

Human Rights and
Trafficking in Women
and Young People.
**An Educational
Toolkit for Teachers
and Students**

Daphne Project



Human Rights and Trafficking in Women
and Young People in Europe

AN EDUCATIONAL TOOLKIT FOR TEACHERS AND STUDENTS



University of Padua, Interdepartmental Centre on
Human Rights and the Rights of Peoples



La Strada Foundation against
Trafficking in Persons and Slavery, Poland



Ludwig Boltzmann Institute
of Human Rights



Association
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Human Rights and Trafficking in Women and Young People.
An Educational Toolkit for Teachers and Students

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THE PROJECT OBJECTIVES AND RECIPIENTS

The **Project** *Human Rights and Trafficking in Women and Young People. An Educational Toolkit for Teachers and Students* is funded by the European Commission, DG Justice, Freedom and Security, in the framework of the Daphne Programme II (Decision No 803/2004/EC of the European Parliament and of the Council of 21 April 2004 adopting a programme of Community action (2004 to 2008) to prevent and combat violence against children, young people and women and to protect victims and groups at risk) and by the Veneto Region, Italy.

The Project was undertaken by the Interdepartmental Centre on Human Rights and the Rights of Peoples of the University of Padua, (Italy) in partnership with the Ludwig Boltzmann Institute of Human Rights (BIM) of Vienna, (Austria), the Association Human Rights- Human Development (ADUSU) of Padua (Italy) and the La Strada Foundation (a Foundation against Trafficking in Women) of Warsaw (Poland).

The goal of the Project is to inform and to raise the awareness of high schools teachers and students on

issues of human rights and human trafficking for the purpose of sexual exploitation by means of an educational Toolkit.

The educational Toolkit contains information material and methods that can help teachers acquire the basic knowledge on the issue and stimulate in students different levels of consciousness regarding human trafficking for sexual exploitation.

The Project represents also an opportunity to build an educational school system model and enables the phenomenon to be explored from a human rights perspective within a holistic and integrated framework - as suggested by the Experts Group on Trafficking in Human Beings of the European Commission.

The integral version of the Toolkit is available in print and in digital format in Italian, Polish and German. Part of the materials is also available in English, though only in the digital format.

The Project has been developed in Austria, Italy and Poland using a series of activities as: a survey on already existing didactic material on the topic in the three countries, seminars with high school teachers conducted at a national level, a series of interviews in the three countries to subjects who are involved at different levels with the issue, (NGO's, police,

judges, social workers, and lawyers...).

The direct beneficiaries of the Project are women and young people who are the victims or potential victims of trafficking for sexual exploitation. The awareness-raising activities in fact, may serve as an important prevention scheme.

The indirect beneficiaries are all victims of trafficking, independently of the nature of the exploitation, the age and sex of the victim.

The Project also contributes to develop a more conscious social context towards human rights violations, human trafficking and the existential conditions of victims. Thus, the Project could also help potential victims of trafficking recognize, in advance, situations of risk.

TOOLKIT COMPONENTS

Manual for Teachers analyzes, through a human rights perspective the phenomenon of trafficking in women and young people in particular in relation to sexual exploitation in the European context. It provides references to the manifold implications this phenomenon produces and highlights the fundamental role of the European

Union in combating new forms of exploitation today.

Methodological Guide, to tackle the issue of human rights and human trafficking teachers will find an approach to method and useful suggestions to organise class activities and workshops with students. It allows to develop both individual teaching units and group's activities.

National Report (Overview on Austria/Italy/Poland) analyzes, in a concise way, the characteristics of trafficking at the national level, providing reference to the most significant elements of the phenomenon in its different phases of transformation. Its goal is to introduce the basic elements of trafficking and relate them to the existing policies and legislation within the three countries. The National Report also takes into account the interviews conducted in the three countries

International Legal Pocket Compilation contains the principal instruments, at international and regional level, on human rights in relation to the trafficking in people preceded by a brief introduction. The compilation proposes both binding (conventions, treaties, protocols...), and non-binding documents.

Booklet for Students (Human rights are for everyone) is a tool that is oriented towards communication in order to raise the awareness of young people on the theme of the relation between human rights and trafficking in people. The Booklet is aimed at triggering discussion and debates.

Additional Information lists some activities and projects on trafficking in human beings for the purpose of sexual exploitation developed by NGOs, local corporations, institutes and research centres in the single countries. It contains a bibliography and a list of web sites that teachers can consult to have more in-depth material on the issue.

HOW TO USE THE TOOLKIT

The materials proposed in the Toolkit introduce the phenomenon of trafficking using the human rights paradigm in order to stimulate and develop, in young people, a sense of consciousness oriented towards human respect and towards active citizenship.

Even though usable also separately, the single components of the Toolkit are to be used making cross-references on the theme since the

tools are informative, pedagogic and devised to raise awareness.

Thus, such approach is also devised to favour processes of prevention to avoid both the possibility of becoming a potential victim of human trafficking as well as the chance of coming in contact with victims of trafficking when having occasional sex, or even in circles of non-governmental associations that are involved in assisting and protecting victims, or in other contexts.

Here follows some possible explicative traces concerning a guided use of the Toolkit:

1. Trafficking in women and young people for the purpose of sexual exploitation: overview, definition and the human rights perspective

-Manual for Teachers:

Introduction;

Chapter 1 Trafficking in human beings: contemporary definitions and the human rights perspective.

-Methodological Guide:

Chapter 2 Topic introduction and orientation, in particular *Activities* In a faraway country and Taking a position;

Chapter 3 Human rights in general;

for a further in-depth analysis of the definition of trafficking see also *Chapter 4* Trafficking in women and young people as a human rights violation;

-International Legal Pocket Compilation:

Part 1 The human rights are for everybody, *Section 1* The International Bill of Human Rights, *Section 5* Modern slavery, *Section 6* Trafficking in persons and exploitation of prostitution.

For the analysis of the definition of trafficking at European level see *Part 2* Trafficking in human beings and sexual exploitation: European strategies, *Section 1* The regional legal framework in particular Council of Europe Convention against Trafficking in Human Beings, *Section 2* EU legislation, in particular Council Framework Decision 2002/629 on combating trafficking in human beings.

2. Trafficking in human beings as a specific gender-violence issue

-Manual for Teachers :

Chapter 4 Trafficking in human beings amid exploitation and discrimination, in particular *Section Sexual exploitation of women as a specific form of violence*;

-Methodological Guide:

Chapter 5 Women's rights;

-International Legal Pocket Compilation:

Part 1 The human rights are for everybody, *Section 2* Rights of women, *Section 6* Trafficking in persons and exploitation of prostitution

3. Trafficking in human beings and children's rights

-Manual for Teachers:

Chapter 4 Trafficking in human beings amid exploitation and discrimination; in particular *Section* Minors;

Chapter 6 The European Union's commitment against trafficking: towards an integrated approach, *Section* The protection of children who are victims of sexual exploitation;

-Methodological Guide:

Chapter 4 Trafficking in women and young people as a human rights violation, *in particular Activity:* Define trafficking in human beings, *Worksheet 3* Case Studies, The Story of Lui, The Story of Veronica and Activity I am going! A theatrical play that allows you to live it, *Worksheet 7* Script;

-International Legal Pocket Compilation:

Part 1 The human rights are for everybody, *Section 4* Rights of the child; *Section 6* Trafficking in persons and exploitation of prostitution *in particular* UN Protocol to prevent, suppress and punish trafficking in persons, especially women and children

Part 2 Trafficking in human beings and sexual exploitation: European strategies, *Section 2* EU legislation *in particular* Council Framework Decision 2004/68/JHA of 22 December 2003 on combating sexual exploitation of children and child pornography and Council Decision 2000/375/JHA of 29 May 2000 to combat child pornography on the internet

4. Trafficking in human beings and prostitution

-Manual for Teachers :

Chapter 5 Trafficking in human beings and the policies on prostitution;

-Methodological Guide:

Chapter 5 Women's rights *in particular* Activity Prostitution

-International Legal Pocket Compilation:

Part 1 The human rights are for everybody, *Section 2* Rights of women; *Section 6* Trafficking in persons and exploitation of prostitution, *in particular* Convention for the suppression of traffic in person

and of the exploitation of the prostitution of others;

5. Trafficking in human beings for the purpose of sexual exploitation and discrimination

-Manual for Teachers:

Chapter 4 Trafficking in human beings amid exploitation and discrimination;

-Methodological Guide:

Chapter 5 Women's rights *in particular* the *Activities* Equal opportunities and Land of equality;

-International Legal Pocket Compilation:

Part 1 The human rights are for everybody, *Section 1* The international bill of human rights *in particular* International Convention on the elimination of all forms of racial discrimination; *Section 2* Rights of women *in particular* Convention on the elimination of all forms of discrimination against women;

6. Trafficking in human beings: the European scenario and the European Union's commitment to combat the phenomenon.

-Manual for Teachers:

Chapter 3 The different stages of trafficking in the European context;

Chapter 6 The European Union's

commitment against trafficking: towards an integrated approach;

-Methodological Guide:

Chapter 4 Trafficking in women and young people as a human rights violation *in particular Activity*: Where do they come from, where are they going; after having analyzed the European Union's strategies to struggle the phenomenon you can raise students' awareness on the necessary measures to prevent and combat trafficking and you can make them feel protagonist by going through the activities contained in *Chapter 6* Opportunities to take action and conclusion;

-International Legal Pocket Compilation:

Part 2 Trafficking in human beings and sexual exploitation: European strategies, *in particular Section 2* EU legislation and *Section 3* The European Commission: an integrated approach to trafficking and human rights;

7. Trafficking in human beings and migration

-Manual for Teachers:

Chapter 2, Migration, trafficking and criminal activities in Europe, *Sections* The trafficking of human beings in the context of migration today and Criminal activities related to

trafficking in human beings and the smuggling of migrants;

Chapter 4, Trafficking in human beings amid exploitation and discrimination *in particular Section* The different ways to exploit the victims of trafficking –

Methodological Guide:

Chapter 2, Topic introduction and orientation *in particular, Activity* In a faraway country;

Chapter 4, Trafficking in women and young people as a human rights violation *in particular Activities*, Where do they come from, where are they going and Why?;

-International Legal Pocket Compilation:

Part 1 **The human rights are for everybody**, *Section 3* Rights of migrants, *Section 5* Modern Slavery, *Section 6* Trafficking in persons and exploitation of prostitution;

8. Trafficking in human beings and the relation with the transnational organized crime

-Manual for Teachers:

Chapter 2 Migration, trafficking and criminal activities in Europe, *Section* Criminal activities related to trafficking in human beings and the smuggling of migrants, *Section* Trafficking in human beings, criminal profit and corruption;

Methodological Guide:

Chapter 4, Trafficking in women and young people as a human rights violation in particular Activity Define trafficking in human being;

International Legal Pocket Compilation:

Part 1 The human rights are for everybody, *Section 3* Rights of migrants *in particular* UN Protocol against the smuggling of migrants by land, sea and air; *Section 6* Trafficking in persons and exploitation of prostitution *in particular* Convention for the suppression of the traffic in persons and of the exploitation of prostitution of others and UN Protocol to prevent, suppress and punish trafficking in persons, especially women and children.

For an in-depth analysis of the European Union's strategy to fight trafficking, see *Part 2* Trafficking in human beings and sexual exploitation: European strategies, *Section 2* EU legislation *in particular*, Council Directive 2004/81/EC of 29 April 2004 on the residence permit issued to third-country nationals who are victims of trafficking in human beings or who have been the subject of an action to facilitate illegal immigration, who cooperate with the competent authorities.

Further in-depth analysis of trafficking in human beings, particularly for the

purpose of sexual exploitation are to be found using **Overview on Austria/Italy/Poland** and **Additional Information**.

DAPHNE II PROGRAMME

Decision No 803/2004/EC of the European Parliament and of the Council of 21 April 2004 adopting a programme of Community action (2004 to 2008) to prevent and combat violence against children, young people and women and to protect victims and groups at risk (excerpts)

The European Parliament and the Council of the European Union, (...)
have decided as follows:

Article 1 Subject matter and scope

The second phase of the Daphne programme to prevent and combat all forms of violence against children, young people and women and to protect victims and groups at risk (the Daphne II programme) is hereby established for the period January 2004 to 31 December 2008. It may be extended. (...)

Article 2 Programme objectives

1. The Daphne II programme shall contribute to the general objective of providing citizens with a high level of protection from violence, including protection of physical and mental health.

The aim of this programme shall be to prevent and combat all forms of violence, occurring in the public or the private domain, against children, young people and women by taking preventive measures and by providing support for victims and groups at risk, including in particular the prevention of future exposure to violence. It further aims to assist and encourage non governmental organisations and other organisations active in this field. (...)

Article 4 *Actions under the programme*

The Daphne II programme shall comprise the following types of actions:

- (a) identification and exchanges of good practice and work experience with a view in particular to implementing preventive measures and assistance to victims;
- (b) mapping surveys, studies and research;
- (c) field work with the involvement of the beneficiaries, particularly children and young people, in all phases of project design, implementation and evaluation;

- (d) creation of sustainable multidisciplinary networks;

- (e) training and design of educational packages;

- (f) development and implementation of treatment programmes and support for victims and people at risk on the one hand, and perpetrators on the other hand, whilst ensuring the safety of victims;

- (g) development and implementation of awareness-raising actions targeting specific audiences, design of materials to supplement those already available, or adaptation and use of existing materials in other geographical areas or for other target groups;

- (h) dissemination of the results obtained under the two Daphne programmes including their adaptation, transfer and use by other beneficiaries or in other geographical areas;

- (i) identification and enhancement of actions contributing to positive treatment of people at risk of violence, namely to an approach which encourages respect for them and promotes their well-being and self-fulfilment.