafficker's methodology, traitor features, the reasons why a victim decides to accept a trafficker, etc.

**Homework**

If the student has not been able to complete the task in the classroom, he needs to finish writing the similarities between the stories. Pupils are also given another reading about trafficking and they are told that they will discuss their reactions at the next hour. (This can be a new article about trafficking that can be solved, or any other story of another trafficking case).

|  |
| --- |
| **Topic:** Evaluation of Attitudes  **Time:** 45 minutes (one lesson)  **Objectives:** Students will develop more educative behavior in terms of trafficking and more tolerant public opinion on trafficking victims. Pupils will have a better understanding of the treatment that victims have or should be taken, as well as the difficulties of reintegration; they will also be able to see better that the fault belongs to traffickers rather than victims. Students will be more tolerant of victims of trafficking and sexual exploitation. They will better understand the inhumane treatment of victims of trafficking by their traffickers or users and the real problems they face in the reintegration process. In essence, they will understand that the true perpetrator of the offense is a trafficker who has destroyed the victim's life by forcing him to prostitute through the bond of slavery or other forms of under guardianship. |

Review (5 minutes)

If the students were not able to conclude discussing the similarities of the stories, they should do it as homework. Pupils are assigned another similar task, as homework and are told that their feedback will be discussed at the next hour.

Opinions discussions in small group (10 minutes)

The class is divided into the same groups of 5 students. First, students come up with their answers to the Dakort / Disagreement questions from the last hour (in their workbooks under the "Opinions" topic) and make a new column. Each group leader reads the same statement he read an hour ago, pausing after each to give the student an opportunity to write the number of their responses to the new line, explaining that they may feel different today as a result of the lessons learned one hour earlier. Then "Leadership" reads statement # 1 again, and each group discusses their opinions and if any member changes their minds. The same process is followed after all statements

Opinion, discussion in large groups (5 minutes)

Teachers explain that replying from 1-5 of Declaration # 10 automatically places them in a high risk category for being trafficked. The teacher may ask why. The teacher may also ask for stories or other answers. The teacher asks the students for their general feedback and asks if any pupils had substantial changes in opinion from the last hour and why.

Teacher - Activity Direction (25 minutes)

Then the teacher reads V's story aloud and then tells the class, "Imagine if you were V. Why do not you leave prostitution and return home immediately?" (Give them 10 minutes and let the students individually get the more reasons why a trafficked person may not be able or willing to return home by writing them on a piece of paper Calling the student one by one to mention, etc., writing the reasons of them on the chalkboard).

MODEL LESSONS

|  |
| --- |
| **Topic:** Tragedy / Personal Experience  **Time:** 45 minutes (one lesson)  **Objectives:** Students will be able to:  **►** Identify and analyze the stages of trafficking.  ► Have sympathy for the victim in order to understand her tragedy  ► Analyze the phenomenon of trafficking from the point of view of violations of human rights and slavery.  **Means:** A copy of "auxiliary material for the teacher" (a story from the experience of a trafficked girl); Stories about the experiences of trafficked persons for sexual or other forms of exploitation; Real story  **Methods:** mosaic; conversation; uses a range of questions "what-if"  **Key terms**  **►** Transfer / transport  ► Use / enslavement  ► Personal tragedy |

**Activity plan:**

1. Introduce this activity by asking the students to present a short material they have selected.
2. Use these materials if you find it suitable to use for learning objectives or just the following story.
3. Create coordinating groups and ask to use the selected materials.
4. Formulate Expert Responsibilities:
   1. Departure from the country of origin and travel to the destination country;
   2. Fraud, violence, disappointment.
   3. Exploitation or sale;
   4. War (escape), denunciation.
5. Ask experts to create focus groups and study materials. Each expert group will collect the information on the materials selected by the students and prepare their presentations for other colleagues.
6. Then the students will return to the coordination groups because each expert will present the information to the students of his or her group.
7. Discuss the stages of your student's trafficking activities. Then ask each group to assign a reporter who will present the group's result to the entire classroom.
8. Using a system of questions "what if": what would have happened if ...? What would you have done if you had been a victim?
9. Ask students to identify options for a person involved in trafficking: What to do to help a trafficked person return to normal life; how would you help him?
10. When the activity is over, you should ask the student to write a brief essay on what happened to the victim immediately after the escape and identify the most likely options for reintegration into normal life.

##### Materials to help the teacher

(the following story can be used for both teaching models above)

Case: M.B., 16 years from Kosovo, October 20035

My story

"Before this terrible event began, I was 16 years old, I just started high school. One day, as I was walking with my friend, a friend of mine we knew for a long time invited us to drink coffee together. He offered us to go with his car, to avoid the road with a lot of dust. We had a good time, among other things, I said I have to find a job.

After a few days, I met my friend and he told me he had found a job in a sweets store. We went together to town to show me where I would work and get to know the employer.

As soon as we left, he started driving the car at great speed and for a moment stopped; pulled the revolver and directed it from me threatening to kill me if I tried to escape. I was afraid, I did not know what to do. I did not understand what was happening ... the less I could believe that the "friend" who helped me was part of this anxiety.

He sent me to a motel ... he forced me to drink ... When I opened my eyes, around me were 4 men

... drunk and laughing at me ... I was completely confused, I had no power to cry or ask for help ... they raped me several times ... for several hours ... they even beat me.

As soon as it became dark, I was sent to another town in Kosovo, in a private house. They kept me closed for more than a month. There were other Kosovar girls there, but we could not talk to each other, they had threatened to kill us and our families if we were trying to make any plans to escape. They kept me locked up, raped and mistreated me for days and nights.

After a month another guy came to take me; we left in his car. We stopped; three other men were waiting for us. They forced me to follow them. We walked through a mountain ... after a while we were told that we were in Albania. Another car was waiting for us on the other side of the road ... They brought me to another motel and left me there. They handed me to two other people ... They were brothers ... they even held me for a month. Both of them and an older man were raping me constantly ... and I could not even tell when it was night or day.

One night they took me out of this place and sent me to another city. They put me in a motorboat. There I saw many hopeless and desperate girls ... So I arrived in Italy. I was constantly threatened that they would kill me if I seek help ... It was a bad time, we had not eaten for a long time ... I lost my hopes, I thought we would all die ... but I was not worried because I knew would put an end to this anxiety. I could not believe something like this was happening to me.

The next day we arrived in a small village in Italy, met a woman there, she was the girlfriend of one of the brothers. I was locked in an apartment ... I was very scared ... very tired ... and I did not hope for a way out...

The next day they told me I would work on the street as a prostitute ... I refused ... They beat me very much ... They told me they would kill me and my family in Kosovo if I tried to talk to someone or ask for help ... I was terribly scared ... I could not ask for help, I did not know what to do ... I could not go anywhere without being accompanied by them. "

Forced I worked for two years as a prostitute ... controlled at any time.

They beat me any time they wanted: when they were drunk, cheerful, crazy, or when they did not know what to do, for fun ...

I could not bear it anymore ... One young woman brought a very young girl ... she had a hopeless look; they started beating her in front of my eyes ... I noticed a knife on the table ... I was so desperate by the circumstances and I couldn’t stand anymore ... I did not know what to do ... I got the knife and wanted to end this anxiety ...

The police came home and took me ... They had denounced me, saying I was a prostitute and I was causing trouble, which was dangerous, and I did not have identification documents ... and they wanted to get rid of me ... I did not have the power to face and fight with them ... It was important that I would leave these people ...

Italian police deported me to Albania. There they took me to a safe house and helped me to return to Kosovo, to my family.

Finally I arrived home, I still remember the things I have experienced today. My parents cried when they saw me ... I was crying too ... For the joy that I came home ...

But also for the bitter memories that I brought with me... bitter memories that I can not talk to anyone ... I want to start a normal life, forget it all ... I'm not guilty of things that have happened to me.

My parents did not allow me to go to school, told me not to leave the house, people talk about me, screamed at me saying I had spotted my family with things that had happened to me. I could not even go to visit my relatives, they did not want me to associate with their children.

I feel like my life belongs to someone else and not to me ... my life is directed by others ... while I am not guilty of my past ...

5 Experience extracted from the study "General Overview of Psychological Support and Services Provided to Trafficking Victims, IOM Mission, Kosovo, September 2003.

MODEL LESSONS

|  |
| --- |
| **Topic:** Repatriation and Reintegration  **Time:** 45 minutes (one lesson)  **Objectives:** Students will be able to:  **►** Identify the characteristics of trafficking in human beings;  ► Position on trafficking in human beings and explain the need to prevent and combat this phenomenon;  ► Description of the assistance program for trafficked victims;  **Means:** A copy of "helping material for the teacher" (a story from the experience of a trafficked girl); Stories about the experiences of trafficked persons for sexual or other forms of exploitation; Real history; Photocopy of articles 3 and 4 of the Universal Declaration of Human Rights  **Methods:** Group work; Dialogues, role-play;  **Key terms**  **►** Transfer / transport  ► Use / enslavement  ► Personal tragedy |

1. Do this activity by asking students to present their essays, the homework given by the last lesson;
2. Introduce materials that contain information on repatriation (activities of various agencies)

|  |
| --- |
| **Note:** *Attached will be the program and services provided by IOM for victims of trafficking, whether foreign or local. This information may vary depending on the needs assessed. Teachers should also collect data on services provided by other local and international agencies..* |

1. Make it clear to the students that the victims of trafficking in human beings have been assisted by various local and international institutions in Kosovo.
2. Prepare an organizational chart (poster) describing the Support Program of various agencies for trafficked persons.
3. Discuss with the students the importance of the Victim Support Program and their reintegration.
4. Divide the students into small groups (3-4 students).
5. Based on previous activities, ask each group to identify the traits of trafficking in human beings.
6. Ask each group to assign a student who will present a group activity.
7. Write on the board (or ask for a volunteer student) the features that are being observed in the trafficking of human beings.
8. As soon as all the groups have submitted their reports and all the identified characteristics have been written in block, you should define trafficking in human beings, as specified in international documents. The United Nations, the Palermo Protocol.
9. Ask students to compare this definition with elements identified in the working groups.
10. Discuss the problem with the students and try to make the fight against trafficking in human beings as understandable and positive as possible.
11. Make a presentation to your students of Article 3 and 4 of the Universal Declaration of Human Rights. Discuss with students how rights are violated in the case of trafficking in human beings.
12. Ask students to discuss ways of their involvement in preventing and combating trafficking in human beings.

MODEL LESSONS

|  |
| --- |
| **Topic:** For your safety  **Time:** 45 minutes (1 lesson)  **Objectives:** Students will be able to:  **►** Understand better and adopt a critical look at job offers at home and abroad.  **Tools:** "Materials to Help the Teacher"  **Methods:** Role playing develops to practice real situations. Role-playing on recruiting should be played in the classroom and depends on the different situations that the learners will create. |

**Activity plan:**

Divide the students into 3 groups. Give each group one of the "Teacher Material" ads. To bring the problem closer to you, explain to students that the above offers are realistic and taken from local newsletters. Each team works 20 minutes to prepare the game in roles, considering that they should evaluate if the job offered is secure. Characters of characters are assigned by the students themselves depending on the text of the advertisement.

**Each group presents the game in roles.**

**Materials to help the teacher**

1. A discretionary recruitment attempt.

Characters: a man or a boy and a student, instill a trafficking situation in a disco bar.

2. The answer to an advertisement published in the newspaper

Characters: 2 or 3 girls talk about advertising, spot reaction to the advertisements they hear.

Advertising:

***3. With Painthous's offer of "TopModelX", you can build your future right away, utilize your beauty. Apply by leaving a message at: 044 ... 234 ..., or in the email address ... Even beginners are welcomed!***

***2. You can earn an incredible amount of money! Travel to the most beautiful places: Paris, London, Canada, Los Angeles, Malaga, with a model company who likes holidays. If you are a girl aged 14-24, with a beautiful face and body, then you can self-determination.***

***1. We urgently seeking new workers / girls who are intend to work as hosts from 30 July to 20 August. Information on tel. 044 ...... 89***

Model Lessons

* Discuss:

What made students suspect that the job offered is unsafe?

What could be the consequences if we accept an illegal job if we do not have a work contract or a work permit?

What should you do before you get hired?

MODEL LESSONS

|  |
| --- |
| **Topic:** For your safety  Time: 45 minutes (onelesson)  **Objectives:** Students will be properly informed about the right ways of employment and study abroad.  **Tools:** "Materials to Help the Teacher"  **Methods:** Open discussion |

**Step 1**

The teacher reads or asks a student to read a story from the "Help Materials for Teachers" (the following), which talks about the experience of a trafficked girl. She speaks of her dreams and experience when she went abroad to look for work and a better life

**Step 2.**

Discuss the person who offered false jobs? Who is he / she? Discuss the trust?

Which are the indicative factors of whom to believe and to whom not?

Discuss about decision making / choice?

*Note:* Teachers will compile questions based on the chosen story.

**Step 3**

Are we being jeopardized by the phenomenon of trafficking in human beings?

Listen to the students and write their answers on the chart or flipchart.

**Explain:**

Often, after bidding for "easy and well-paid work" or false marriage offers, criminal acts are hidden.

These offers can also be made by:

* Various agencies that provide jobs in restaurants, hotels, factories, and housework assistant, nanny, etc.
* Model agencies;
* Touristic agencies;
* Marriage Liaison Agency, etc ...

Discuss with the students

Step 4

Ask the students: What to do before getting hired?

Listen to the students and write their answers and mark on the chart or "flipchart"

Remember for your safety:

* Before deciding to get hired, I always check the legitimacy of the agency I think I'm hired and the agency I will be employed on;
* Before I travel to the place where I will work, make contact with the employer to be informed in detail about the work I will be doing.
* I acquire basic knowledge in the language spoken in the country where I will work; pick up country / city maps and contact addresses of embassies, police, hospital, etc ...)
* Make enough money, and leave them in a safe place to have them in need.

Talk to the students and ask them to repeat the security messages.

Step 5

Ask the students: What should you ask during the interview with the employer?

Listen to the students and write their answers and mark on the chart or "flipchart"

During the interview with the employer?

* Even if work is approached by your friend or fellow, before you make the right decision, contact your employer to verify where you are going to work and ask about the work you need to do, the salary and the terms of the next.
* Locate the employer's name, address, phone number (not just cell phone number).
* Always ask for all the details and contact sites;
* The employment contract and other accompanying documents must be written in my language and must contain: the name of the place where I will work, (the state, the city), the name of the agency that employs me. A copy will remain with me all the time.
* To emphasize the duration during which I will work.
* When reading the contract, you should pay attention to the following: "The total amount of money will be given at the end of the contract," "Daily expenses will be deducted from the total amount of money", "A percentage of the profit will remain to us"

If something seems doubtful, I will not sign the contract.

Talk to the students and ask them to repeat the security messages.

**Step 6**

Ask the students: What should be done before traveling abroad? Listen to the students and write their answers on the board or "flipchart"

**Talk to the students and ask them to repeat the security messages**.

##### Materials to help the teacher

Case: A.K., 16 years old from Kosovo;

We had many problems in the family and we were in a very difficult economic situation. My dad was very aggravated by the circumstances and did not let me go out of the house or associate with my friends. He beat me a lot. He treated me very badly, and that was happening every day. I could not go to school either, I was ashamed, and my body was all bruised, even my face.

I decided to leave the house, but I did not know where to go. I told a friend and she told me she would help me find a job, since she knew a lot of people. I was very happy, I thought this was the end of my sufferings.

One day we came to meet a friend of my friend who had found me a job. He told me that I would work in a motel at the outskirts of the city, as receptionist. I did not ask what country is about, nor about the name of the motel, much less for the employer, since a friend friend of a very good friend of mine had offered me the job, and of course I trusted him.

I was glad to start working, help my family, hoped that things in the family would change. I told my parents, my dad started talking, but I told him I would bring money home, he calmed down and did not ask me any more.

I started work. Other girls also worked at the motel, but I did not meet them often because they worked in the evening. Several weeks passed, and the motel's son invited me to drink coffee. I continued to socialize with him, often returned me home by car,he was very good with me, he promised to help my family.

One night he did not let me go home, forced me to go to a motel room. He raped me. I started crying and crying, but no one came to help me. I was sad about what had happened. He told me that everything was fine, that I was his girlfriend and that we would soon marry, since he had loved me for so long and had offered me work to be closer to him. I believed, because I liked him too much. That was the last day I left home and I did not go back for two years. For a while we continued to live in the motel.

My "boyfriend" bought beautiful things, I dressed very well, I felt very good. He was very good with me. He promised that we would live together in Switzerland or Germany, as he did not like living here, he would find work and I would continue my education. I was very happy but immediately worried as I did not have a passport or ID card, nothing, but he told me that this was the smallest problem because he would deal with it all. One evening we met with some of his friends. "My boyfriend" left, pretending to finish a job. His companions told me to go along at a restaurant, where "My boyfriend" would come. I never saw him again. I ended up in another motel, threatened to kill me and my family if I tried to ask for help. I was forced to offer sexual services to many males, and I had no other way. They told me that I was their property, since they had bought me from "My Boyfriend". I realized that he had actually been my "owner".

Remember for your safety:

**Traveling**

* **►** To travel abroad, I must have a valid passport and visa, required at the place I will be traveling. Also, I must have a work permit if I want to work there;
* ► At all times, all documents (passport, identity card, money and other personal documents) are kept and will be provided only at the request of the relevant authorities.
* ► When I travel to the country where I will work, I will be notified to the Embassy or the liaison office of my country.
* ► If I lose my personal documents, stolen or taken by force, without losing time I will immediately be notified to the police.

**When I am abroad**

I regularly contact my parents and relatives.

In the event of a risk, at least one person, I will have "a secret word" telling me I'm in danger.

##### Materials to help the teacher

When considering a job offer at home and abroad be cautious and skeptical

Often, after offering "easy and well paid" or even marriage offerings, criminal acts are hidden.

These offers can also be made by:

* Various agencies that offer jobs in restaurants, hotels, factories, housekeepers, nannies, etc.
* Agencies mode;
* Tourist agencies;
* Escort agencies (escorted by telephone)
* Marriage Relationships Agency, etc ...

In many cases, people who have been offered good wage jobs abroad have ended up in the hands of traffickers. But the same can happen within the country. Read the following tips to avoid dubious bidding.

Before I get employed:

1. Before deciding to be employed, I always check the legitimacy of the agency through which I think I will be employed and the agency I will be employed for;

 2. Before I travel to the place where I will work, I will contact the employer to be informed in detail about the work I will do;

3. If the job offered abroad, I must have knowledge of the country, culture, customs, and at least basic knowledge of the language spoken in that country;

4. Provide country / city maps and contact addresses for embassies, police, hospital, etc;

5. I will provide enough money, and leave them in safe custody, if necessary.

6. If the job offer is real, it is a general practice to sign (sign) a written employment contract. I will ask for more time and information before I make the right decision.

7. Even if the job is offered by a friend, friend, before I make the right decision, I will provide the employer's name, address, phone number (not just cell phone number) and I will contact you verify where to work, to inquire in more detail about the work I must do and the conditions under which I will work

Do not trust in “easy” earning money. You can sell yourself as a slave

During the interview with the employer

1. The employment contract and other accompanying documents must be written in my language and must contain as a minimum: my name, the name of the place where I will work, (the state, the city), the name of the agency that employs me; working conditions and salary. A copy of the contract and all other accompanying documentation will remain with me all the time.

2. Interested in all details and terms of contract; in the contract must mention all working conditions, time and salary.

3. When reading the contract, pay particular attention to the following: "The total amount of money will be given at the end of the contract," "Daily expenses will be deducted from the total amount of money", "A percentage of the profit will stay with us ";

4. Do not sign any letters if I can not read it because it is in a foreign language and I do not know what you are signing for.

5. If I have doubts, I will ask for more time and information. If I estimate the bid as suspicious, I will not sign the contract

If I travel abroad:

1. To travel abroad I must have a valid passport and visa required in the country where I am traveling, also I must have work permission, if I want to work there, or the proper lookup if I am to study there.

2. At all times, all documents (passport, identity card, money and other personal documents) will be kept and will be provided only at the request of the relevant authorities.

3. When I travel to the country where I will work, I present myself to the embassy or liaison office of my country.

 4. If I decide to go somewhere to myself or with someone, I will always leave my family the address, a phone number at the place where I will go, and other data related to my trip.

5. I'll keep with you contact phone numbers, as well as the police number.

6. If I lost, stolen or received personal documents, without delay I will immediately be notified to the police.

When I am abroad

1. Contact regularly with parents and relatives.

2. Always carry a photocopy of your passport.

3. Provide addresses and contacts with trusted people so that I can contact them on different occasions.

4. In the event of a risk, at least one person will have "a secret word" telling him / her that I am in danger.

5. Never give my passport to others.

6. If my passport will be needed for any official issue, I will always be present.

7. If I feel compelled / forced / threatened to work, I will seek help from the police or international humanitarian organizations for asylum or assistance.

|  |
| --- |
| **If I feel isolated, forced / threatened to work, I have the right to seek protection and assistance under any circumstances, even if I am involved in an easy criminal offense such as an irregular position in a country, false documents, black market jobs, etc.** |

THE TRUTH VERSUS FRAUD

1. A job offer at home and abroad, to be done by someone you know, is absolutely trustworthy.

This is not true. Often, trafficked women have fallen into the hands of traffickers or their networks through persons known as eg. companion, or sometimes even relative.

2. You will earn a lot of money while working abroad.

Do not trust this lie. In cases when a girl is forced to prostitute through fraud that she will win big money, or a boy is forced to work in any activity, this is never true. All money goes to the user or trafficker.

3. You do not need official documents to go abroad. Some "good" or "nimble" people will fix all this.

Never fall into "debt" situations with those who promise you that they can fix you will do well, without the need for official documents ,because you suppose this "honor" you will pay when you arrive at the destination country.

4. You will be able to leave the "work" if you consider it to be contrary to your morals and that you will return home whenever you want.

Being in debt situations, without passports or regular documents, means to completely be controlled by others.

5. Traffickers will harm your family if you do not obey.

Violence is often used to force a woman to prostitute or commit any other forced labor. There are also pressures / threats on family members. But the traffickers are never as strong as they say. You should always rely on law, police, justice institutions, governmental organizations, or non-governmental organizations.

6. It is not worth looking for help to others when you are already in the hands of traffickers or users.

Women / men who are used, though without documents or a regular residence permit, are always viewed by local authorities as victims. These authorities in any case offer special protection and care that is guaranteed by law.

7. If you seek help in justice, then everyone will know the "work" you have done abroad.

Justice bodies are legally bound to preserve the confidentiality of women denouncing their users. There are laws that allow a victim of trafficking to testify in confidential circumstances.

NECESSARY INFORMATION / for your safety

***Tips from trafficked girls and women***

1. Learn to say NO.
2. Be careful and always take into account the consequences of saying YES.
3. Be careful and think that all promises can be false.
4. Romantic love can be fake. If a romantic partner looks perfect, this is very nice to believe, but maybe even it is actually.
5. If a loved one exerts pressure, seeking in every way that you do something that you do not feel good about doing, then this can not be called love.
6. If a friend or someone close to you is offering a job, you should not blindly believe in it.
7. If you accept money, gifts, or any favor from any person, you will feel compelled and sometimes trapped. The purpose of the trafficker is to put it in a situation where there is no turning back. Traffickers hunt your weak point to use it later.
8. If you have the obligation to do what this person says, do you have a plan on how to get out if this relationship turns out to be fake? Do not forget that whoever traps you does not care about you and can really abuse you. When he makes a trap for you, it means that he has a very specific purpose to you and whatsoever he does, he does it to achieve that goal.

**Do not forget:** You are the only one who controls your body. You are the captain of your ship. YOU decide how you will drive and how fast you will sail. No matter what the other ships do, how fast they sail, or in what direction they move. You and only YOU are the captain of your ship.

**For Girls**

In many cases, girls who have been trafficked through false promises or marriages have thought that the boy they have met has been the man of their dreams, but in fact he has come up with a user who has sold and exploited it. Many of these girls have made the same mistakes, errors that have increased the chances of them ending up as casualties. To avoid these mistakes, read the following:

**Be skeptical**

**Be careful**

**When considering a marriage proposal**

1. Look for a longer engagement period. If he does not accept, consider this as a warning.
2. True relationships take their time. If a boy has not known you for a long time, then how will he love you? Physical withdrawal can happen at first sight, but love means knowing the person very well.
3. Gifts, flowers, chocolates, etc., will not necessarily mean love. Perhaps, in some cases they are also used by a trafficker who wants to win you deceitfully.
4. If a boy says "love you", it does not really mean that he loves you.
5. You are worth more than your physical appearance.
6. If a boy asks that you keep your relationship secret, consider this as a warning that he may be a user.
7. If a boy does not respect you, in a way it is a sign that he does not really love you.
8. If a boy puts pressure on you, for example, asks you to leave your family, or to have sexual intercourse, etc., this is not a sign of good relationships.
9. Violence is a sign of disrespect. If a relationship becomes violent, discontinue it.
10. If a boy uses sex, money, physical strength, or any other method to secure power or control over you, this would not be a good foundation to build life together.
11. If your boyfriend insists that you use fake documents if you are going out of the country, this is a case of dishonesty and fraud.
12. If your boyfriend says you can make a lot of money quickly and easily abroad, do not believe it. The financial success for most people comes through schooling and work for a long period of time.
13. If your loved one tells you that you will never be successful in Kosovo, do not believe him. There are many successful women in all fields: arts, business, science, jurisprudence, politics, media, education, diplomacy, private entrepreneurship.

##### Materials to help the teacher

##### UNIVERSAL DECLARATION ON HUMAN RIGHTS

INTRODUCTION

Until the recognition of the dignity of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world; Until the disrespect and contempt of human rights has led to barbaric acts that have offended the conscience of mankind, and until the creation of a world in which people will enjoy freedom of speech, faith and freedom from fear and poverty is proclaimed as the highest desire of every man; until it is necessary for human rights to be protected by legal provisions, so that man is not constrained to endure the uprising against tyranny and oppression at the last point; until it is necessary to promote the development of friendly relations among the nations; until the peoples of the United Nations re-established the Charter on their belief in fundamental human rights, on the dignity and worth of the human person and on equality between men and women and after deciding to promote social progress and improve the level of life at full freedom; while member states were obliged to ensure, in cooperation with the United Nations, the general observance and implementation of human rights and fundamental freedoms; until the common understanding of these rights and freedoms is most important for the full realization of this obligation;

GENERAL ASSEMBLY declares this

UNIVERSAL DECLARATION ON HUMAN RIGHTS as a universal ideal that all people and nations must achieve, so that every person and every social organism, always bearing in mind this statement, strives to learn through learning and education, to help respect these rights and freedoms and to ensure, through national and international progressive measures, their general and true knowledge and application, both among the peoples of the member states themselves and among the peoples of those territories that are under their administration.

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

Everyone has the right to freedom of movement and residence within the borders of each state.

Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

Everyone has the right to seek and to enjoy in other countries asylum from persecution.

This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

Everyone has the right to a nationality.

No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

Everyone has the right to own property alone as well as in association with others.

No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

Everyone has the right to freedom of peaceful assembly and association.

No one may be compelled to belong to an association.

Article 21.

Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

Everyone has the right of equal access to public service in his country.

The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

Everyone, without any discrimination, has the right to equal pay for equal work.

Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

Everyone has duties to the community in which alone the free and full development of his personality is possible.

In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

##### Materials to help the teacher

"IOM Assistance and Reintegration Program for Victims of Trafficking"

Since February 2000, the IOM Mission in Kosovo - the Anti-Trafficking Unit - has provided services to victims of trafficking to help and alleviate the consequences of sexual exploitation and other forms of abuse and human rights that they have experienced.

In addition to support for non-Serb victims, IOM pays special attention to resources and tools to help Kosovar victims of trafficking, including victims of trafficking outside Kosovo (returning to Kosovo), as well as those trafficked inside Kosovo.

IOM's anti-trafficking activities and other partners can be divided into several areas: Protection and Assistance (including reintegration of foreign and local victims); Activities to prevent the phenomenon of trafficking in human beings (including community awareness campaigns and awareness campaigns), and measures to promote women's socio-economic empowerment.

Since its inception, the IOM Anti-Trafficking Unit has established and developed close co-operation with local and international agencies operating in the field of anti-trafficking and other related issues such as gender issues and child protection.

In accordance with the beneficiary of the program, IOM supports victims of trafficking directly or through governmental partners and various non-governmental agencies. The aid and reintegration plan is drafted on an individual basis in order to respond to the specific needs and circumstances of each beneficiary.

The IOM Victim Reintegration Program provides assistance:

► Accommodation / referral to a shelter or foster family

► Mediation for family return;

► Psycho-social counseling (psycho-social assistance, psychological assistance (one-to-one, or groups), assistance to the mentally ill);

► Referral for psychiatric treatment (visits and medical treatments in clinics and hospitals);

► Financial assistance (for training, education, food, medication, clothing, accommodation, travel);

► Help and Intermediation for Continuing Education;

► Guidance and finding services for various professional trainings;

► Help for finding a job (victim or family member);

► Self-employment projects (micro businesses), etc.

► Provide transport for cases trafficked abroad;

► Reintegration assistance 6-12 months, or as needed

► Collaboration with partners;

Maintain anonymity and confidentiality.

Note: The above program may change based on the needs of local beneficiaries and circumstances.

Literature

1. Constitutional Framework of the Provisional Institutions of Self Government of Kosovo, 2001

2. Provisional Criminal Code of Kosovo, April 2004.

3. Provisional Criminal Procedure Code, April 2004.

4. UNMIK Regulation on the Prohibition of Trafficking in Persons in Kosovo, 2001/4, adopted by the Special Representative of the Secretary-General, adopted in January 2001.

5. Optional Protocol to the Convention on the Protection of the Rights of the Child.

6. IOM, Mission in Kosovo, Status Report for Foreign and Domestic Trafficking Victims, assisted from 2000 to June 30, 2005.

7. UNIFEM, Not Safe, Kosovo, 2000.

8. Demographic and Health Survey in Kosovo, Statistics Office in Kosovo (2004).

9. UNICEF, Trafficking in Children in Kosovo, Study on Protection and Assistance Offered to Child Victims of Trafficking, Kosovo, June 2004.

10. United Nations Protocol to Prevent, Determine and Punish Trafficking in Human Beings, especially Women and Children, by supplementing the United Nations Convention against Transnational Organized Crime; December 2000.

11. World Health Organization "Prevention of Violence and Injury, Violence against Women: Priority Health Issues". WHO infamation has raped and health.

12. Trafficking in human beings and the role of the school in its prevention, Teacher's Manual, IOM and Institute for Pedagogical Studies, and the Embassy of the Kingdom of Netherlands, Tirana 2003.

13. Trafficking in human beings and the role of the school in preventing it, the book for lower education students, IOM and the Institute for Pedagogical Studies, and the Embassy of the Kingdom of Netherlands, Tirana 2003.

14. Trafficking in human beings and the role of the school in its prevention, the book for secondary school students, IOM and the Institute for Pedagogical Studies, and the Embassy of the Kingdom of Netherlands, Tirana 2003.