HUMAN TRAFFICKING

TEACHER’S BOOK

Recommended by the National Institute of Education of the Republic of Armenia as a supplemental manual for high school

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Dear teachers,

This manual was prepared with a mission to inform the public at large about human trafficking consisting in the exploitation of persons and prevent the rates and consequences of this crime which is today at the center of growing public attention worldwide.

This manual was published in the framework of the regional program “School education on trafficking issues in Armenia, Georgia and Azerbaijan” implemented by International Organization for Migration (IOM).

The manual incorporates three parts. The first part focuses on theoretical framework of trafficking issues and provides teaching materials for diverse audiences.

The second part describes eight lessons of the basic course on human exploitation.

The third part of the manual highlights modern strategies and techniques used in education to initiate a constructive and interactive course on human trafficking issues.

We wish you success.
PART 1. THEORY

Chapter 1. Nature of human trafficking and its extreme danger for the society

In the context of globalization, modern society comes to witness the fruits of human progress and faces the problems caused by it. The globalization triggers increased organized crime with criminal networks manipulating economic, political, cultural convergence and newly-established relations to achieve their own goals. They also make good use of new opportunities offered by information technologies. Human trafficking is one of the gravest concerns in the period of globalization.

In fact, human trafficking is considered to be the slavery of the 21st century and is often referred to as “white” slavery. Despite the current lack of accurate data, it can be argued that Armenia is predominantly a country of origin, that is to say, a “supplier” of potential victims of trafficking. Today, multiple cases of labor and sexual exploitation affecting women, men and minors are known.

In our country, people identified as victims of trafficking are among those of our compatriots who wish to avoid at all costs their harsh living conditions and therefore show imprudence by agreeing to leave their home country and naively believing in empty promises of easy and quick income. Consequently, they often find themselves in perilous situations, as they are exposed to ruthless physical and moral abuse and forced to do unpaid hard work above their capacity, as well as be subjected to humiliation, beatings and threats.

According to the standards currently applied to eliminate human trafficking, Armenia is categorized under the second tier.

Armenia is primarily a source country for women and girls trafficked to the United Arab Emirates (UAE) and Turkey for the purpose of commercial sexual exploitation. Russia is the destination country of human trafficking for the purpose of labor exploitation. Non-governmental organizations report that people are also smuggled and trafficked into Turkey for labor exploitation. Victims trafficked to the United Arab Emirates usually fly either directly from Yerevan or take a connecting flight via Moscow; the trafficking route to Turkey is generally via bus through Georgia. As reads
U.S. State Department Trafficking in Persons Report 2009\textsuperscript{1}, a small number of Armenian boys and girls are trafficked internally for the purpose of commercial sexual exploitation and forced begging.

The problem of human trafficking has become a matter of serious concern to the entire civilized humanity. Some available data suggest that every year one million people worldwide fall victim to the exploitation in their countries of origin, while another million people are moved over to other countries; the annual profit gained from human trafficking by criminal networks and individual criminals amounts to some 7.5 billion USD. All this happens despite the fact that the period following the World War II marked a new milestone in human rights protection as the human life came to be proclaimed as the supreme value along with the fundamental and inalienable rights and freedoms of the person. Democratic countries embarked on a mission to become guarantors of human rights protection. Many countries joined in the Universal Declaration of Human Rights in the hope that the social development will eradicate the human exploitation along with other forms of degrading treatment and punishment.

Nevertheless, by the end of the 20\textsuperscript{th} century and the onset of the third millennium, it has become quite clear that there is still much to be done in order to create a world without violence and infringement of human rights. In some countries, seemingly governed by the rule of law, numerous cases of enslavement, labor and sexual exploitation were revealed. As a result, the society decided to start a war on modern forms of slavery through its political framework, i.e. the state.

The concept of “human trafficking” shall mean the recruitment, transportation, transfer, harboring 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.

Here are some examples of human exploitation elements characteristic of the phenomenon described above:

- Mr. V. recruited a group of men to work on construction sites and

\textsuperscript{1} U.S. State Department Trafficking in Persons Report 2009.
transferred them to the Russian Federation. These persons were subjected to coercion; they were forced to work, and the sums payable to them were embezzled by Mr. V. and his criminal associates.

- Mr. K. stayed in the country X as an illegal alien with his visa already expired, but did not wish to return to Armenia, because he needed a certain amount of money to cover the surgery expenses for his sick spouse. He therefore asked his ‘acquaintances’ to take to Armenia his underage son who had accompanied him to the country of destination as this would enable the man to seek employment. The ‘acquaintances’ of Mr. K. took advantage of his vulnerable situation and handed the child over to a “charitable” family where the boy was forced to work virtually as a slave.

- A certain Mrs. M. was engaged in prostitution in her hometown. She agreed to leave for country Y. taken in by the recruiter’s promise of double income for her “work”. However, Mrs. M. actually worked twice as much but was not paid since her money went into the pockets of pimps and their associates, who had seized her identification papers.

The human exploitation has quite a long history. The oldest form of human exploitation is slavery. Hence, exploitation and sale of slaves as articles of trade was considered common practice in ancient Greece or Rome, the possible reason for this was the fact that people did not see much difference between their domestic animals and slaves. Slaves were denied the right to privacy and property, and what is more, they passed under the ownership of their masters. As time went by, people abolished slavery for slaves’ work was not based on their own motivation and gradually grew unprofitable thereby making the slave owners find ways to enhance their motivation. To this end, they gradually emancipated their slaves, gave them some land with a right to ownership and thereby tried to promote the efficiency of their labor. It is also well-known that in ancient times the need to have warriors made many sovereigns prohibit debt bondage of free citizens, particularly, a record on this is found in the code of Hammurabi.

The second stage of slavery is related to racial discrimination, when representatives of white race considered themselves superior and began to enslave representatives of the black race. This process unfolded during the
exploration of American and African continents and lasted until late 19th century. This type of slavery drew firm condemnation from humanist thinkers who argued that all races belonged to the same species of “homo sapiens” and could not be exploited by one another. Nevertheless, in one form or another, such slavery persisted throughout the 19th century.

Unfortunately, it cannot be argued that society was free from slavery at any stage of civilization as it has always been exposed to some form of bondage. Sexual exploitation was very common in Oriental countries: the majority of women held in harems were, in fact, enslaved.

However, there is one fundamental difference between the classical concept of slavery and modern forms of exploitation. In certain periods of history, slavery was legitimized in one way or another (and for this reason is often called legitimate slavery), while trafficking in all cases transgresses the scope of the law and is, therefore, considered illegitimate slavery. Although in the past, slave owners openly demonstrated their slaves, prided themselves of their number and their abilities, nowadays, “slave owners” seek to hide their slaves at all costs because of illegitimacy of human trafficking. They usually hide their victims from the public eye, and keep them in underground accommodations or in so-called “labor camps” located in the woods. If victims are exploited as domestic servants, the traffickers simply hide the fact that they are kept in slavery as victims work without remuneration, days off and are exposed to beatings and threats. Unfortunately, human trafficking cannot exist without the connivance of competent authorities, which (corrupted by traffickers) appear to stop noticing things that happen in hotels or on construction sites and also allegedly fail to discern obviously forged documents at border check points, for instance, when girls aged between 15 and 20 years appear aged 30 on their documents.

Armenia has no history of slavery in the common sense, as domestic servants were considered family members (children of servants born in the master’s house were considered kinsfolk), therefore the owners felt responsible for them. Even when such servants became sick and grew old they were kept in their master’s house instead of being thrown out into street. Although Armenians showed no inclination to enslave others they, however, themselves bore the yoke of slavery many times in their
history. Girls and women from Armenian families were abducted to harems, and boys were turned into janissaries.

Nowadays, the advent of new economic relationships made Armenians taste all the bitterness of human trafficking. Raffi, a great Armenian writer and author of historical novels, in his short story “Traded innocence”, describes how a mother in a desperate situation sells her own daughter but perishes unable to bear the burden of her deed.

Another distinguished novelist Mouratsan in his novel “Amusement of the rich” describes a case of conspiracy for the sexual exploitation of an innocent girl. Unfortunately, by the end of both stories girls commit suicide.

In the 20th century, a writer named Vladimir Harutyunyan wrote a short story entitled “Solstice” about child abduction and exploitation.

**Chapter 2. Human trafficking as a form of transnational organized crime**

Effective action to prevent and combat human trafficking, especially in women and children, requires a comprehensive international approach in the countries of origin, transit and destination that covers measures to prevent trafficking, punish the traffickers and protect the victims, including through the promotion of their internationally recognized human rights.

Taking into account the need for a universal instrument providing for practical measures to combat exploitation of persons, especially women and children, as well as ensuring adequate protection for persons vulnerable to trafficking, the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention against Transnational Organized Crime was signed on 12th December 2000 in Palermo. It can be argued that the United Nations Convention against Transnational Organized Crime and the International Instrument to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children contributes to the prevention and counteraction of such crimes.
It should be emphasized that this type of crime is transnational in nature; this is evident from the contents of the third article of the United Nations Convention against Transnational Organized Crime of 12 December 2000 which reads as follows: ‘An offence is transnational in nature if:

(a) It is committed in more than one State;
(b) It is committed in one State but a substantial part of its preparation, planning, direction or control takes place in another State;
(c) It is committed in one State but involves an organized criminal group that engages in criminal activities in more than one State; or
(d) It is committed in one State but has substantial effects in another State.\(^3\)

The Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children was signed by the Republic of Armenia on November 15, 2001 and ratified on July 1, 2003. ‘The purposes of this Protocol are:

(a) To prevent and combat trafficking in persons, paying particular attention to women and children;
(b) To protect and assist the victims of such trafficking, with full respect for their human rights; and
(c) To promote cooperation among States Parties in order to meet these objectives’.

Article 3 of the Protocol defines the concept of trafficking in persons. ‘For the purposes of this Protocol:

(a) “Trafficking in persons” shall mean the recruitment, transportation, transfer, harboring 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. Exploitation shall include, 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;

(b) The consent of a victim of trafficking in persons to the intended exploitation set forth in subparagraph (a) of this article shall be irrelevant where any of the means set forth in subparagraph (a) have been used;

(c) The recruitment, transportation, transfer, harboring 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 (a) of this article;

(d) “Child” shall mean any person less than eighteen years of age. 4

According to the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, the following elements are characteristic of trafficking in persons:

**Trafficking in persons involves three key elements:**

**Action:** recruitment, transportation, transfer, harboring or receipt of persons;

**Means:** threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or vulnerable position or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person;

**Purpose:** Exploitation shall include, 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.

Trafficking in persons is the combination of above three elements rather than their individual occurrence. For instance, ‘harboring’ of people

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(action), which includes ‘threat or use of force’ (means) for the purpose of ‘forced labor’ (objective) attest characteristics that can be classified as trafficking in persons. Recruitment of persons (action) by deception (means) for their involvement in prostitution (objective) must also be viewed as trafficking.

Thus, trafficking cases must entail one element of each of these three categories (action, means, objective). However, there are some exceptions concerning children. Article 3 (c) of the Protocol reads as follows: the recruitment, transportation, transfer, harboring 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 (a) of this article.

In accordance with Articles 3 and 5 of the Protocol, State Parties assume responsibility to adopt such legislative measures as may be necessary to criminalize (establish as a criminally punishable acts) deliberate actions committed internationally and involving sanctionable offence. Such actions include recruitment, transportation, transfer, harboring 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. Attempts to commit such crimes, complicity in their commitment, organization or direction of others to commit such crimes fall under the same category.

International cooperation under the protocol will be implemented, following the principles of both international and national legislation on the criminalization of socially dangerous acts, as well as a coherent penal policy for them, based on the principles of protecting human rights and freedoms, particularly in the area of restoring violated rights, such as right to life, liberty and personal immunity, right to dignity, right to privacy, right to return to one’s country of permanent residence, right to compensation, right to information, right to work and education, right to receive medical care, right to use services and legal aid.

According to the Protocol, international cooperation should also cover the following areas:
 Assistance to and protection of victims of trafficking in persons,
 Repatriation of victims of trafficking in persons,
 Prevention of trafficking in persons,
 Information exchange and training of relevant specialists,
 Border control measures
 Control of authenticity and validity of documents.
 According to the Protocol, States Parties undertake to adopt or strengthen legislative or other measures, in the area of education, social security or culture, including through bilateral and multilateral cooperation in order to prevent trafficking in persons.

United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children

Article 6: Assistance to and protection of victims of trafficking in persons

Each State Party shall consider adopting legislative or other appropriate measures that permit victims of trafficking in persons to stay in its territory, temporarily or permanently, in appropriate cases. Moreover, each State Party shall consider implementing measures to provide for the physical, psychological and social recovery of victims of trafficking in persons, and, in particular, the provision of:

(a) Appropriate housing;
(b) Counseling and information, in particular as regards their legal rights, in a language that the victims of trafficking in persons can understand;
(c) Medical, psychological and material assistance; and
(d) Employment, educational and training opportunities.

In addition, each State Party shall provide:
 Privacy and identity of victims of trafficking in persons,
 Information on relevant court and administrative proceedings,
 Legal aid in court proceedings,
 Physical safety of victims of trafficking in persons,
 Possibility of compensation to the victims of trafficking for the damage incurred.
**Article 9. Prevention of trafficking in persons**
States Parties shall establish comprehensive policies, programs and other measures, as well as:

- take measures such as research, information and mass media campaigns,
- develop social and economic initiatives to prevent and combat trafficking in persons,
- take or strengthen measures to alleviate the factors that make persons, especially women and children, vulnerable to trafficking, such as poverty, underdevelopment and lack of equal opportunity,
- adopt or strengthen legislative or other measures, such as educational, social or cultural measures, including through bilateral and multilateral cooperation, to discourage the demand that fosters all forms of human exploitation, especially of women and children, that leads to trafficking.

Policies, programs and other measures established to prevent exploitation of persons shall, as appropriate, include cooperation with non-governmental organizations, other relevant organizations and other elements of civil society.

**Article 10. Information exchange and training**
States Parties shall provide or strengthen training for law enforcement, immigration and other relevant officials in the prevention of trafficking in persons. The training should focus on methods used in preventing trafficking, prosecuting the traffickers and protecting the rights of the victims, including protecting the victims from traffickers. The training should also take into account the need to consider human rights and child- and gender-sensitive issues.\(^5\)

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Council of Europe Convention on Action against Trafficking in Human Beings, Warsaw, May 16, 2005

Council of Europe Convention on Action against Trafficking in Human Beings\textsuperscript{6} was signed by the Republic of Armenia on May 16, 2005 and ratified on April 14, 2008.

The purposes of this Convention are to prevent and combat trafficking in human beings, regardless of its form and nature, to protect the human rights of the victims of trafficking, to ensure effective investigation and prosecution and to promote international cooperation on action against trafficking in human beings.

According to this Convention, the Republic of Armenia undertakes a number of obligations, particularly:

(a) Establish or strengthen national coordination between the various bodies responsible for preventing and combating trafficking in human beings as well as use effective means to elaborate policies and projects based on the priority of human rights, including child-rights approach and gender equality,

(b) Adopt or strengthen legislative, administrative, educational, social, cultural or other measures to discourage the demand that fosters all forms of exploitation of persons, especially women and children,

(c) Without prejudice to international commitments in relation to the free movement of persons, strengthen, to the extent possible, border controls as may be necessary to prevent and detect trafficking in human beings,

(d) Provide its competent authorities with persons who are trained and qualified in preventing and combating trafficking in human beings, in identifying victims of trafficking and ensure that the different authorities collaborate with other States Parties as well as with relevant support organizations, so that victims can be issued residence permits,

\textsuperscript{6} Council of Europe Convention on Action against Trafficking in Human Beings, Warsaw, May 16, 2005.
(e) Protect the private life and identity of victims. Personal data regarding them shall be stored and used in conformity with the conditions provided for by the Convention for the Protection of Individuals with regard to Automatic Processing of Personal Data. The Convention highlights issues, including such legislative or other measures as may be necessary to assist victims in their physical, psychological and social recovery, to issue a residence permit to victims, legal assistance and right to free legal aid for victims, legislative or other measures as may be necessary to guarantee compensation for victims for the damage they incurred.

The Republic of Armenia is also under obligation to refrain from returning child victims to a State, if there is an indication, based on a risk and security assessment that such return would not be in the best interests of the child and apply the above-mentioned measures to promote gender equality and develop gender policy.

Special attention is paid to criminalization of trafficking and a number of related issues, such as imposition of penalties, consideration of aggravating circumstances, and so forth.

The Convention also provides that a specific monitoring mechanism with its own regulations and incorporating an expert group must be set up to deal with trafficking in human beings and monitor the States’ compliance with the provisions of the Convention.

**Human trafficking as considered under international law**

International human rights law is instrumental in understanding the essence of human trafficking, but also defines the obligations that states must undertake in this area. A comprehensive set of international legal norms applies to various types of human trafficking for the purposes of sexual exploitation of women and minors.

The first definition of slavery is provided in Slavery Convention signed by the League of Nations in 1926: **“Slavery** is the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised.”

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7 Slavery Convention signed by the League of Nations in 1926.
In 1956 at Geneva, the United Nations adopted Supplementary Convention on the Abolition of Slavery, the Slave Trade, and Institutions and Practices Similar to Slavery with Article 1 defining not only the concept of servitude, but also that of institutions and practices equivalent to slavery as well as bondage. In particular, such institutions and practices include:

1. **Debt bondage**, that is to say, the status or condition arising from a pledge by a debtor of his personal services or of those of a person under his control as security for a debt, if the value of those services as reasonably assessed is not applied towards the liquidation of the debt or the length and nature of those services are not respectively limited and defined;

2. **Serfdom**, that is to say, the condition or status of a tenant who is by law, custom or agreement bound to live and labor on land belonging to another person and to render some determinate service to such other person, whether for reward or not, and is not free to change his status;

3. **Any institution or practice whereby**:
   a) A woman, without the right to refuse, is promised or given in marriage on payment of money or in kind to her parents, guardian, family or any other person or group;
   b) The husband of a woman, his family, or his clan, has the right to transfer her to another person for value received or otherwise;
   c) A woman on the death of her husband is liable to be inherited by another person;

4. **Any institution or practice** whereby a child or young person under the age of 18 years, is delivered by either or both of his natural parents or by his guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his labor.8

Article 2 (1) of Convention concerning Forced or Compulsory Labor adopted by the International Labor Organization in 1930 defines the concept of forced (or compulsory) labor or services. In particular, “forced or compulsory labor” shall mean all work or service which is

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exacted from any person under the menace of any penalty and for which the said person has not offered himself voluntarily. Nevertheless, Article 2 (2) reads that for the purposes of this Convention the term “forced or compulsory labor” shall not include:

1. Any work or service exacted in virtue of compulsory military service laws for work of a purely military character;

2. Any work or service which forms part of the normal civic obligations of the citizens of a fully self-governing country;

3. Any work or service exacted from any person as a consequence of a conviction in a court of law, provided that the said work or service is carried out under the supervision and control of a public authority and that the said person is not hired or placed at the disposal of private individuals, companies or associations;

4. Any work or service exacted in cases of emergency, that is to say, in the event of war or of a calamity or threatened calamity, such as fire, flood, famine, earthquake, violent epidemic or epizootic diseases, invasion by animal, insect or vegetable pests, and in general any circumstance that would endanger the existence or the well-being of the whole or part of the population;

5. Minor communal services of a kind which, being performed by the members of the community in the direct interest of the said community, can therefore be considered as normal civic obligations incumbent upon the members of the community, provided that the members of the community or their direct representatives shall have the right to be consulted in regard to the need for such services.9

Slave toil and coercion is also prohibited by Article 4 of the Universal Declaration of Human Rights10 and Article 8 of the International Covenant on Civil and Political Rights11 which read: “No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms”.

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9 Convention concerning Forced or Compulsory Labour adopted by the International Labour Organisation in 1930
10 Universal Declaration of Human Rights
11 International Convenant of Civil and Political Rights
Article 32 of the United Nations Convention on the Rights of the Child, adopted in 1989, reads as follows: “States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development.” According to Articles 34 and 35 of the same Convention:

**Article 34.**
States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

(a) The inducement or coercion of a child to engage in any unlawful sexual activity;

(b) The exploitative use of children in prostitution or other unlawful sexual practices;

(c) The exploitative use of children in pornographic performances and materials.

**Article 35.**
States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.¹²

The United Nations Convention on the Elimination of All Forms of Discrimination against Women (Article 6), adopted in 1979, stipulates that States Parties shall take all appropriate measures, including legislation, to suppress all forms of traffic in women and exploitation of prostitution of women.

Article 1 of the United Nations International Convention on the Elimination of All Forms of Racial Discrimination, adopted in 1965, provides the following definition of racial discrimination: ‘the term

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“racial discrimination” shall mean any distinction, exclusion, restriction or preference based on race, color, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.\textsuperscript{13}

The United Nations Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment adopted in 1984 defines the concept of torture. According to Article 1 of the Convention, torture means any act by which severe pain or suffering, whether physical or mental, is intentionally inflicted on a person for such purposes as obtaining from him or a third person information or a confession, punishing him for an act he or a third person has committed or is suspected of having committed, or intimidating or coercing him or a third person, or for any reason based on discrimination of any kind, when such pain or suffering is inflicted by or at the instigation of or with the consent or acquiescence of a public official or other person acting in an official capacity. It does not include pain or suffering arising only from, inherent in or incidental to lawful sanctions.\textsuperscript{14}

\textbf{Chapter 3. Elements of crime of trafficking in persons stipulated in the Criminal Code of the Republic of Armenia}

The Criminal Code of the Republic of Armenia deems as criminal offence both the recruitment, transportation, transfer, harboring or receipt of persons for the purpose of exploitation (Article 132) and implication of persons into prostitution or other forms of sexual exploitation, forced labor, services, slavery or practices similar to slavery or retention in this state (Article 132\textsuperscript{1}). The two above-mentioned elements of crime are directly linked to trafficking in persons; these are grave offences committed against the freedom of a human being.

\textsuperscript{14} The United Nations Convention against Torture and other Cruel, Inhuman or Degrading Treatment or Punishment adopted in 1984.
Criminal Code of the Republic of Armenia

Article 132: Recruitment, transportation, transfer, harboring or receipt of persons for the purpose of exploitation

1. Recruitment, transportation, transfer, harboring or receipt of persons for the purpose of exploitation by threat or use of violence not dangerous for life or health, or other forms of coercion by means of abduction, fraud, abuse of a position of vulnerability or of giving or receiving payments or benefits to achieve the consent of a person having control over another person is punished with imprisonment for the term of 5 to 10 years with or without confiscation of property.

2. Acts of recruitment, transportation, transfer, harboring, or receipt of persons for the purpose of exploitation committed:
   1) against minors under eighteen years of age,
   2) against persons unable to fully or partially realize the nature of their actions or control them as a result of mental disorder,
   3) with organized crossing of the state border by the victim in violation of the law,
   4) against two or more persons,
   5) by a group of persons with premeditated conspiracy,
   6) with abuse of official authority,
   7) with violence dangerous for life or health, or with a threat to commit such violence
are punishable by imprisonment for 7 to 12 years with or without confiscation of property.

3. (Part 3 is no longer in effect following the resolution of 18.11.09 ref: HO-220-N).

4. Actions covered in parts 1 or 2 of this Article, which:
   1) were performed by an organized group;
2) caused by negligence the death of the victim or other grave consequences, are punishable by imprisonment for 12 to 15 years with or without confiscation of property.

5. For the purposes of this Article, exploitation shall mean the implication of others into prostitution or other forms of sexual exploitation, forced labor or services, enslavement or practices similar to slavery or the removal of organs or tissues.

6. Persons affected by a crime under article 132.1 of this Code shall be relieved of criminal responsibility for crimes they were forced to commit in the situation resulting from their status and provided they cooperated in the investigation and contributed to the detection of such crimes.

**Article 132**: Implication of persons into prostitution or other forms of sexual exploitation, forced labor or services, enslavement or practices similar to slavery or retention in such state

1. Implication of persons into prostitution or other forms of sexual exploitation, forced labor or services, enslavement or practices similar to slavery or retention in such state by threats or use of violence not dangerous for life or health, or other forms of coercion by means of abduction, fraud, abuse of vulnerability or by giving or receiving payments or benefits to obtain the consent of a person exercising control over another person is punishable by imprisonment from five to ten years with or without confiscation of property.

2. The same act, committed:
   1) against minors under eighteen years of age,
   2) against persons unable to fully or partially realize the nature of their actions or control them as a result of mental disorder,
   3) against two or more persons,
   4) by a group of persons with premeditated conspiracy,
5) with abuse of official authority,
6) through violence dangerous for life or health or with a threat to use such violence,
7) with illegal retention of the victim on the territory of a foreign state, is punishable by imprisonment for 7 to 12 years with or without confiscation of property.

3. Actions covered in Sections 1 or 2 of this Article, which:
1) are committed by an organized group;
2) caused by negligence the death of the victim or other grave consequences

are punishable with imprisonment for the term of 12 to 15 years with or without confiscation of property.\textsuperscript{15}

\textbf{Recruitment of persons for the purpose of exploitation} is the implication of victims by various means (using violence, threat, by deception and other means) in a group of persons intended to become an object of human trafficking. Such recruitment may include, for instance, drafting a list of persons leaving abroad allegedly to seek employment and signing fake labor contracts etc.

\textbf{Transportation} of victims for the exploitative purposes consists in their transference from place to place. This may mean, for instance, transport of victims by air or bus from the country of origin to the country of destination.

\textbf{Transfer} means leaving the victim under the control of receiving persons. This includes, for instance, cases when victims are transferred to the representatives of the criminal group for the purposes of sexual exploitation or removal of internal organs. Once the victim is at the disposal of the receiving person the transfer is deemed to be complete.

\textbf{Harboring} means isolation of victims and keeping their location in secret. This includes harboring victims of trafficking, for example, in a cellar or a garage for their further transfer to the criminals.

\textsuperscript{15} Criminal Code of the Republic of Armenia
**Receipt of persons** means that traffickers receive victims from others and keep them under their control. This includes, for instance, cases when criminals receive victims for the purpose of implicating them in forced labor”.16

People are trafficked by violence or threats or through other forms of coercion such as abduction, deception, abuse of vulnerability or through payment and transfer of values to persons retaining control over victims so as to achieve the consent of the former.

**Violence** means use of physical force, infliction of blows and bodily injuries, hair pulling, binding and other actions intended to suppress the resistance of the victim. Moreover, in this case, both victims and their close relatives may suffer from violence.

**Threat of violence** means that in order to recruit, transport, transfer and harbor persons for the purpose of their exploitation, offenders suppress victims’ resistance by threatening to use physical violence not dangerous for their life and health. In such event, there must be an imminent risk of such threats being carried out. This means that establishing elements of crime requires that victims be exposed to threats and find themselves in a desperate situation without any other options.

**Other forms of coercion** imply using violence or threats to suppress victims’ resistance. Such forms of coercion include threat of disclosing information disrupting victims’ family members, destruction or damage of their property and so forth.

**Abduction** means taking away persons against or without their will from their natural social environment and their place of permanent or temporary residence for the purpose of transferring them to or keeping them in some other place.

In the context of such elements of crime, **deception** means a premeditated misrepresentation or concealment of facts, misinformation on certain facts, circumstances and events in order to recruit, transport, transfer, harbor or receive persons for their further exploitation. For example, this refers to the cases when criminals accompany their victims to the place of

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destination where they will be subjected to sexual exploitation or forced labor by means of concealing or distorting the true purpose of their travel, and upon arrival, refuse to return to the victims their identification papers and force them to engage in prostitution.”17

Deception is frequently used by human traffickers, who promise to their victims a lucrative job and put them to exploitation that is planned well before their arrival.

Abuse of victim’s vulnerability refers to taking advantage of such situation as will leave the person in question with no other real and acceptable alternative but to be subjected to exploitation. Vulnerability can take various forms: physical, psychological, emotional, domestic, social or economic. One of the above mentioned situations can be caused by insecure or unlawful legal status, economic dependence or poor health. In other words, such situations can be brought about by any predicament making people give in to the exploitation. In such cases, criminals abusing the vulnerability of their victims flagrantly violate human rights as well as the principles of personal dignity and integrity.

Another method used in trafficking is giving payments or benefits to achieve the consent of a person exercising control over the victim. “The person having control over victims is the person who by virtue of certain relations can control them. Such persons may be victim’s parents (foster parents), guardians, trustees, kindergarten teachers, school teachers, coaches of athletes and others.

In fact, due to receiving bribes, payments and benefits these persons are financially motivated to give their consent to the exploitation of people under their control. Such bribes and payments may be in the form of a certain sum of money, valuables or other expensive items. It should be mentioned that in this case, both individuals, giving these payments and benefits and those receiving them (persons having control over the victim) are held liable for their acts.

Human trafficking is aimed at the exploitation of persons. Article 132 (5) of the Criminal Code of the Republic of Armenia reads that exploitation

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means implicating people into prostitution or other forms of sexual exploitation, forced labor or removal of body parts and internal organs. Besides, it should be mentioned that human trafficking is not always defined by the exploitation as its essential component. Persons are considered to be trafficked if they are exposed to any actions by means specified in this article. Therefore, it can be concluded that trafficking occurs before the actual exploitation of the victims.

*Prostitution* means having random, extramarital sexual contacts not based on personal affection and sexual attraction towards the partner. Implicating people into prostitution means that third parties forcing prostitutes into sexual relations gain profit. What is more, they can also gain non-material profits, for example as they “present prostitutes to others as gifts” without payment. Exploitation of prostitutes includes not only situations where traffickers take away all the money they earned for providing sexual services or where prostitutes receive no payment at all but also situations where sex workers obtain only a tiny portion of their earnings.

*Other forms of sexual exploitation* mean that victims are forced to work in other forms of sex industry, different from prostitution, for example, strip-tease, posing for erotic magazines or acting in erotic films, and so on. Moreover, sexual exploitation may often be accompanied by rape, sexual violence or forced sex.

*Trafficking in persons for the purpose of removing (using) parts of their bodies and tissues* is also a very dangerous type of trafficking which is very common at present, particularly in developing countries.

*Abuse of power*, in fact, means abuse of authority by an official. In order to implicate people into prostitution or other forms of sexual exploitation, forced labor or services alike, or to remove human organs, criminals abuse their power or fail to perform their professional duties for their own mercenary reasons, other motives or group interests. For instance, high-ranking police officials may abuse their authority to arrange unhindered transfer of victims to the places of destination.”

*Implication* of people into prostitution or other forms of sexual exploitation,
forced labor, provision of compulsory services or slavery or to a state similar to slavery, or retaining them in this state means constant coercion, inducement or inclination of the victim to engage in such activities.

It should be mentioned that corpus delict of trafficking implies that criminals use violence or threats or some other forms of coercion through abduction, deception, abuse of vulnerability, as well as through payments and benefits to persons retaining control over the victim, in order to obtain the consent of the former.

Chapter 4. Gender inequality and globalization as triggers of trafficking

In considering the problem of trafficking, it is necessary to take into account the issue of equality between men and women. It is not surprising at all that human trafficking is often called trafficking in women or sex-business although men also fall victim to this crime.

Examination of problems related to trafficking often links it to the concept of discrimination against women. Problems of legal equality between men and women, absence of equal opportunities and demand for sexual services are the main triggers of the continued existence of trafficking, which mainly affects women.

Consistent application of the principle of privacy of personal life frequently conceals the facts of violence and abuse against women and children leaving them without proper attention. This is one of the major factors contributing to the further development of this crime.

In recent decades, scientists more often speak about decline of moral values in our society. Sexuality is no longer viewed as a private matter of individuals, but instead has turned into an efficient advertisement tool for trade in all kinds of commodities and sometimes even appears in news broadcasts. Thus, for instance, sexually attractive female bodies are used in street advertisements of underwear or even tires. This tendency is likely to instill in the upcoming generation the opinion that trade in sexually attractive female bodies is an acceptable practice. Tolerance in respect of so-called secondary directions of sexual exploitation in some way or another also promotes the growth of demand for services of prostitutes and pornographic production. Constant depiction of women as
sexual objects and use of sexuality as strategy for sale of goods form opinions on intellectual capacities and stereotypes of men and women. The gradual “demoralization” of the society creates favorable environment for sexual exploitation and tolerant attitude to it.

Incidence of human trafficking growth with increased rates of globalization triggering this tendency. Liberal principles of the market economy together with uneven development of regions, gender inequality and other kinds of inequality are among the reasons behind the current spread of trafficking. Today, persons have turned into objects of sale. Unfortunately, principles of human rights do not have the capacity of mitigating the impact of the market in any significant fashion. According to the data provided by the United Nations, the total number of persons subjected to both internal and external trafficking each year reaches the figure of four million persons, most of which are women and children from the developing countries.

**Economic globalization**

Global economy and globalization of trade create favorable conditions for trafficking in persons. The market becomes more flexible and changeable due to the expansion of economic relations. Private businessmen and enterprises no longer have to manufacture and sell their products in their home country: now they have ample opportunities of doing it anywhere on the globe at maximum profit. International trafficking in persons is guided by the following market principles:

1. Production is transferred to places with minimal relevant expenses. A great number of well-known enterprises either intend to transfer or have already transferred their production to “Third world” countries. In this case, the main economic resource is labor, i.e. workers ready to accept less favorable terms of employment, lower salaries and absence of social guarantees.

2. Local differences are not an obstacle. For instance, in many countries, prostitutes with exotic appearance from Oriental countries enjoy greater popularity. Their services are more affordable than those offered by local prostitutes. It should be noted that import of cheap labor provokes greater competition on the market. For instance,
prostitutes working in Western countries can face competition from prostitutes of Eastern Europe, India and Africa. Increased supply in sex services reduces their charge. In such conditions, prostitutes have to reduce prices for their services or to offer new services either unsafe for their health or extremely degrading for their dignity. Struggle for existence and decrease in the cost of labor are equally common in other forms of slave toil.

3. Clients are actually referred to so-called pleasure parlors where they can buy services of prostitutes. Development of transport and its accessibility triggers growth in sex-tourism and transplantation tourism. Today, people can choose their preferred sex-goods by Internet thousands of kilometers away without leaving their houses.

In the context of trafficking, it would be inappropriate to speak about work, profession, vocation, service or client as these terms have either neutral or positive connotations. The use of these terms in a trafficking situation actually implies legitimacy and justifies the existence of this criminal phenomenon.

Economic inequality of states and regions
In the midst of the economic crisis, employment in regions becomes a very complicated issue. Economic situation in the developing countries often deteriorates through a series of coups d’etat, civil wars or wars against external adversaries. Poverty and famine are further aggravated by the fear for one’s own life.

Absence of prospects, harsh living conditions and poverty raise the likelihood of trafficking.

♦ Victims knowingly agree to slave toil or removal and sale of their organs. For the lack of other choices people agree to such deals notwithstanding serious damage to their health and lack of social guarantees.
♦ There is higher incidence of victims recruited forcefully amid institutional chaos. The overall increase in crime rate leads to higher incidence of abductions. Persons can be recruited for the purpose of sexual exploitation, compulsion to slave toil, removal and sale of organs or tissues, etc.
Poverty among women

The fact that women find themselves in far worse economic conditions than men also contributes to the growth of trafficking. “Feminization” of poverty stems from gender inequality, namely clear division of male and female labor and its remuneration. For poverty-related reasons women enjoy reduced opportunities to make a free choice and therefore, find themselves vulnerable to human trafficking.

Dominant traditional approach to gender roles reserves for women housekeeping duties along with the care of children and elderly persons in the family. Hence, the leading role of men in decision-making coupled with the gender inequality in labor market underlie the poverty among women, which immediately affects children who are their direct dependents. “Feminization” of poverty is accompanied by worsening of living conditions for children who end up as targets of traffickers.

The following two factors influence the living standards of women and the opportunity to make a free choice:

1. Gender discrimination at work, i.e. division of labor which implies that women are expected to do “female” work, while man should engage in “male” work. In particular, women are engaged in unpaid housework and care of children or are given other low-paid jobs. For instance, women are mostly employed in education and social security systems as well as in light industry and culture. Men are predominantly engaged in economy, politics, i.e. in areas requiring serious investments and decisions concerning the entire society. Division of labor in any society is based on prevailing principles of equal opportunities and gender rights. The limited number of women holding senior posts indicates underestimation of their potential.

2. Unemployment among women: Unlike men, women often work under short-term contracts and can remain unemployed for a long period of time. Unemployment rate is higher among young women than among men. Unemployed women aged between 18 and 30 years are more often recruited to the countries of Western and Northern Europe as well-paid exotic dancers or waitresses.
Chapter 5. Market demand as locomotive power of trafficking

While donors of human organs, victims of slave toil and prostitutes quite frequently become subject of the public debate and are highlighted in the mass media, persons gaining profits from trafficking most often remain in the shadow. It is obvious that there would be no place for sex-industry, slave toil and illegal trade in human organs unless all these activities were in high demand. Demand is the trigger of trafficking, which goes well beyond all legal and permissible limits (it is well known that slave toil and sexual exploitation are inadmissible) and is met only through illegal activity of criminal networks. At the same time, the crime of trafficking is committed by persons vested with authority and resources. So far, demand for human trafficking in civilized countries has rarely been a topic of public discussion. However, when criticizing one aspect of the problem, we cannot omit to mention the measures taken by the governments or international anti-trafficking initiatives.

Slave toil and its “employers”

Under market economy, it is very important for employers to reduce their cost of labor. Large industrial companies in Europe and in North America often transfer their operations to the “Third world” countries where wages are incomparably low than in their home countries. Although small and big businesses cannot afford to transfer their operation to other countries, instead they still can seek to find low-paid labor. Refugees and illegal migrants who unlike the natives agree to work for low wages are considered cheap labor. Sometimes people are forced to work without any payment at all through deception or intimidation. Many enterprises are run in conflict with the law and labor legislation. They ignore rights to labor insurance, annual leave and avoid paying all taxes. No citizens of Western Europe would agree to work on such terms, therefore employers resort to refugees and illegal migrants from poor countries. Foreign women engaged in the area of domestic services are also in great demand. Since elderly population of Western Europe grows, so does the demand for domestic servants looking after the elderly. Thus, women are recruited for domestic services while men are assigned to work on construction sites.
Some countries have a market of child labor. Child labor is paid less as children are much more vulnerable to exploitation than adults. Child labor is mostly exploited in cotton industry and housekeeping. Children are also implicated in forced begging and become accomplices of criminals.

**New owners of human organs**
Nowadays, development of medicine makes it possible to transplant human organs which are in ever-growing demand.

According to data of 2003, more than 40 000 patients from Western Europe are on waiting lists for kidney transplantation. On average, the waiting period lasts three years. Due to long waiting lists, 15-20 % of patients have very slim survival chances. Well-to-do buyers from the developed countries place a high value on their health and are more interested in buying human organs. Many developed countries have rules stipulating that alive donors can donate their organs only to their own family members or close relatives. It is forbidden to receive or request payment for organs as trade in human organs is illegal.

International criminal communities are well-aware of great demand for human organs and limited supply and therefore, take advantage of the situation to put pressure on people living in poverty and force them to sell their own organs. Traffickers frequently achieve their desired results by violence. Huge profits gained from such activities promote increased demand for human trafficking.

**Clients of prostitutes**
Clients of prostitutes spur the development of sex-business and trafficking. Such services are mainly used by men, while women and children are viewed as consumables in this case.

During the past decades, a number of researches were carried out in Europe to define which categories of men use the services of prostitutes. The following groups were identified:

- Men with inferiority complex and low self-esteem. They find it difficult to establish intimate relations; besides, they believe they cannot attract women’s attention.
- Men sexually dissatisfied with their partners and unaware how to solve
these problems. They often fail to explain their own feelings and wishes to their partners and therefore seek satisfaction with prostitutes.

✧ This group comprises young men who consider sex to be a means of exploitation and whose set of values have been corroded by the loose morals of the society. Representatives of this group are unable to build serious intimate relationships with their partners.

✧ Men with conservative views on gender roles who cannot admit the role change of men and women in modern society and are inclined to establish a situation where men dominate, and women submit.

Sex-industry also manifests characteristics of racism. Clients believe that women with exotic appearance are more natural and sensual.

Prostitutes of other ethnic origin and race are often paid much less than local sex workers. It is also widely believed that prostitutes can be subjected to abusive treatment for a fee. Criminal demand for underage girls and boys grows daily.

Researches reveal that men using services of prostitutes are essentially not different from others. They are regular people of diverse age categories with a different income level.

Sale of sexual services to individual men is a grave problem for our society. Sale of sexual services occurs as a consequence of tolerant attitudes to the sexual exploitation of women in our society. One of the principal causes underlying the rapid growth in the rate of sexual exploitation is the fact that sexual relations go beyond admissible limit and become objects of free trade.

In many developed countries, the industry of sexual services is placed under the state control. It is assumed that regulation of this area will reduce and limit the inflow of prostitutes and minors from the developed countries into the sex industry and will mitigate abuse of prostitutes.

Prostitution related policies adopted in Holland, Germany, Austria, Switzerland and other countries failed to produce the desired effect. There are some countries choosing other means to counteract this tendency. In 1999, the purchase of sexual services was banned in Sweden. This law aimed to prove to the society that the state does not approve of exploitation of women. In fact, this was the first law adopted to highlight the role of the buyer in the development of sex industry.
Chapter 6. Youth as risk group for trafficking

Victims of trafficking are mainly people or groups with a low quality of life. All of them constitute a risk group. Gender inequality and predominant role of men in their turn contribute to human trafficking. Beside poverty and gender issues, young age can be viewed as another primary risk factor.

Reasons caused by social structure

In different social formations, the youth is protected from the threat of trafficking in different ways. Risk factors may also differ. It must be realized that the development of trafficking is not caused by the presence or absence of any law directed against slavery. The scope of trafficking is mainly dependent upon the general social and economic situation of the country and the policy enforced.

Some social factors increasing the risk of exploitation of youth are presented below:

♦ Higher education becomes a common practice and requires expenses. On the one hand, higher education makes it easy to obtain employment related to one’s training or education, on the other hand, the number of state subsidized university places is rather low. Students mostly find themselves in a financial situation that makes it impossible for them to subsist and pay the tuition at the same time.

♦ Unemployment among young people. In Armenia, unemployment rates reach a high percentage among young people in the age group of 18-25 years, who cannot find jobs despite their big efforts and diligence. This may link back to the lack of previous work experience required by employers.

♦ Gender-based division of work and discrimination existing on the labor market. Researches reveal that the overall number of employed women is disproportionately lower compared to employed men. This is explained by the fact that many employers prefer to employ men rather than women as they believe that pregnant women and mothers are no longer properly committed to their work.

♦ Loose morals among young people and minors. Probably, this phenomenon comes to be a more serious problem for the developed
countries of the West than for others. Minors and young women are used as sex objects in advertisements, motion pictures and music videos. Such depiction of minors in the mass media entails that a sexual contact with persons of much younger age is eventually viewed as a common practice, which in its turn promotes increased demand for child prostitution and contributes to the development of the sex industry.

- **Drug addiction, alcoholism and gambling.** Young drug addicts, alcoholics and gamblers easily fall victim to trafficking and are readily recruited as they are vulnerable to external influence.

- **Conflicts between standards applicable to young people and their real capacities** The society is transformed into a “consumer” society and the mass media - through advertisements and films - often highlight a lifestyle for the young person that largely exceeds their average financial capacity.

- **Social marginalization of certain groups.** Both homeless children and children, who left the orphanage and decided to start an independent life, are at risk as they lack essential social relations and support. It may be quite easy to gain the confidence of such children and abuse them in case they have no permanent residence or supporting adults.

- **Additional difficulties faced by young people living in remote regions or villages.** Young people living in remote regions or villages mostly lack necessary relations to obtain well-paid employment.

- **Insufficient activity of educational institutions supported by the mass media to prevent trafficking.** Young people are often naïve or too optimistic. They are overly self-confident and are convinced that they can stand up for themselves even in new and extraordinary situations. Young people sometimes are unaware of risks they can face in a foreign country if working without appropriate permits or contracts.

**Misleading concepts about trafficking that targets young people**

The sociological researches and surveys among middle and high school girls with excellent academic progress carried out in various regions of Armenia in 2002 revealed that some of them are quite comfortable with the idea of working abroad. Survey respondents mostly claimed that work abroad is a good opportunity to earn decent living and study
foreign languages. Female school graduates viewed working abroad as a viable option in the event of failing to receive higher education after school. Young men are eager to work abroad, but they are also utterly unaware of official procedures and protection techniques.

Misleading ideas among young people concerning human trafficking:

- Trafficking does not pose a threat to prudent people like me and my friends.
- Trafficking targets either rural population or foreigners.
- Victims of trafficking are themselves to blame for the trouble they get into because of their careless behavior.
- Traffickers are easy to recognize as they look like criminals and display relevant behavior patterns.
- Business offers from people you know can be trusted.
- If necessary, language and ways of any given country can be learned within a few weeks. Positive attitude and basic knowledge of English will be enough for the beginning.
- If you intend to work abroad for a very short period, no work permit or labor contract is needed.
- It is easy to generate high income in well-developed countries.

Chapter 7. Prevention of human trafficking

Prevention of human trafficking has three aspects containing the following components:

1. Prevention of events before their occurrence

Combating supply and demand for women and men on the market of sexual and labor services requires providing buyers and victims of these services with relevant information and adopting economic policies to create more employment opportunities for men, women and young girls.

2. Efforts to reduce incidence of human trafficking

- Implementing assistance programs for high-risk groups comprising, for instance, young men in rural areas, persons leaving their home country or women without education;
Visiting families exposed to high risk;
Stimulating the activities of law enforcement authorities in their fight against traffickers;
Establishing state control over the activities of travel agencies, employment agencies, airline companies and consular services, which play a role in this scheme;
Imposing more severe sanctions on criminals.

3. Reducing the incidence and harmful consequences of human trafficking:

Stimulating the activities of law enforcement authorities, providing rehabilitation of victims and preventing situations that may entail re-victimization.

Prevention of human trafficking requires taking multiple actions and developing strategies most importantly comprising awareness campaigns among risk groups, persons vulnerable to trafficking and potential victims. In particular, persons vulnerable to trafficking must have access to information on a) recruitment techniques deployed by traffickers, b) legal requirements for migration to other countries and legal employment opportunities, c) various sexually transmitted diseases (HIV/AIDS) spread through sex services, d) data on organizations that can be contacted for detailed information.

Besides, informational and educational campaigns to raise the awareness of various social groups must view trafficking as an urgent problem of the modern society and cover issues related to the civil society, human rights and gender equality.

In this context, a crucial role is played by stereotypes and biases deeply rooted in the public mind.

Thus, human trafficking is highly influenced by widely held opinions concerning the roles and duties reserved for men and women, their conduct and set of values, as well as gender-based division of labor. Widowed, divorced or single women who have no bread-winner, i.e. man, in their family and lack opportunities and access to education, professional skills and employment have limited choices to maintain their family and, therefore, are more vulnerable to traffickers and sexual
exploitation. In the same way, gender misconceptions reserve for a man the role of breadwinner who procures means of existence for his family. As a rule, high unemployment rates for male population render them vulnerable to false promises of jobs (mostly in construction) in line with their perceived status. Men and women implicated in sexual services or forced labor and controlled by others feel shame and fear stigmatization for their conduct, which may be in conflict with norms acceptable in the society. Their behavior is unacceptable and contrary to the image of a “decent” woman and a “masculine” man, respectively. Therefore, upon returning to their home country men and women avoid sharing their experiences, seek anonymity and refuse to cooperate with investigators.

Also, stereotyping and discrimination are expressed through unsympathetic labeling of female victims of trafficking as “prostitutes” and misusing the word “pimp” for the term “trafficker”. Such prejudice is also supported by the popular opinion that female victims of trafficking are originally prostitutes and offer sexual services or “expect what can happen to them” and, therefore, are considered to have acquiesced to exploitation.

Hence, changing stereotypes, ideas and approaches deeply-rooted in our society, creating an atmosphere of compassion and understanding, realizing that trafficking poses a gender-based human rights problem, all constitute the main elements of awareness campaigns to prevent trafficking.

It must be considered that sustained and hard efforts are required in order to shatter stereotypes, defy concepts and approaches rooted in the public mind. In particular, the following viewpoints should be encouraged among the population:

♦ Trafficking should not equate to prostitution.
♦ The consent of the victim is unwarranted if obtained by traffickers through means mentioned in the definition of “trafficking”.
♦ Forced prostitution is not the only form of human trafficking, which includes *inter alia* the following: labor exploitation, forced begging, forced military service, removal and sale of human organs, debt bondage and so forth. Men can also become victims of trafficking (labor exploitation, etc.).
To raise the awareness of governmental and non-governmental organization directly dealing with the issues of population and human trafficking, a series of appropriate actions should be taken, for instance, special training and educational programs, qualification raising courses, provision of materials related to trafficking, combating techniques and social support of victims, creation of employment opportunities and free medical services, consultations and round-table discussions concerning various strategic issues with international and non-governmental organizations, seminars and so on.

The International Organization for Migration (IOM) is in technical cooperation with governments and non-governmental organizations by implementing various projects aimed at building the capacity of governments and civil society institutes in order to find a better solution to problems stemming from trafficking. This cooperation entails:

- **Trainings** for NGO employees, civil servants, and law enforcement officers,
- **Technical support** in drafting legislation, development of policies and procedures as well as improvements of state structures dealing with the problem of human trafficking.

To combat human trafficking, it is very important to strengthen the role of the mass media.

First of all, this includes development of long-term working regulations in cooperation with both state and private television and radio companies in order to provide coverage of the war on human trafficking in the country through special broadcasts and communications, free screenings of thematic films and videos. It is necessary to give regular media coverage of measures taken to combat trafficking, to secure the involvement of the Council on Trafficking Issues in radio and TV broadcasts, press conferences and publication of articles. Special seminars and trainings should be held in order to raise the awareness of journalists covering trafficking issues and to form an ethical and professional approach to the information concerning the subject in question.

Since today the Internet enjoys a growing popularity, special measures are to be taken to update the following site: [http://www.antitrafficking.am](http://www.antitrafficking.am) covering the progress of the fight against human trafficking.
To prevent human trafficking, it is intended to continue the project entitled “State support to graduates of children’s trustee organizations” which, in particular, provides such graduates with accommodations and includes them in priority lists as beneficiaries of state programs.

Prevention of trafficking will also be greatly facilitated by offering trainings to social workers of orphanages and special schools, officers of police divisions dealing with juvenile issues under the Government of the Republic of Armenia.

Preventing exploitation of minors is significantly supported by developing teaching materials (curricula, manuals) and distributing them to students and adolescents, including by offering workshops. Such workshops will cover both information directly related to human trafficking and will provide general information on human rights, human dignity and integrity, gender equality and tolerance.

Considering that poverty and unemployment are the key factors spurring human trafficking in Armenia, it is planned to emphasize social and economic aspects of national programs and to integrate anti-trafficking measures in the strategic poverty reduction program of the Republic of Armenia to protect the most vulnerable social groups. It is also intended to integrate trafficking-related issues into projects aimed at contributing to gender equality, development and elimination of corruption.

In particular, special projects should be implemented to promote the working activities of the unemployed or refugee women as well as women living in rural areas. Such projects should be combined with awareness-raising publications and programs.

Unemployed women and young people should be offered vocational counseling and training for trades in high demand on the labor market.

Thus, these strategies used for social and economic anti-trafficking programs are based on the assumption that demand is one of principal triggers of trafficking. Therefore, factors increasing vulnerability to human trafficking are emphasized and given special importance.

Chapter 8. Support and protection for victims of human trafficking
This aspect of combating trafficking entails the following measures:
Identification and repatriation of victims
Support and protection of victims

For identification of victims of human trafficking and their repatriation the following action is needed: a) to offer vocational training for police, border control and interviewing officers in order to reveal and identify victims of trafficking, b) to make a list of criteria to be used by competent authorities and organizations to identify victims of trafficking, c) discuss the possibility of setting up a temporary shelter at border check points, d) to cooperate with representatives of diplomatic missions in Armenia in order to arrange the repatriation of victims of trafficking, e) to develop referral mechanisms for rehabilitation and support centers and publish a special manual.

Before reviewing special actions to support and assist victims of human trafficking it is essential to know where and how these actions are to be directed by identifying consequences for victims of trafficking, their experiences, feelings and needs.

Consequences of trafficking. The nature of trafficking implies very negative consequences for its victims. Even if they manage to escape from the captivity and return home, still their problems remain unsolved. Victims need rehabilitation treatment to restart a normal life and leave behind the painful experience of the humiliation, negligence, physical and psychological violence they have gone through.

Upon returning home victims of trafficking often have to face not only financial problems, lack of accommodation and unemployment but also fear for their own life and safety of their family members.

Victims of trafficking often have serious health problems. Living and working in densely populated accommodations and unsanitary conditions, victims easily catch infectious diseases with constant starvation bringing about indigestion, stomach ulcers and falling of teeth. Heavy and permanent toil results in cardiovascular and spinal damage. Victims of trafficking are exposed to violence and beating, which are likely to cause damage to their internal organs. This mostly concerns prostitutes who are severely beaten in a way that does not affect their good looks. Victims of sexual violence often suffer from incurable sexually transmitted diseases (HIV/AIDS).
Besides, victims of trafficking face mental health problems. They frequently find themselves isolated from the society as they avoid sharing their experiences or keep them in secret or behave as if nothing happened. Many victims are terrorized and live in constant fear of violence; they are unable to relax and rest and refuse to trust others. They frequently fall into fits of depressions and are haunted by the idea of suicide. Strangely enough, women still engaged in prostitution or already out of this business mostly hate themselves and, therefore, understandably often try to inflict self-pain or self-mutilation. Among prostitutes, incidence and rates of suicide attempts exceed similar indices for ordinary people.

In some cases, victims of sexual exploitation suffer from post-traumatic stress syndrome which results in:

- Tendency to relive traumatic events, recurring memories of experienced terror, apathy about thinking and speaking of trauma, emotional numbing and inability to recall details of negative experiences.
- Indifference and self-isolation, lack of interest in activities that used to bring pleasure and satisfaction, feeling of isolation and alienation, insensitiveness (emotional numbing), inability to show the care they feel for their close relatives, despair.
- Nervousness, sleep disturbance, short and interrupted dream, hyper arousal, fits of uncontrollable anger, concentration related problems, hyper vigilance.

It is clear from above that trafficking has numerous negative repercussions for the victims. The following issues inter alia deserve a special mention:

- Social and economic status of the victim
- Legal protection of the victim
- Mental health of the victim
- Physical health of the victim
- Life and safety of the victim

There are even more complicated cases when victims of trafficking not only face social and economic difficulties (accommodation, financial and other problems), but also are hit by their negative impact, which affects their physical and psychological condition. Considering this, it is necessary to recognize that the support provided to victims under the national referral mechanisms can be efficient only through collaboration.
and cooperation of experts engaged in different structures and organizations which are stakeholders of this process. 

As already mentioned, upon returning home victims of trafficking face numerous problems and difficulties. Moreover, due to lack of proper support and opportunities, some of them are again exposed to violence and exploitation and return into the vicious circle of trafficking.

Therefore, the primary objective is to develop programs and services on rehabilitation and resocialisation of victims as well as to promote their activity on voluntary and confidential basis.

Considering that victims of trafficking need sympathy and compassion and should by no means be condemned or prosecuted, the above programs and services must be in line with the following order of coherent and consecutive actions:

- Repatriation of victims of trafficking, their reception at the airport, and if necessary, escort throughout travel
- Personal protection and security
- Social, psychological and medical help
- Legal aid
- Restoration of documents
- Assistance to resume and continue education in appropriate educational institutions (school, higher education institution)
- Vocational training or assistance with obtaining a new vocation
- Assistance with reintegration into the labor market
- Assistance with other personal needs

Besides, it should be mentioned that the efficiency of assistance is highly dependent on what extent social skills of victims are developed and how much importance they give to starting a new life.

International Organization for Migration plays a great role in anti-trafficking efforts by providing direct assistance to the victims. IOM is the only international intergovernmental organization to identify and repatriate victims of trafficking through its network of representatives in various countries. Today, victims of trafficking are identified by means of a test developed by IOM. Direct assistance to victims covers the following measures:
Safe accommodation;
Medical, psychological and social help;
Development of skills and provision of vocational technical training;
Support in reintegration;
Opportunities for voluntary, safe and decent return home or at least settlement in a third country;
Special protection for minor victims.

Mental care to the victims of trafficking Taking into account the consequences of trafficking and the mental health problems faced by victims, the psychological assistance is bound to be a lengthy process requiring a tolerant and consistent approach with a foremost task of creating a favorable mental climate.

Psychiatric care of victims entails a number of principles and requirements:

1. Recognition and assessment of individuals’ personality: irrespective of their cultural background, religion, nation, race, sex, social attributes and their current status. It is necessary to encourage the view that human beings cannot be “evil” and the problems they face evidence the lack of constructive solutions to overcome the situation in question.

2. Respectful and mindful attitude to cultural values and views influencing the conduct of victims: (it should not be excluded that such values and views were a source of tranquility and confidence and, therefore, may not be underestimated and ignored).

3. Applying the principle “for the human sake”. It must be noted that in critical situations, victims of trafficking have reduced mechanisms of personal protection; therefore they need support to restore their resources and emotional balance.

4. Each mental problem or personal situation requires a unique solution: each victim has own perception of his/her story and envisage different and unique ways of overcoming their situation, which are unlike situations experienced by other people. Experience of other persons based on different cases and situations can be helpful in understanding the problem while the solution should meet the needs of the individual.

5. Subjective emotions cannot be assessed as “good” or “bad”. Victims
need help in understanding and realizing their feelings and must be encouraged to vent their anger and express any other emotions or feelings.

6. **Confidence in capacities and abilities of victims. It must be understood that victims do not need to be rescued; instead they require help in assessing their own abilities and capacities.**

Such approach requires that victims are perceived as persons capable of solving their own problems. This implies ability to grant victims a privilege of initiative in seeking exit ways from their predicament and support such initiatives by all means possible.

7. **Confidentiality of information and ban to pressurize and manipulate victims using such information.** The primary source of psychological information is the patient, and it is up to him/her to decide who has the right to receive such information.

Application of these principles creates a friendly emotional environment which enables victims to:

- Trust and rely on the psychologist by considering him/her as a person who understands and trusts them and is always ready to help;
- Freely and easily narrate their stories, describe and express their experiences and emotions;
- Find solutions to their mental problems together with the psychologist.

**Chapter 9. Cooperation in anti-trafficking actions**

Considering the nature of human trafficking and its specifics, it is obvious that efficiency of its counteraction in many respects is dependent on successful cooperation, as indicated in the Convention of the Council of Europe Convention on Action against Trafficking in Human Beings.

According to the clauses of the convention, cooperation is viewed in two aspects: **international cooperation and cooperation with the civil society.**

International cooperation means that CE State Parties must co-operate with each other, in accordance with the provisions of the Convention, and through application of relevant international and regional instruments and arrangements agreed on the basis of uniform or reciprocal legislation and internal laws, to the widest extent possible.

Cooperation entails developing interstate initiatives and complex
approaches, uniform recommendations on migration and implementation of concerted actions in this area.

Measures and programs to be implemented in the context of cooperation include the following anti-trafficking actions:

1. Analysis of factors underlying the formation of demand for exploitive labor and commercial prostitution along with the analysis of legislative, strategic and other measures.

2. Development of programs creating various life opportunities and including basic education, vocational training and liquidation of illiteracy, especially among women and other vulnerable groups.

3. Expansion of education opportunities for children and reduction of the number of children not attending school.

4. Providing the migrants with necessary information concerning the dangers of migration (exploitation, debt bondage, threats to life and safety, sexually transmitted incurable deceases) and legal migration opportunities.

5. Awareness campaigns to inform the public about the dangers of human trafficking.

6. Research and change of policies causing people to migrate and become engaged in the forced labor accompanied by great risks. For example, it is necessary to analyze how repressive or discriminatory policies on private property, emigration and migration issues affect women.

7. Study the ways of creating better migration opportunities to exclude legalized profit or labor exploitation. Labor migration promoted by the state should be based on relevant mechanisms in force to protect migrants’ rights.

8. Strengthen the potential of law enforcement authorities responsible for arresting and prosecuting traffickers.

9. Take measures to reduce vulnerability by granting all people identification papers, birth, citizenship, marriage or other certificates.

It is obvious that the above steps to combat human trafficking are not conceived to target its external manifestations, but rather reveal and eliminate its root causes. This strategy is based on the well-known fact
that the demand is one of the key triggers of trafficking. Therefore, action programs of states and international organizations focus on factors which increase the vulnerability to trafficking and on all kinds of its triggers including inequality, poverty and discrimination.

Cooperation with civil society means that state authorities and public officials should co-operate with non-governmental organizations, other competent entities and the civil society.

IOM closely collaborates with governmental, intergovernmental and nongovernmental partners, as well as with research institutions and private sector in order to support and provide migrants in trouble, i.e. refugees, displaced persons or victims of trafficking with humanitarian aid. In 1994, IOM initiated its anti-trafficking actions; nowadays, it already implements over 500 programs in 85 countries and assists more than 15,000 victims of trafficking worldwide. Primary objective of IOM is to prevent trafficking, to protect its victims and to provide them with the possibility of safe repatriation and reintegration. Entire anti-trafficking activity of IOM is based on the principle of ensuring the well-being of the victims.

Chapter 10. Anti-trafficking action in Armenia

In the Republic of Armenia, fight against trafficking dates back to October, 2002 as a special interagency commission was created under Armenian Prime Minister’s decree to examine issues of illegal transportation, transfer and human trafficking and suggest their own solutions. The commission operated under the Ministry of Foreign Affairs of the Republic of Armenia and included representatives of all stakeholder ministries and agencies, experts from the National Assembly and the Government as well as representatives of non-governmental organizations. In order to enhance the efficiency of the Commission a Council on Human Trafficking Issues was created by the Prime Minister’s Decree N 861-A dated December 6, 2007 and presided by the Armenian Deputy Prime-Minister, Minister of Territorial Administration. The Council includes heads of all the

relevant ministries and agencies. Besides, a working group was set up to map out current activities of the Council.

According to the Governmental Decree\textsuperscript{20} N 58-N dated January 15, 2004, the Armenian Government approved the charter of the Council on anti-trafficking actions, as well as the National Program for 2004-2006. The National Program incorporates actions to improve the legislative framework dealing with human trafficking issues, reveal incidence rate of trafficking both inside and outside the country, take preventive action and implement special projects in order to support and protect the victims. This period of time saw the enhancement of legislative framework dealing with trafficking issues, which was implemented on two basic levels: national level as the Criminal Code of the Republic of Armenia underwent changes and international level as the country joined international treaties. Armenia ratified the United Nations Convention against Transnational Organized Crime and its two optional protocols: To Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children and Against the Smuggling of Migrants by Land, Sea and Air, as well as the optional protocol of the United Nations Convention on the Rights of the Child. Armenia also ratified the Council of Europe Convention on Action against Trafficking in Human Beings dated March 16, 2005. On August 1, 2003, Article 132 on Human Trafficking was incorporated into the Criminal Code of the Republic of Armenia. National legislation also underwent some changes: in June, 2006, Article 132 of Criminal Code of the Republic of Armenia was reviewed to include a more precise and exhaustive definition of trafficking as a crime, and the word-combination “trade in human beings” was replaced by the term “exploitation”. Besides, Article 132(1) was added to stipulate severe sanctions for traffickers.

In the context of actions against labor exploitation, it is necessary to highlight the articles of Labor Code which prohibit forced labor, violence against employees, coercion of children under 14 years into labor, as well as articles guaranteeing state control over employers’ actions.

Special anti-trafficking departments were created in the police under the Government of the Republic of Armenia. To prevent human trafficking,

the following measures were taken: legislative control over the problem of illegal labor migration, awareness campaigns on human trafficking among population, training for officials dealing with anti-trafficking issues, creation of economic stimuli for risk groups, as well as direct work with the population to identify victims and instill tolerant attitudes. Considering that Armenia is primarily a country of origin for trafficked persons, victims abroad are identified thanks to the efforts of Armenian diplomats, the Armenian Apostolic church, cultural centers and organizations operating within the Armenian Diaspora. Information about trafficking is mostly provided by law enforcement agencies, various state and non-governmental organizations.

In the period of 2004-2006, the total number of identified victims of trafficking comprised 143 persons. They were offered psychological, medical, social and legal help in two rehabilitation and support centers run by non-governmental organizations. Besides, actions were taken to facilitate social reintegration of the victims.

Council on Human Trafficking Issues of the Republic of Armenia reported to the Government on implementation of the National Program during the period of 2004-2006.

The Council admitted that much work had been done, however it revealed some omissions in implementation of the National Program for 2004-2006.

As the Council is not delegated the authority to coordinate the work of governmental agencies, its decrees are not obligatory for the Ministries while minor ministerial offices held by its members do not empower them to influence significantly the implementation of the National Program. The original National Program was essentially conceived to combat sexual exploitation and lacked any measures against labor exploitation. Support to victims of trafficking was hindered by obvious difficulties. Implementation of the National Program revealed the need to develop national referral mechanisms and to provide victims with temporary accommodations. Despite the above measures taken to enhance legislative framework dealing with trafficking, much effort is still needed to improve mechanisms of identifying traffickers and starting criminal proceedings against them.
Taking into account the omissions revealed during implementation of the National Program, the Council on Human Trafficking Issues of the Republic of Armenia developed a project for Anti-trafficking National Program for 2007-2009 approved by the Governmental Decree N 1598-N 21 dated December 6, 2007. The action plan of the National Program was also approved in compliance with this Decree. The Council was instructed to report to the Government on the action taken every six months.

The strategy and activity introduced in the National Program aim to develop effective anti-trafficking actions and include seven basic components:

1) Criminalization of human trafficking, application of legislation and relevant laws;
2) Prevention of human trafficking;
3) Protection and assistance to the victims of human trafficking;
4) Cooperation;
5) Research;
6) Supervision and coordination;
7) Monitoring and evaluation.

International cooperation requires that a) the Armenian Government maintains collaboration with United Nations Development Program (Program to counteract human trafficking, increase opportunities and support victims of trafficking), as well as with accredited representatives of international and non-governmental organizations in Armenia, b) government agencies cooperate with international organizations to develop national referral mechanisms aimed at protecting victims and improving the efficiency of rehabilitation and support centers, c) the Armenian Government promotes and enhances cooperation with foreign law enforcement authorities and relevant international organizations (Interpol, Europol) in order to identify traffickers and their victims.

Regional and interagency cooperation means that Armenian authorities should strengthen anti-trafficking collaboration at regional level, particularly, with their Georgian colleagues, expand cooperation and

create direct communication between border control authorities, use available local and regional NGOs and mass-media networks.

To boost the efficiency of anti-trafficking actions, as well as to examine and solve current problems, the National Program stipulates that the Council on Human Trafficking Issues of the Republic of Armenia must periodically:

- Analyze problems faced by governmental anti-trafficking agencies in implementing the program and offer ways to improve their activities;
- Conduct research (including supplementary research) on the scope and nature of the labor exploitation.

In order to improve anti-trafficking actions and measures, as well as to obtain and assess the feedback, the Council is charged with monitoring and evaluation.

The National Program outlines the practicality of monitoring and development of national evaluation system and its elements.

Governmental Decree N 1385-A\textsuperscript{22}, dated November 20, 2008 stipulated national referral mechanisms for the victims of trafficking. The following competent authorities of the Republic of Armenia are responsible for these mechanisms: Ministry of Labor and Social Issues, Ministry of Foreign Affairs, Ministry of Health, Ministry of Territorial Administration, National Security Service under the Government and Police of the Republic of Armenia.

National referral mechanisms for victims of trafficking offer a system of cooperation designed for state authorities to perform their duty to protect victims’ rights through enhancing strategic cooperation with civil society in the context of their activities. The above mechanisms essentially aim to find effective ways to provide victims of human trafficking with services, including accommodation, professional, medical and psychological help, consultations and access to education and training.

\textsuperscript{22} Governmental Decree N 1385-A, dated November 20, 2008.
PART 2. DIDACTIC COURSE

This training course consists of eight lessons lasting 45 minutes each as described below:

**General objectives of the training course**

Upon completing the course students are expected to be able to:

- Define and explain the concept of human trafficking. Express their own opinions on trafficking.
- Describe and define various kinds of human trafficking.
- Discuss and analyze key triggers of human trafficking.
- Express their own views on the consequences of human trafficking for its victims, the society and the state.
- Discuss recruiting techniques for new victims and offer preventive guidelines.
- Know factors increasing the risk of exploitation for the young people. Mention triggers of increased risk of exploitation for young people. Discuss and analyze social reasons to consider young people as a risk group.
- State their own opinions and discuss widely held misconceptions regarding young people included in risk groups.
- Review ways and methods to obtain legal employment and assess related potential risks.
- Gain self-control and adequate behavioral skills to deal with unfamiliar situations.
- Discuss and evaluate the role and activity of national and international anti-trafficking organizations.
- Identify their own role in anti-trafficking actions and their attitude to the victims of trafficking.

**LESSON 1. Definition of human trafficking**

**Lesson Objectives:**

By the end of this lesson students will:

- Become familiar with the concept of human trafficking;
♦ Be able to define human trafficking and describe its components.

**Stimulating discussions (10 minutes)**

To stimulate discussions after introduction of the topic, teachers should put their students into groups one or two weeks before the training course and ask each group to read any of these stories:

♦ “Anahit” by Gh. Agayan
♦ “Amusement of the Rich” by Mouratsan
♦ “Traded Innocence” by Raffi
♦ “Solstice” by Vladimir Harutyunyan (extract)
♦ “Without a family” by Hector Malot

♦ Teachers are free to choose any other story containing elements of exploitation.

Hence, several options are possible. The teacher is free to choose only one or two of the above stories. This will leave more time for the discussion of a specific case of human exploitation described in the story reviewed. Sometimes, the teacher can ask individual students to read only certain extracts from the stories on random and voluntary basis without forming discussion groups. The students having read the proposed extracts are expected to initiate the discussion.

If students were able to read several stories, then at the beginning of the lesson the teacher can form new groups with students having read different stories. Then, members of each group may take seven minutes to share experiences of their story characters and try to trace similarities in the events described. Students are expected to conclude that characters underwent exploitation, pressure, deception, etc. During the general class discussion, following three minutes after discussion in groups, students are asked to identify similarities in the stories of their characters.

**Comprehension (15 minutes)**

The teacher presents a lesson on human trafficking (with parallel discussions) and then offers students examples from the modern life to satisfy their curiosity.

Then, the teacher introduces an extract from the manual containing a
definition of human trafficking and a related action table, which students are asked to review in pairs or in groups of 4-5 persons (7 minutes).

**Consideration (20 minutes)**

After comprehending the definition of human trafficking and reviewing the action table, students fill in the following chart. To do so, they form the same groups in which they read the stories for the first time. Group work is preferable as students advance arguments, try to convince, teach and learn from each other as they fill in the chart.

Students can also work alone or in pairs. To define an appropriate form of work, the teacher should consider the peculiarities of his/her students.

Filling in the chart should take some 5 or 10 minutes (students are given 5 minutes if they fill in a chart on one story and 10 minutes if they work in groups and fill in a chart on two stories).

<table>
<thead>
<tr>
<th>Title of story or extract</th>
<th>Victim(s) of human exploitation</th>
<th>Actions against victims</th>
<th>Purpose of exploitation</th>
<th>Methods used by exploiters</th>
<th>Consequences of exploitation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Then, members of some groups or individual students introduce their charts to be edited or discussed by others (5 minutes).

The teacher uses the last 5 minutes of the lesson to help students revise and retain their newly-gained knowledge. Students repeat the definition of human trafficking, its distinctive features and components and identify the aims of anti-trafficking actions.

**Assignment**

At the end of the lesson, the teacher asks students to share and discuss with their parents their knowledge of human trafficking and its root causes. During the next lesson, students are asked to share their experiences.
LESSON 2. Triggers and factors of human trafficking

Lesson Objectives

By the end of this lesson students will:
♦ Learn the root causes underlying the human trafficking,
♦ Be able to classify such causes according to social, emotional, geographical, economic and other factors,
♦ Be able to express their own opinions on protective anti-trafficking measures and psychological approaches in particular.

Stimulating discussions (5-10 minutes)

Discussions are stimulated by brainstorming as students come up with the factors they know. Then, the teacher or one of the students writes such factors down on the blackboard.

Comprehension (5-10 minutes)

If students take an active part in stimulated discussions and mention as many factors as possible, the teacher may add the omitted factors. However, if students are not active the teacher can speak for some 10 minutes about triggers of human trafficking, showing them schematically (see the relevant section in the manual).

Consideration (25 minutes)

The best way to facilitate the stage of consideration is to use a role play method with the game described below.

Role-playing game “Paris, Paris!”

Students are divided into four groups. Three groups should be asked to elaborate on the same situation, and the fourth group should evaluate their performance. While playing and developing situations, each group

23 It is better to organize this role play once more by the end of the course, and in particular, of the theme of victim behavior and ask role players to outline the key elements of victim, or non-victim behavior displayed by leading role players.
expresses different viewpoints. The first group comprises optimists who present the situation and the ways in which it can potentially develop from the optimistic perspective. The second group comprises pessimists who show the worst possible implications of the situation in question. The third group comprises realists who try to foresee possible developments in real life and introduce the situation accordingly.

After description of the role game, groups are given some 7-8 minutes to identify actors and create an adequate scenario. Each group is asked to come up with a performance lasting from 3 to 5 minutes. While three groups plan their performance, the teacher should explain to the fourth group all evaluation criteria used to reach a common opinion. Then the forth group is asked to evaluate the preparatory work of the groups by using the following or similar criteria so as to determine:

♦ To what extent all group members are involved in preparatory work;
♦ Whether group members take an active part in the discussion or they find it difficult to make a decision;
♦ Whether groups have leaders or act spontaneously;
♦ Whether groups will manage to complete their assignment in time;
♦ Other criteria.

To evaluate each group’s performance, the fourth group may use criteria entailing the following questions:

♦ Does the group’s performance correspond to its general approach (optimism, pessimism, neutrality)?
♦ Do all group members take part in the performance?
♦ Will the group be able to complete their performance within 3 or 5 minutes?
♦ Does the performance demonstrate that actors realize problems related to human trafficking?

When all performances are over, the evaluation group should discuss them for some 5-7 minutes. During the discussion, the teacher should emphasize the link between illegal crossing of borders and human trafficking in case students fail to mention this in their role play.
## LESSON 3. Forms of human trafficking

**Lesson Objectives**

By the end of this lesson students will:

- Learn about the existing forms of human trafficking;
- Be able to distinguish human trafficking from other similar phenomena.

### Stimulating discussions (10 minutes)

The teacher makes a statement and invites students to express their own opinions using statements such as “I agree” or “I disagree”.

1. To live comfortably, one should go abroad.
2. Human trafficking has nothing to do with human rights.

### Comprehension (20 minutes)

The teacher delivers a brief lecture on the process and forms of human trafficking.

Below you can see randomly presented extracts of a story related to human trafficking. Place them in the correct order, identify the extracts describing human rights violations and explain which specific rights were violated. Students should also mention which components of human trafficking are included in these cases.

<table>
<thead>
<tr>
<th>They had meals twice a day.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A women who believed that her son, A, is old enough to earn his living and help his family, sent him to Dubai</td>
</tr>
<tr>
<td>Mrs. L. said she would cover his travel expenses. On arrival to Dubai, Mrs. L. took the boy to a factory and sold him there for 500 US dollars.</td>
</tr>
<tr>
<td>A. was 13 years old. His family was very poor, and parents were unable to send him to school.</td>
</tr>
<tr>
<td>A certain Mrs. L. from their neighbors’ family offered A’s parents to take the boy with her to Dubai where he would be able to make much money.</td>
</tr>
<tr>
<td>Workers of the factory were mostly children aged between 12 and 15 years old. They worked from 6 a.m. till 10 p.m.</td>
</tr>
<tr>
<td>On Sundays, they went together with their supervisors to buy some hygiene items.</td>
</tr>
<tr>
<td>One girl managed to escape and report to the police.</td>
</tr>
<tr>
<td>The factory owners strictly controlled children’s work. If children broke a rule, they were severely beaten. They were forbidden to laugh, talk or play with each other.</td>
</tr>
</tbody>
</table>
Consideration (20 minutes)
The teacher asks students to look through the situations below and answer questions that follow.

Situation 1
A ten-year-old boy lived in a very poor family. One day, his parents offered him to go to work abroad with the family of their relative so that the boy could help his family. The child willingly agreed and went abroad. Can the child be considered victim of human trafficking?
Choose the correct answer:

1. Yes, he can. Even if the child agreed to leave for work, he was too small to make such a decision.
2. Yes, he can. The child simply lost his right to education.
3. No, he cannot, as his family members gave their consent.
4. No, he cannot, as it was his free will to go to work abroad.
5. I find it difficult to answer.

Situation 2
A young man aged 22 made a marriage proposal to a 19-year-old young girl. He bribed a man and a woman to pose as his parents. Then, he married the young girl, and they went abroad. After a week, the young man forced the girl to become a prostitute. She got engaged in prostitution and only dreamt of the day she would able to escape. Please choose from the following statements one which best describes the way you envisage the girl’s situation:

1. The girl is married.
2. The girl fell victim to deception and exploitation but not to human trafficking.
3. The girl fell victim to human trafficking.
4. I find it difficult to answer.
LESSON 4. Forms of human trafficking (continuation)

Lesson Objectives
By the end of this lesson the students will be able to:
♦ analyze situations; distinguish elements and forms of human trafficking.

Stimulating discussions (10 minutes)
The teacher introduces some viewpoints and invites students to voice their position by using statements such as “I agree” or “I disagree”.
♦ Human trafficking is identical to illegal migration.
♦ Victims of human trafficking are silly people.

Comprehension (25 minutes)
The teacher divides the class into three groups. Each group is given a certain situation. Students should analyze each situation, identify the elements of human trafficking and introduce them to their classmates.

Situation 1.
Miss A. was 21 years old and she wanted to work as a model, but lacked experience. On January 1, she signed a contract with a company X stipulating that she was to work as a model abroad. A number of provisions were omitted from the labor contract but the young woman had verbal arrangements with the director of the company:
1. Miss A. was to be on the catwalk for 30 minutes a day, the remaining time she was free but had to be at the disposal of the company.
2. The company undertook to provide Miss A. with three meals a day.
3. The company undertook to provide Miss A. with accommodation.

After crossing the border Miss A. asked the representative of the company to pay her meals, however, the latter answered that she had not yet worked to be paid. Upon reaching the country of destination Miss A. discovered that she had to share her small quarters with two other employees of the company. By the end of her first working day on the catwalk, Miss A. was forbidden to leave her workplace and was not provided any meals. On the following day, Miss A. asked the company
to give her some money for meals but learnt that she would not get any as she had done poor work the day before. When the girl returned home and met the director of the company who gave her only one third of the money he had promised.

**Situation 2.**

Mr. G. and Mr. D. made up their minds to leave for Spain to work in agriculture. Their decision was motivated by the promise of a local organization to provide them with employment. After paying 2000 US dollars to the agency, the young men left for Spain where they were given accommodations without electricity, water or furniture. Every morning at six, the young men went to pick fruits and returned from their work only at midnight. The money they earned was only enough to buy some food and water. One day, the young men returned to Armenia.

**Situation 3.**

After graduation Miss L. wished to go abroad to work. The employment agency offered her a job of a babysitter in a family with three children under 5 years old. Although the work was in Paris, Miss L. was convinced that not speaking French would not be a problem as she hoped to learn the language while living in the family of her employers. Upon getting her tourist visa Miss L. left for Paris. At the airport, she was met by the pretended father of the family who accompanied her to his place. On the way home, the man asked questions about the validity term of her visa. After learning that the visa had been issued for one month only, the pretended father took Miss L.’s passport allegedly to arrange the prolongation of her visa for another six months. Upon arriving to his place the woman found no children there. “We played a joke on you. I am the only child in this house you should care for”, said the pretended father and declared that Miss L. was to engage in prostitution. The man threatened Miss L. and warned her against any attempts to make calls or ask for help as he had already killed people who tried to do so.

**Consideration (10 minutes)**

The teacher invites students to review the situations below and to answer the following questions.
Situation 1.

A man working abroad offered a 17-year-old schoolboy to quit school and go to work with him. The schoolboy accepted the offer and was employed by a private company. Weeks passed, but the child got no remuneration for his work. When he decided to quit his job, the director of the company told him the following: “We paid a lot of money to your friend to bring you here. Give us back the money, and you are free to go”. A year passed, and the child still continued to work in the same conditions.

Question: Is the child a victim of human trafficking?

Situation 2.

A certain organization collaborating with UMCOR charitable mission referred a young man aged 18 to their shelter. When interviewed, the young man was identified as a victim of trafficking. Although seemingly unusual, his story is in many respects similar to those of other victims. When the boy was three years old his family moved to Yerevan. After his father died his younger brother and sisters were sent to different orphanages. Later, the boy found himself in a special boarding school where he told to live in satisfactory conditions.

At the age of 17, the boy was placed in another orphanage where he stayed for a year. In 2006, a foster mother visited the orphanage and took the boy away against his will by promising him a comfortable apartment where he would have everything he needed. However, the real life proved to be quite different. Upon reaching Yerevan, the boy discovered that the promised “apartment” was only a cold cellar next to the waiting room of a hospital. There were no chairs or beds in the room; the only piece of furniture was a table. The boy had to sleep on the floor. His foster mother lived with her Russian friend. They both were jobless and drank a lot. Soon, they made the boy beg in the street and took away all the money he got. They even fixed the sum he was to bring daily at no less than 5000 drams. On the days he did not manage to collect the sum needed, the boy had hard times as he was severely beaten. After beatings he used to run away, but was soon found and returned “home”. Once, as he refused to give away the money he had earned to his so-called parents they scalded him with boiling water. Later, examination
revealed that the boy’s body was covered with scorch marks and bruises. The boy was sick and tired of his beatings and begging. He learnt from a friend about the Armenian Benevolent Union and turned there for help. From there he was referred to the charitable organization UMCOR and was included in its assistance program. The boy wanted to become a tailor and shoemaker and to play the flute (once he used to play a little).

The boy received assistance under the program implemented by the non-governmental organization UMCOR.

**Question:** What forms of human trafficking can be identified in this example?

**Materials for additional reading**

“I shared a small room lacking basic amenities with six other persons. Nearly at all times we were starving for a meal: there were days when we had nothing to eat but some dry bread or cabbage stumps and sometimes we just starved. After working some eight months in such harsh conditions we learned that Mr. A. had not sent a single penny to our family though he swore on his late brother’s memory”, said Mr. R. K., a 42-year-old citizen of Gyumri.

On December 8, hearings on the criminal case against Mr. A. M. began in the First Instance Court of Shirak Region. He was accused of recruitment and exploitation of citizens R. and E. K and A. G. for more than one year in the city of Almetyevsk of the Republic of Tatarstan of the Russian Federation

Before leaving for Tatarstan, Mr. R. worked on construction sites in the town of Tsakhkadzor. After the work was completed he returned to his home town Gyumri. In December 2003, at the funeral of a relative Mr. R. met his cousin, Mr. A., the son of his maternal aunt, and talked to him about his financial difficulties and unemployment. Mr. A. told him that one of his friends, certain Mr. M. recruits a group of construction workers for Tatarstan, and they can go there together. Sometime later, Mr. A. came to see R. in his place to discuss details of the deal. During the conversation Mr. A. informed Mr. R. and his wife Mrs. H. K. that skilled workmen earned monthly 12,000 rubles (about 400 dollars), and regular workers – 11,000 rubles (300 dollars), and 50 US dollars was deducted monthly to pay for their meals.
Mr. R. decided to take his 16-year-old son E. and his brother-in-law Mr. A. with him. “They offered good money for the job, and we have a big family with lots of problems (for example, our elder son is ill), so we face problems related to the military service and higher education [of our children], I thought it quite reasonable to send our younger son to work together with R. My only condition was that E. should constantly work with R, and he agreed”, said Mrs. H.

Mr. A. declared that travel expenses were not covered by the company, and the workers were expected to procure themselves the money they needed. Then, he assured the workers that after a maximum of 20 days from the date of their arrival they would be able to earn this money back. That is why Mr. R. and Mr. A. borrowed a sum of 300 dollars at interest and left for the country of destination on April 25. On their arrival Mr. R. and Mr. A learnt that they would work under Mr. A’s supervision and share with E. and some other workers a small room furnished only with beds in the village Tikhnsab, situated not far from Almetyevsk.

“We had to start work at 7 o’clock, sometimes even at 6 o’clock in the morning. Though, we had agreed to stop working at 7 o’clock and at 8 o’clock in the morning at the latest, sometimes we used to return from work at 1 or 2 o’clock in the morning. Our food supply was awful. Once, I fell ill but Mr. A. neither bought me any medicine, nor called a doctor. If we asked for something he would answer that there was no money as we did a poor job. At the same time, he swore that our earnings were sent to our families”, said Mr. A.G.

After some time, under the pretext of making arrangements concerning their residence permits A. took away their passports and then declared that there was no work to do any more, therefore he was going to send them to work with another foreman. In June 2004, Mr. A. referred Mr. R. to the village of Nurlat without E. After working there for seven months Mr. R. returned to discover that E. was subjected to severe beatings.

The boy asked him for some money to call home and talk to his relatives. Instead of money, Mr. A. gave him a violent beating. Then Mr. A. gave the boy a broken cellular phone and promised to charge the account but did not keep his promise. Mr. A. was a heavy and violent drinker. There was no one we could complain to as he had good relations with the local police”, declared Mr. R. K at the trial.
At several occasions, Mr. A.G. was also beaten when he demanded to have his passport back for return home. For months, Mr. A. gained profit from the work of Mr. R. K. and Mr. A. G. by assigning them to various construction parties and telling them that they had earned no remuneration from their employers as they had done a poor job.

In the meantime, Mrs. H. K. several times visited Mr. A’s family in the town of Gyumri to learn some news about her husband.

“They gave me a very cold reception and some rough treatment telling me that they had no news whatsoever. On one occasion, immediately after I returned home from their place I got a call from Mr. A. who threatened and ordered me to stop annoying his family. Later, I spoke with R. to let him know that his father was ill, our elder son was taken to hospital and the interest on their debt was growing. I told him that we needed money to solve all these problems. R. was very surprised: he believed that his employers had been sending us the money he earned. Then he got confused and told me that everything would be fine and there was no need to complain. On another occasion, I got another menacing call from A. who warned me that if I disturbed his family again or reported him to the police, he would send my son’s head in a package”, told Mrs. H. K.

Despite these threats, starting from November, 2004 Mrs. H. K. filed complaints to various authorities. Mr. R. K., his son E. and Mr. A. G. were declared wanted. Later, the complaints reached Moscow, and competent authorities made inquiries in Tatarstan. In May, 2005, the migration service of Tatarstan arrested Mr. R. and sent him to the capital city of Kazan. While he was detained for two months in Kazan, his son E. and Mr. A. G. were also arrested. In July, Mr. R., his son E and Mr. A. G. returned to Armenia.

In the courtroom, Mr. A refused to answer any questions and insisted on the testimony he gave during the preliminary investigation. According to his testimony, Mr. R. K. deceived him by posing as skilled workman, although all work he did drew complaints from employers. His son E. and Mr. A.G. also did poor work and, therefore, got no money. Claims of malnutrition and maltreatment were also false. Besides, Mr. A. declared that he had given workers some money; however, he could not prove it.

The court sentenced Mr. A. to imprisonment of 5 years and obliged to pay Mr. R. K., his son E. and Mr. A.G. a sum of 11,400 US dollars.
LESSON 5. Youth as a special risk group for human trafficking

Lesson Objectives
By the end of this lesson the students will:
♦ Learn socially motivated factors triggering the vulnerability to trafficking among young people and classifying them as a risk group;
♦ Be able to protect themselves from trafficking.

Stimulating discussions (5 minutes)
The teacher invites students to discuss the following question: “Why are young people considered to be a special risk group from the perspective of human trafficking?”

Comprehension (25 minutes)
The teacher assigns students to read the following materials “Socially motivated factors” related to the subject “Youth as risk group for human trafficking”.
Then, the teacher introduces to students the brainstorming exercise on problems triggering vulnerability of young people and their classification into a risk group for human trafficking. The objective of the exercise consists in reviewing their knowledge and outlining the reasons why young people become victims of trafficking, as well as finding solutions to prevent trafficking situations. This task requires creating a friendly environment in which the students will feel free to speak out.
To this end, students are divided into 5 or 6 groups depending on their total number. After the group discussion, each group is given several blank sheets of paper to list the problems triggering vulnerability of young people to human trafficking. Each problem should be described on a separate sheet. Each member of the group is given a sheet of paper indicating one of the problems; group members should work individually, suggest and write down solutions.
Then, the teacher instructs students to exchange their sheets. Each member of the group is asked to read and add his/her own ideas to the sheets of other groups. Students continue to exchange their sheets until all group members know the contents of each other’s sheets and add their own opinions. Then, each group discusses the problems and their possible solutions and then introduces them to their classmates.
Consideration (10 minutes)
Analysis of viewpoints: the objective of this exercise is to help young people develop skills for making their own independent analysis.

Students are divided in 2 groups. The teacher distributes to students sheets with various viewpoints on human trafficking and offers them to hold group discussions, fill in the columns and give their pros and cons depending on the general opinion of the group. *The teacher reads each viewpoint separately, and the two groups express their opinion concerning each of them.* (5 minutes)

<table>
<thead>
<tr>
<th>1. Human trafficking does not concern ordinary people.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Potential victims of trafficking are inhabitants of rural areas or refugees.</td>
</tr>
<tr>
<td>3. Victims of trafficking are themselves to blame for their misfortune because of being too naive.</td>
</tr>
<tr>
<td>4. Labor market offers equal opportunities for both men and women.</td>
</tr>
<tr>
<td>5. Business offers from people you know may be trusted.</td>
</tr>
<tr>
<td>6. People with higher education do not become victims of trafficking.</td>
</tr>
<tr>
<td>7. Speaking a foreign language is not important; in fact, it is quite enough to know only a few basic phrases used in daily life.</td>
</tr>
<tr>
<td>8. One of the reasons motivating people to go abroad to work traces back to misleading concepts shaped through the mass media.</td>
</tr>
<tr>
<td>9. You can meet ‘wise guys’ everywhere, so that you can be deceived even in your home country.</td>
</tr>
</tbody>
</table>
Distribution material

Youth as risk group from the perspective of human trafficking

Potential victims of trafficking are mostly people or groups with low standard of living. Such people form a risk group. Trafficking is also triggered by gender inequality and the continued traditional dominance of men. Along with poverty and gender inequality, another important factor is young age.

Social factors

In various societies, young people resort to different means of protection from the threat of trafficking. Risk factors also vary depending on the society. It is important to understand that development of trafficking is not dependent on the existence or absence of laws against slavery. The scope of this problem mostly depends on the general social and economic situation of a particular state and relevant policy in force.

Some of social factors raising the risk of exploitation for young people are listed below:

♦ Higher education becomes an indicator of individual’s status and requires substantial expenses. On the one hand, higher education makes it easy to obtain employment related to one’s training or education, on the other hand, the number of state subsidized university places is rather low. Students mostly find themselves in a financial situation that makes it impossible for them to subsist and pay the tuition at the same time.

♦ Unemployment among young people. In Armenia, unemployment rates make a high percentage among young people aged between 18 and 25 years who cannot find jobs despite their great efforts and diligence. This may link back to the lack of previous work experience required by employers.

♦ Gender-based division of work and discrimination on the labor market. Researches reveal that the overall number of employed women is disproportionately lower compared to employed men. This is explained by the fact that many employers prefer to employ men rather than women as they believe that pregnant women and mothers
are no longer properly committed to their work.

♦ *Loose morals among young people and minors.* Probably, this phenomenon is a more serious problem for the developed countries of the West than for others. Minors and young women are used as sex objects in advertisements, motion pictures and music videos. Such depiction of minors in the mass media entails that a sexual contact with persons of much younger age is eventually viewed as a common practice, which in its turn promotes increased demand for child prostitution and contributes to the development of the sex industry.

♦ Drug addiction, alcoholism and gambling. Young drug addicts, alcoholics and gamblers easily fall victim to human trafficking and are readily recruited as they are vulnerable to external influence.

♦ Conflicts between standards applicable to young people and their real capacities. As a result, the society is transformed into a “consumer” society and the mass media - through advertisements and films - often highlight a lifestyle for the young people that largely exceeds their average possibilities.

♦ Social marginalization of certain groups. Both homeless children and children, who left the orphanage and decided to start an independent life, are at risk as they lack essential social relations and support. It may be quite easy to gain the confidence of such children and to abuse it in case they have no permanent residence or supporting adults.

♦ Additional difficulties faced by young people living in remote regions or villages. Young people living in remote regions or villages mostly lack necessary relations to obtain well-paid employment.

♦ Insufficient activity of educational institutions supported by the mass media to prevent trafficking. Young people are often naive or too optimistic. They are overly self-confident and are convinced that they can stand up for themselves even in new and extraordinary situations. Young people sometimes are unaware of risks they can face in a foreign country if working without the appropriate permit or contract.
LESSON 6. Concept of victim behavior

Lesson Objectives
By the end of this lesson the students will:

♦ Become familiar with the concept of victim behavior;
♦ Distinguish manifestations of victim behavior;
♦ Learn how to assess the situation properly.

Stimulating discussions (10 minutes)
Application of ‘the brief lecture method’. The teacher informs students about victim behavior. The teacher outlines the following questions for discussion:

♦ What do you understand by saying victim behavior?
♦ What do you think are the reasons provoking victim behavior?

This part of the lesson is designed to reveal the preliminary knowledge of students, i.e. what they know or have learnt recently.

Comprehension (20 minutes)
The students are divided into four groups.

Method: the teacher invites students to read the part of the manual entitled ‘Victim behavior’.

Next the method of ‘Active signs’ is applied.

Upon reading the material, students take notes using the following signs:

V This confirms my knowledge
+ This is new information.
- This contradicts my knowledge.
? This is not clear to me.
! This is quite interesting and worth discussing.

After individual work, students discuss their notes and fill in the proper columns of the table to organize their knowledge.
Each group presents its own table to their classmates.

**Consideration (15 minutes)**

At this stage, the teacher introduces the subject, “Poverty, insecurity, economic difficulties and political problems make people leave their homes in search of better life. Unfortunately, this search may turn one’s life into “hell”. Men, women and children are vulnerable to trafficking if they show victim behavior.”

Then, the teacher outlines the key types of recruitment techniques used to lure potential victims who show victim behavior:

- Trusting friends and casual acquaintances;
- Announcements of work abroad;
- Marriage announcements;
- Announcements posted on the Internet.

*Each group is given one of the above topics and asked to make up a story or situation and introduce it to other classmates. By the end of the lesson, the teacher sums up the results of students’ activities and instructs each group to think up a motto to avoid situations they described. To steer the discussion in proper direction, the teacher offers the following key statements: “Take care to resist temptation…”, “Do not trust…”, “Do not give away your identification documents”.*

**Distribution material**

**Concept of victim behavior**

“Victim behavior” comprises such behavior patterns that make it rather easy for a person to fall victim to some crime or face danger that could
be normally avoided. Victim behavior is the aggregate of physical, psychological and social qualities gained by the person who as a result may fall victim to a crime.

The word victim originates from the Latin word “victima” meaning a victim. In criminology, victim behavior is considered either a quality of individuals who suffered at the hands of criminals or a mass quality that becomes the reason of multiple crimes. Individual victim behavior implies the ability of the individual to create or actively promote conditions conducive to committing a crime.

According to methodological principle of classifying events and processes, the following types of victim behavior can be outlined:

a) Typical victim behavior patterns as a relative “tendency” of people to be exposed to any crime, such as rape, fraud, robbery etc;

b) Mass victim behavior as a real threat for some social groups to incur physical, psychological and material damage conditioned by the peculiarities of the group and caused by crimes committed against them.

Victim behavior can also be assessed by other standards (e.g. profession), as on one of formal personal qualities i.e. victim behavior of cashiers, collectors, police officers. Such type of victim behavior is called group victim behavior. Victim behavior itself does not mean that victim’s conduct is immoral or illegal; however it can be described as a personal quality which is almost always negative. For example, people can fall victim to a crime because of being overly self-confident dependent on their age (children and young people) or occupation (police officers, security guards, etc.), and, yet, this is not enough to judge about their inadequate behavior or negative personal qualities.

By nature, people can show not only criminal, but also victim behavior i.e., risky, careless, indiscreet, hasty provocative or dangerous behavior patterns.

Victim behavior of people implies such behavior patterns which call for punishment, that is to say, behavior through which people expose themselves to danger (often, unconsciously).
Two kinds of victim behavior are distinguished:

1. Inevitable victim behavior: for instance, it is easier to rob a person suffering a heart attack; and

2. Evitable victim behavior: for instance, it is easier to rob a person who is intoxicated or very drunk.

Many crimes are caused by victim behavior, i.e. inadequate actions under certain physical and psychological conditions, careless and indiscreet behavior with others which affects their self-esteem or personal property, unwillingness to cooperate with law enforcement authorities, illegal deals, and rash actions. Thus, many crimes could be avoided, if victims showed prudence and were ready to prevent commitment of dangerous acts or crimes. Both distrustful and overly self-confident people can experience multiple problems related to victim behavior.

LESSON 7. Prevention of human trafficking

Lesson Objectives

By the end of the lesson, students should be able to:
♦ Talk about preventive anti-trafficking actions;
♦ Offer, discuss and comment on certain measures and means of protection from trafficking.

Lesson activities

Students should be first divided into 5 or 6 groups (depending on their total number).

Stimulating discussions

The teacher should briefly introduce preventive measures against trafficking and ask students to read and review the section of the manual entitled “Description of some cases of trafficking (Manual, Lesson 7: “Prevention of human trafficking”). Each group examines the description of their case.

First, on individual level and later at group discussion level, students are given the assignment to identify what they should know or what steps they should take in a particular case to avoid similar undesired situations and troubles.
The teacher distributes to students blank sheets of paper to be filled in with the results of their discussions.

For instance:

```
<table>
<thead>
<tr>
<th>What should people know or what preventive measures should they take in order to avoid undesired situations and troubles?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Adam: I think it's important to be aware of the risks involved in human trafficking.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2  Sarah: We should also educate people about the consequences of human trafficking.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
```

Upon completing this assignment each group reads out the case they described and suggests its own ways to avoid undesired situations. Other groups listen, ask questions and come up with new solutions.

The teacher or students should briefly formulate all these solutions and write them down on the blackboard, thus developing a range of measures needed to protect people from trafficking (15 minutes).

**Comprehension**

The teacher asks students to read through the teaching material entitled “How to avoid human trafficking: practical guidelines (Manual, Lesson 7: “Prevention of trafficking”), to compare the practical guidelines it provides with their own alternatives and measures (Did you hear any new guidelines for the specific situations already discussed? What new guidelines were read out and which of them did you like best?) and to take notes in their copybooks (20 minutes).

**Consideration**

Students speak about the results of their discussions, express their viewpoints to their teacher and classmates and listen to their opinions (10 minutes).
LESSON 8. Support and assistance to victims of trafficking

Lesson Objectives
Students should be able to:

♦ Study and analyze consequences of trafficking for its victims;

♦ Discuss and assess the role and activity of various organizations providing help and assistance to the victims of trafficking;

♦ Suggest means and ways of support and assistance to the victims of trafficking.

Lesson activities

Stimulating discussions
The teacher writes the following statement on the blackboard: “People choose their own ways to earn a living; therefore, they are the only ones responsible for the consequences of their deeds” and invites students to reflect on it. Students reflect on this statement, express their opinions and listen to the viewpoints of their classmates (5 minutes).

Comprehension
Then, students are divided into four groups. The teacher invites them to read through the section “Consequences of trafficking” of the manual (Manual, Lesson 8: “Protection and assistance to victims of trafficking”) and to discuss the problems covered in this teaching material.

(The teacher may also suggest that one student from each group briefly introduces to other groups the key points of the passage read by their group).

Then, the teacher asks all groups to read and discuss the rest of the material in the section “Protection and assistance to victims of trafficking” (15 minutes).

Afterwards, the teacher draws students’ attention to the tables supplied at the end of the manual and asks them to fill them in and make anti-trafficking posters. To raise the efficiency of their efforts, the teacher advises the groups to consult their manual and its appendix.
Each group studies, discusses and fills in one table. (The teacher gives each group large sheets of paper to fill in tables and make anti-trafficking posters) (20 minutes).

**Consideration**

The groups present their papers. Then they start a discussion. (The teacher can encourage students to deliver and discuss their papers by means of the method known as “Walking in the gallery”) (20 minutes).

**Table Example**

<table>
<thead>
<tr>
<th>Problems faced by victims of trafficking</th>
<th>Difficulties</th>
<th>Persons, agencies and organizations responsible for help and assistance</th>
<th>Suggestions and remarks</th>
</tr>
</thead>
</table>
| Mental and emotional problems           | 1. Deep isolation, depression  
2. Fear, alarm  
3. Ideas and attempts of suicide | 1. Police officers  
2. IOM  
4. Psychologists  
3. Non-governmental organizations | ------------------  
------------------  
------------------  
------------------ |

**Practical guidelines: How to avoid becoming a victim of trafficking?**

♦ Turn down any tempting offers of employment, study or marriage abroad made by casual acquaintances or friends.

♦ As a rule, offers on quick, easy and high income are fake. One should be prudent.

♦ Do not trust announcements offering job, study or marriage abroad, posted in different parts of the city (village) or published in the newspapers and on the Internet. First of all, verify and check information provided in such announcements.

♦ Find out whether companies inviting you abroad and their local partner agencies (tourism, marriage, and employment and students exchange agencies) are engaged in legal activity.
Surf the Internet to find the address of the inviting company; consult representatives of organizations fighting human exploitation.24

When abroad, do not accept any suspicious gifts. Do not undertake additional obligations.

**If you intend to go abroad:**

Do not give anybody your passport. You must always have your identification papers on you.

Give your relatives and friends detailed information on your temporary residence abroad, your address, phone numbers, information on your employer and addresses of your friends living abroad.

Tell your relatives exactly when and how you will contact them. Always keep in touch with your relatives.

Leave a photocopy of your passport, a duplicate contract signed with the employer and your recent photo at home. Always take with you a photocopy of your passport and keep it in a different place, so that in case of losing the original, you will encounter no difficulty in restoring it.

Remember to write down and take with you abroad the addresses and phone numbers of Armenian embassies and consular services.25 If in trouble or threatened, seek help from diplomatic representatives and the consulate of Armenia, as well as from local police.

There are many non-governmental organizations and agencies known for their enormous efforts to help people facing difficult situations abroad. Find their addresses in advance.

The term of your stay in a foreign country is specified in your entry visa. Violating your visa regulations will make it impossible for you to go abroad any more.

Remember that the basic knowledge of a foreign language will significantly facilitate your stay abroad and your rescue in difficult situations.

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24 See the appendix
25 See the appendix
If you are going to sign a contract to work or study abroad:

♦ Sign the contract in Armenia and not after arriving in the country of destination;

♦ Make sure that the contract is drawn in your native language or another language you know well enough to understand all details and provisions;

♦ Do not sign the contract on the spot; take it away with you from the agency, re-read it calmly and show it to relevant experts;

♦ Make sure that your contract stipulates the exact terms of your future work (study), place and time as well as your remuneration in case of a labor contract;

♦ If dissatisfied with contract provisions, do not sign it;

♦ Make sure that the contract is signed by the director or the president of the recruiting company. If signed by an interim officer, for example, the deputy director, vice-president or other person, ask for documents attesting that the person is authorized to sign the contract, i.e. director’s or president’s order, the power of attorney (notarized and stamped);

♦ Make a copy of the signed contract (preferably of all relevant documents) and leave it with your family or relatives.
APPENDIX 1

DIPLOMATIC MISSIONS, REPRESENTATIONS AND CONSULATES OF THE REPUBLIC OF ARMENIA

United Arab Emirates
Embassies District, 24 Al Karamah Str., Zone N2, P.O. BOX 6358, Abu Dhabi, UAE
Tel: (971-2) 4444196, Fax: (971-2) 4444197
E-mail: armemiratesembassy@mfa.am

Federal Republic of Germany
4, Nussbaumallee, 14050, Berlin, Germany
Tel: (49-30) 405091-0/13/14/15/20, Fax: (49-30) 405091-25
Consular services: Tel: (49-30) 405091-16
E-mail: armgermanyembassy@mfa.am

Republic of Italy
174, Via dei Colli della Farnesina, 00194 Rome, Italy
Tel: (39-06) 3296638, Fax: (39-06) 3297763
E-mail: embarmit@tin.it

Canada
7, Delaware Avenue, Ottawa, ON, K2P OZ2, Canada
Tel: (1-613) 2343710, Fax: (1-613) 2343444
E-mail: armcanadaembassy@mfa.am
Consular services: armconsottawa@mfa.am

Republic of Croatia
Residence: Athens

Republic of Cyprus
Residence: Athens

Republic of Slovenia
Residence: Athens
Republic of Greece
95, Konstantinou Paleologou Ave., Khalandri 15232, Athens, Greece
Tel: (30210) 6831130, Fax: (30210) 6831183
E-mail: armemb@otenet.gr, armstaff@otenet.gr
Consular services: Tel: (30210) 6831145
Fax: (30210) 6831807, E-mail: armcons@otenet.gr

Kingdom of the Netherlands
Residence: Brussels

Republic of Hungary
Residence: Vienna

Republic of Slovak
Residence: Vienna

Czech Republic
Ambassador extraordinary and plenipotentiary
Residence: Vienna
60/28, Narodni, Prague 1, Czech Republic
Tel: (420) 221105388, 221105367
E-mail: a.voskanian@upcmail.cz, a.voskanian@mfa.am

People’s Republic of China
9-2-62, Ta Yuan Diplomatic Compound, Beijing 100600, PRC
Tel: (86-10) 65325677, Fax: (86-10) 65325654
E-mail: armchinaembassy@mfa.am

Russian Federation
2, Armenian lane, 101000 Moscow, Russia
Tel: (7-495) 6241269, Fax: (7-495) 6244535
E-mail: incom@armem.ru, www.armem.ru
APPENDIX 2

REPRESENTATIONS OF INTERNATIONAL ORGANIZATIONS

INTERNATIONAL ORGANIZATION FOR MIGRATION
Office: 14, Petros Adamyan Str.,
Working days and hours: Monday – Friday, 9:00 a.m. – 5:30 p.m.
Tel: 58-56-92, 54-33-75, 58-37-86
Fax: 54-33-65
E-mail: iom@arminco.com

United Nations Development Program (UNDP)
Office: 14, Petros Adamyan Str.,
Working days and hours: Monday – Friday, 9:00 a.m. – 6 p.m.
Tel: 56-60-73, Fax: 54-38-11
E-mail: registry.am@undp.org

United Nations High Commissioner for Refugees (UNHCR)
Office: 14, Petros Adamyan Str.,
Working days and hours: Monday – Friday, 9:00 a.m. – 5.30 p.m.
Tel: 56-47-71, 54-84-92, Fax: 56-78-17
E-mail: armye@unhcr.org

REPRESENTATION OF The United Nations Children’s Fund (UNICEF)
Office: 14, Petros Adamyan Str.,
Working days and hours: Monday – Friday, 9:00 a.m. – 6 p.m.
Tel: 58-01-74, 58-05-16, 52-35-46, 56-64-97, 54-38-09, Fax: 54-38-10
E-mail: Yerevan@unicef.org

REPRESENTATION OF International Federation of Red Cross and Red Crescent Societies (IFRC)
Office: 21, Paronyan Str.
Working days and hours: Monday – Friday, 9.00 a.m. – 5.30 p.m.
Tel: 53-94-43, Fax: 53-92-17
Representation of International Committee of the Red Cross (ICRC)
Office: 73/1, Nairi Zaryan Str.
Working days and hours: Monday – Friday, 9:00 a.m. – 6 p.m.
Tel: 29-74-15, 29-74-16, 29-74-17, 29-74-18,
29-76-35, 29-76-36, 29-76-37, 29-76-38, Fax: 29-74-20
E-mail: erevan.ere@icrc.org

Special Representative of the Secretary-General (SRSGCE)
Office: Business Centre “Erebuni Plaza”, 5th Floor, 26/1, Vazgen Sargsyan Str.
Working days and hours: Monday – Friday, 9:00 a.m. – 6 p.m.
Tel: 54-63-22, 54-63-26, 54-63-28, 54-63-29, Fax 54-63-19
E-mail: coe.yerevan@coe.int
www.coe.am

PART 3. METHODOLOGICAL GUIDE

MOSAIC METHOD

Students work in groups on different aspects of the same topic. Then, the groups summarize their results and present them to the rest of the class.

Mosaic method refers to cooperative training. The very name “mosaic” defines the nature of this method. Cooperative training means team work, i.e. work in pairs or small groups to generate new ideas, concepts or personal views and to solve and research problems related to the general topic by joining efforts. This method differs from others as students are engaged in mutual peer training, that is to say, they teach and learn from each other. However, group work itself is not considered cooperative training. Authors of this teaching method, Johnson brothers, distinguish the following characteristics of cooperative training:

1. Positive interdependence: Students feel that they need each other’s help to do their general assignments. The teacher can provide positive interdependence by setting goals which are both individual and collective. (For example, “Teach and make sure that each member of the group learns new things”), common awards (scores for group progress),
distribution materials (each group should receive a large sheet of paper, several members of each group should be given some passages with relevant information), identification of roles (summarizing, facilitating, supplementing, timing).

2. **Individual assessment:** Progress of each student is assessed on a regular basis and the results obtained are added to their scores and those of the whole group. For the purpose of individual assessment, the teacher can give students individual assignments or choose randomly group members to answer a question on behalf of the entire group. When making such assessment the teacher should be prudent enough to create a friendly environment: in fact, this method aims to emphasize students’ achievements and by no means the degree of their contribution to the general progress of their groups. Each student is responsible to demonstrate the assignment completed by the group.

3. **Face-to-face interaction:** Group members are at close distance from each other and hold dialogues.

4. **Emphasizing social skills:** Special attention is paid to development of communication skills which enables the groups to collaborate, that is to say, to listen to each other’s suggestions, help and encourage one another. The teacher’s aim is to instill such skills in children in the same manner as academic knowledge. Cooperation covers the following processes: management, decision-making, confidence building, communications and conflict management.

5. **Group analysis:** Members of each group assess their joint efforts and target issues that need review.

6. **Interactive assignment:** The main requirement of the task is to teach others including all elements above.

The mosaic method has many variations.

**Mosaic – 1**

**Methodology**

1. Break down the topic into parts.
2. Form cooperative groups of 4-5 students.
3. Number the members of cooperative (main) groups by 1, 2, 3 etc.
4. Group members with identical numbers are joined into new “expert” groups (1,1,1…2,2,2…etc). Each expert group has its own assignment (for example, if the teaching material is broken down into parts, then the first expert group should work on the first part, the second group - on the second part and so forth).
5. Then students rejoin their “main” groups, introduce the material studied by their “expert” group and thus assume the role of trainers. Students share with each other everything they learned themselves and thus join and enhance their knowledge.
6. The “main” groups introduce the entire topic to their remaining classmates using their own method during 5-10 minutes.
7. To sum up the topic, the teacher can give students various tasks. For instance, “What was the most important part?” “Please express briefly the basic idea of the topic”, “What was the last issue discussed by the group?” etc. This will enable students to summarize the material and assess it from different perspectives.

**Mosaic – 2**

*The essence of the method:*

Break down the teaching material into two parts:

1. Ask students to work in pairs to study the material. They will work in pairs throughout the lesson.

2. Tell students that they will have to read the material in special ways. In the long run, they should understand the entire material, but for the time being, they should focus on the first passage. Although both students in pairs should read the same passage, they should have different assignments and roles.

3. Each partner is assigned the task to choose his/her role: one chooses the role of the lecturer, the other that of a questioner. *The lecturer* carefully reads the passage, summarizes its contents, reviews it, takes notes, thinks on ways to introduce the material to the students and identifies key points. Upon fulfilling his/her assignment,
the student retells the passage to his/her partner in his own words.

The student assuming the role of a questioner also reads through the passage. After listening to the lecturer, the latter asks questions about the contents of the passage to uncover details clarify the situation and obtain new information: “What do you think about this?” “Can you remember mentioning…? “, “What did the text read concerning...?”

4. Ask students working in pairs to read the passage according to their roles and discuss it.

5. Ask students to read and discuss the second passage after exchanging their roles: now the lecturer assumes the role of the questioner, and the latter that of the lecturer.

6. After a thorough study of the material, the pairs should form larger groups to discuss ways of processing information and introducing the material to the group.

7. Presentation of the material: there are different ways to present the material. Optimal forms include using illustrative classifiers.

8. Each illustration can be greeted with applause.

**CASE STUDY**

**Method description**

Case study used in pedagogical methodology means a teaching approach which requires active participation of students in resolving problem situations. The teacher describes a situation or case containing facts or information related to the subject in question. They analyze these facts and information, assess the essence of the problem, take a decision and communicate it to their classmates.

Such cases can be developed and chosen by the teacher, the class or an individual group or student. Case study and its final presentation can last for a single lesson or for the entire academic year. Cases may include true or fictional stories, facts or data. The teacher must use cases that are mostly incomplete and unfinished so that participants can analyze and discuss them, express their own conjectures and viewpoints, make appropriate conclusions and express their opinions. In order to facilitate
discussion or examination, such cases should be open-ended. Cases discussed in class can be short and simple or long and complex (i.e. if studied throughout the academic year).

Examination of particular cases is of paramount importance as it enables students to deal with real-life situations in their classroom and thereby promotes their active participation and ability to find new solutions.

**Types of cases:**

1. **Complete cases** are those based on real facts. Such cases are used only for analysis as their solutions are predetermined; however, students may come up with their own new solutions.

2. **Incomplete cases** are those with unclear results. In fact, such cases may be unresolved in real life; however the teacher may again omit facts from the actual storyline. Students are asked to advance conjectures and suggest solutions.

3. **Fictional cases** are invented by the teacher. Such cases can be either complete or incomplete. Fictional cases must resemble real and complex situations; however, they should not be too intricate so that students do not encounter difficulties in completing their assignments.

4. **Real facts** include news, articles, reports, facts and statistical data, interviews, passages from historical books, counterarguments, literary notes, video and audio records.

*When you choose cases for discussion, please follow the guidelines below:*

1. Cases must be closely connected with students’ life experience and knowledge.
2. Assignments must be complex and diverse.
3. Assignments must not imply a single correct answer such as “yes” or “no”.

**Method application:**

1. Present the case;
2. Give students some time to look through the case;
3. Identify questions and problems to be discussed in order to find adequate solutions;
4. Give students some time to find solutions;
5. Let students offer their own solutions and answer relevant questions;
6. Discuss all possible solutions and answers;
7. Ask students what new things they learnt;
8. Ask students how relevant is the case described for their own environment;
9. Summarize the discussion.

Case Study Management
1. Hold discussions in small groups (one case can be thoroughly studied by a group of 4-6 students). The case examined should be challenging enough to invite students’ active participation. When possible, each group should be asked to reach a general agreement on the subject of the discussion.
2. Develop the discussion. The teacher should frame some questions stimulating in-group discussions. Special attention must be paid to the order in which the questions are asked. First, ask questions requiring from participants to express their judgments regarding the cases discussed. Further questions may require analyzing comparisons, assessments, observations or conjectures (versions). Final questions will require from students to express their own attitudes regarding the problem discussed. Simple answers, like “yes” or “no” must be avoided at all times.
3. Sum up the discussion and compare the answers of different groups.
4. Students should not work in groups all by themselves without assistance of the teacher.

Advantages of the methods:
♦ Develop analytical thinking of students
♦ Develop problem-solving skills
♦ Case study helps students enhance their knowledge
♦ Develop question framing skills
Develop the ability to find solutions in complex and ambiguous situations

Develop ability to distinguish between primary and secondary issues.

Difficulties of the method:

- Real or invented cases may be too complicated for students to consider and thus hamper the solution finding process.
- Questions may be framed in a manner that diverts students from the essence of the problem instead of facilitating a solution.

PROJECT METHOD

Project method is one of the strategies to facilitate cooperative training techniques. Below are listed the primary objectives of teaching and training techniques that use project method:

- To stimulate student’s self-improvement through new experience gained and new knowledge applied. Students participating in training projects learn how to carry out researches, to gather various data, to sort out the information flow, to select necessary teaching materials, distinguish between primary and secondary issues, be able to precisely and consistently express themselves in writing, to receive and send (impart) large pieces of text, digital and graphic information, to analyse the data received and suggest new ideas.
- To promote mutual cooperation of students while carrying out their research. It should fully meet the conditions necessary for efficient work in group.

According to their contents, the following types of research projects can be distinguished: projects with one subject including materials of a certain subject, projects with several subjects and projects that transcend all subjects.

The research project can represent a summary when its results are used to assess to what extent the students comprehend the teaching material or the research project can be current when only one part of the teaching material is used for self-education and project related activity.

From the organizational perspective, including research projects into
didactic process presents difficulties. In planning the academic year, teachers should choose central or innovative topics that can be taught using project method. Then, they should outline some 15-20 topics for both individual and group work, as indicated in the curriculum.

**Stages of project method**
- Choose a topic for the project;
- Frame the problem;
- Create a working group;
- Pose questions about the research and assign roles;
- Facilitate independent group work and research;
- Hold regular discussions on the results achieved;
- Introduce the results achieved by the group;
- Evaluate the results of both individual and group work;
- External assessment, analysis and summary;
- Planning further work.

**Encourage students to work by project method**
1. Preparatory stage
   - Organization activities;
   - Work planning;
   - Development of evaluation criteria.

2. Training stage
   - Review of the evaluation criteria;
   - Review of the teaching material;
   - Independent research work;
   - Evaluation.

3. Final stage
   - Presentation of results;
   - Assessment of presentation;
   - Organization of activities.
Presentation of results through projects method

♦ Choose the form of presentation (booklet, videotape, website, PowerPoint presentation);
♦ Organize the event for the presentation of results;
♦ Assess the presentation of results.

Examples of results presentation for completed projects

1. Opening address:
   ♦ Welcoming address of the project manager (the story and development of the project)
   ♦ Announcing the order of presentations by participating groups

2. Presentations by groups
After the presentation of each group, others discuss and assess its work and:
   ♦ Identify three key (successful) points of the presentation;
   ♦ Identify two aspects of the presentation that need further elaboration;
   ♦ Express your own viewpoint on improving the project;
   ♦ Sum up the results of presentations (use evaluation table to assess the presentation).

3. General discussions, speeches by individuals and guests, exchange of opinions

4. Concluding remarks by the project manager
   ♦ Summary of evaluations;
   ♦ Reward of active students and participants;
   ♦ Planning of a follow-up activity and ways to improve students’ work;
   ♦ Testimonials.

Results achieved through project method should be evaluated by:

♦ Teacher and students;
♦ External assessment;
Assessment of student’s individual work;
Assessment of student’s group work;
Awarding active students.

Assess the presentation of results achieved by the end of the project
During the presentation of project results, fill in the evaluation table. Assess each group’s report according to the standards mentioned below and give it a score. In order to find out the total score of each group, sum up their points.

Assessment standards (sample):
- Link of the project to the curriculum and the teaching plan;
- Creative approach and solutions;
- Application of various multimedia;
- Application of new training methods;
- Group work, division of work;
- Graphic design;
- Special presentation style;
- Ways to implement the project method at school.
ROLE PLAY*

Educational techniques designed to prevent human exploitation must be based on achievements of modern philosophy as they in fact have an essentially practical objective; instead of focusing on information content such trainings should rather help students demonstrate their knowledge, develop it into their life philosophy steering their thoughts and actions in the right direction. The above objective prioritizes the principles of authentic training when the real life is the object and background of training. It is also important to apply the constructive principle that students should not deal with a ready material; instead, they should have the opportunity to develop their own ideas and approaches through consistent self-work, reflections and attitudes. These two principles require incorporation of imitation (simulation) and role play into the training process.

Multiple factors contribute to the efficiency of teaching. Examination of key factors reveals that teachers who manage to transform students’ assignments and exercises into role plays, generally, succeed in providing a rather efficient and consistent training. If teaching of any subject brings about dramatic experiences, then the teaching material is retained by the student (Turner, 2004).

This proves particularly true when teaching complex and subtle issues like the problem of human trafficking.

Immanuel Kant, German classic philosopher, believed in the kind nature of the human being and insisted that the greatest virtue of the human being is the ability to empathize and understand others. Kant believed that a person can possess this greater virtue only after achieving harmony with...
the inner world and thinking both “for self” and “for others”. Role play is considered to be the best didactic method for developing this ability as it enables individuals to understand not only other people but also their own self. From the perspective of human trafficking, Kant’s idea acquires a new meaning as the students do not distance themselves from problems faced by victims of trafficking or believe that victims are themselves to blame for their misfortune but rather gain the ability to sympathize with them (empathy); all this will promote a more humane attitude and more rehabilitation opportunities for the victims in real life.

Remember the following key point: when examining the concept of trafficking students have to deal with materials on very subtle issues - prostitution, pornography, beating, swear words, various kinds of psychological pressure which are impossible to imitate without humiliating human dignity, and this is banned by basic legal requirements. However, role-play method enables teachers to create a safe climate in the classroom by previously explaining that the roles are conditional, and students can even play the roles of prostitutes, pimps, recruiters in order to feel the burden of their moral choice, experience emotions of victims and finally develop a certain set of values in order not to become vulnerable to various manipulators, recruiters and those exploiting the cherished dreams of men and women.

Proper application of role-play helps students:

♦ Develop skills of direct communication among other students;
♦ Assess, learn and accept other viewpoints and approaches;
♦ Understand how decisions of a single person can affect others;
♦ Study theoretical materials and imagine themselves as people who had to play those roles in real life;
♦ Develop their abilities to manage problems and conflicts.

In sociology, the role-play method makes the teaching material more interesting and provides that students are emotionally involved in the learning process. In some ways, the role-play helps students develop their own fundamental democratic values, for example, the ability to freely express their opinion, to show tolerance or be involved in public life etc.

*Every new role-playing storyline is a new experience for students as they*
find solutions to problems only through discussion or training; solutions are not predetermined. Knowledge provided by role-play method is not received from external sources or learned by compulsion but rather results from personal emotional experiences and reflections. In this respect, it is very important that students are able to sum up the results of role-play and reflect on them. By the end of each role-play, teachers should ask students to answer questions on the events described and to reflect on goals of the role-play. Role-play is a serious test for the teacher as it may have many unknown and unfamiliar results both for the student and the teacher. The teacher should show a creative approach and ability to create a student-friendly environment in the classroom. The teacher can organize a role-playing activity during a single lesson or multiple lessons. During lengthy simulations and thorough study of certain topics under the curriculum (e.g. risk groups, types of trafficking, etc.), students may assume certain roles, work on their development and improvement (e.g. recruiters, family members, officials, corrupted persons, judges, etc.).

Influence of role-playing games can also be explained by cognitive learning theory of Bruner. Jerome Bruner (1966) proposed three modes of representation to preserve, to restore and to apply one’s life experience. He distinguished the following modes of representation: effective, iconic (image-based) and symbolic.

The effective mode of representation turns knowledge into action as it is difficult to put an action into words; it is easier to show people how to do something they know. Iconic (image-based) knowledge or concepts pass in other theoretical or emotional systems. Pictures, tables and diagrams are examples of imaginary concepts. The third, symbolical mode of representation is the most complex of all the rest. It is best expressed in written and verbal forms. Sociology predominantly uses the third mode, but its greater efficiency requires the synthesis of all the three modes which raise each other’s influence when used together.

Role-play enables students to use all three modes to express their viewpoints and ideas when discussing events (i.e. historical events). Teachers responsible for the training on trafficking should also be able to act as “directors” who, according to Bruner, teach children sociology through the third mode of representation. But, as already mentioned, when
sharing knowledge, it is better to use all three modes and thus, create a theatrical atmosphere in the classroom. Teachers who develop role-playing games make their students familiar with the dramatics in human relationships, history and culture to help them internalize such contradictions, psychology of their characters and the essence of the events. Teachers acting as directors can use a number of scenic skills to encourage students’ interest and their participation in role-play, conduct related researches and help them develop the ability to guess the order of events, adopt verbal and written communication skills and caring attitudes to the feelings and ideas of others. Role-play, simulation and presentation may help students develop research skills, impart significance to their activities and efforts to collect and process information.

The role-play method enables students to know historical periods, places and situations with which they did not come into direct contact earlier. Role-play scripts lack dialogues, however, the teacher creates a theatrical environment and students use their experience and knowledge to give their feedback, i.e. reaction of role-players in such situations. Settings can help students understand the situation (Morris, 2001).

The role-play method can turn the classroom into a fascinating place for students and help them learn historical and cultural ideas and facts. It can tell the students about social relations and help them develop self-perception, understand others and improve their abilities of sympathy and compassion. However, sometimes this method may cause certain inconvenience. Sometimes, students assuming their new roles may be so engaged in role-play that they no longer distinguish between the game and real life, for example, in order to act naturally, they can be rude to each other, show indecent behavior and so forth. It is teacher’s primary responsibility to prevent such situations. When considering the concept and undesirable consequences of human trafficking, the teacher must show prudence and make sure that role-play developed for teaching purposes by no means has a converse effect on students, pressurize them or create a climate of fear and hopelessness. Besides, it is necessary to take into account the specifics of teenage psychology for students aged between 15 and 17 years by considering their emotional vulnerability and by giving them the right to choose their preferred role. If there is a role no student wants to perform, the teacher should assume it himself;
however, it would be even better to give up that particular role-playing game in the group. That being so, the teacher may use other means to achieve his/her training objectives and suspend the role-playing game till such time as students feel more comfortable discussing such topics.

Teachers should feel they have enough positive emotions and internal resources to turn the classroom into an interesting and fascinating environment for role-play and keep the situation under control at the same time. At development and realization stages, role-play sometimes requires active participation of students.

Role-play must not be viewed as a pastime but rather as a serious and purpose-driven activity. Besides, teachers must remember to prepare their students for their roles, to summarize results of the role-play and to reflect on them. Thus, teachers should first of all prepare their students. Teachers should feel confident in their actions, i.e. choose appropriate teaching material, develop a precise plan of the role-play, and prepare students to perform their roles, give them special assignments and help them show sincere and pioneering performance during the role-playing game.

Another key point is that during the role-playing game students should feel at comfort and confident not to become a laughing stock for their classmates.

**Types of role-play**

There are many ways to classify role-playing games.

Classification methods of role-playing games are listed below:

<table>
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<tr>
<th>By form</th>
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<tbody>
<tr>
<td>Imaginary role-play</td>
<td>Demonstrative role-play</td>
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<tr>
<td>Verbal role-play</td>
<td>Behavioral role-play</td>
</tr>
<tr>
<td>Spontaneous role-play</td>
<td>Role-play by scenario</td>
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<table>
<thead>
<tr>
<th>By contents</th>
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<tbody>
<tr>
<td>Role-play with students depicting themselves</td>
<td>Role-play with students depicting someone else</td>
</tr>
<tr>
<td>Role-play based on real-life stories</td>
<td>Role-play based on fictional stories</td>
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Imaginary role-play only means that students imagine themselves as fictional characters (i.e. politicians or other persons), while demonstrative role-play requires them to depict their own selves in real life. Imaginary role-play can be conducted during any lesson. For instance, the teacher can make his/her students familiar with stories about human trafficking and ask them to imagine themselves as the story characters. Demonstrative role-play is very time-consuming; it requires detailed instructions and a special introductory course.

Verbal role-play is essentially based on discussions, is polemic and declarative in nature, while the key requirement of behavioral role-play is that students act rather than speak. For example, in verbal role-play, the teacher may use some stories retold by victims of trafficking about their emotional experiences and students can improvise to add up their own details to those stories.

Spontaneous role-play can occur in any setting, and all the teacher can do is just to steer it into proper direction. Unlike spontaneous role-playing, scripted role-playing games imply a strict sequence, though in some cases ‘actors’ may follow instructions and be free to improvise at the same time.

Everybody can depict himself/herself in a role; however, from psychological perspective, they feel more at ease when depicting someone else. Those who deal with the problem of trafficking would rather depict someone else, as unpredictable events can hurt the ‘actor’ who depicts himself/herself as a victim.

Teachers may use real-life situations in role-play, for example, the recruiter deceives a group of men and takes away their passports. They can use also fictional situations, for example, the victim’s ghost or doppelganger visits all those guilty for his or her misfortunes and makes accusations against them.

As mentioned above, role-playing games can be free of planning or have a concrete structure. These two types have their own subcategories, some of which are detailed below.

**Role-playing games may be unplanned:**

a) In order to meet a request of a participant;
b) In order to provide better understanding of some problems discussed;
c) In order to be spontaneous.

Examples:

a) The teacher and his/her students analyze the difficulties they encountered during implementation of the project. One of the students complains that people do not wish to hear about human exploitation and refuse to answer his questions. They claim to be exploited throughout all their life and think that this subject is not worth any discussion. The teacher should at once offer to act as an interviewee and initiate a dialogue by asking the student to start the conversation. The teacher gives sound reasons so that the student is unable to present any counterarguments. Then the roles change: now the teacher invites the student to give an interview to another person and prioritize the need to combat trafficking. Later, all students can discuss the interview. The teacher can also ask students to give more convincing reasons. The options suggested also develop into a role-play. Then, the students again discuss and compare advantages and disadvantages of the proposed options. Sometimes, the teacher does not participate in the role-play but asks students to assume their roles.

b) To facilitate better understanding of the problem, the teacher can ask students to imagine that they are ministers and to discuss what measures they can take to eliminate trafficking in Armenia.

c) Something happened at school and provoked a heated argument among students. The teacher can immediately ask one or two students to assume the role of observers and assess and analyse the situation later. They can address questions to the arguing parties, for instance: what would you do, if your opponent were X?

Planned role-playing games:

a) Presentation;
b) Role-playing game “Replace me, please”;
c) Solution to a complicated problem;
d) Groups with three participants;
e) Speech;
f) Role-playing game “Empty” chair;
g) Role-playing game “Press conference”;
h) Role-playing games with “Shadow” actors.

a) Presentation. This type of role-play is performed by two and more students who present to their classmates or even larger groups any situation (in fact, possible situations are not restricted in number) to provide discussions and conclusions in larger groups. It is clear that successful performance requires serious preparation and acting talent.

This role-play has a very common subtype, “Correct or incorrect” method when the group first presents a situation where participants behave incorrectly and later after some discussion, describes the correct behavior pattern in similar situations. This enables opposing parties to bring sound reasons to support their arguments. Thus all the pros and cons can be voiced during first role-playing games entitled “Tempting offer” or “Paris, Paris” (see Chapter 1).

b) “Replace me, please”. This role-playing game reduces to the minimum any risk for participants to appear in awkward situations, as they can ask others to replace them at any moment of the game. How is this done? A large group is divided into two groups with each of them receiving a secret assignment. As a rule, the groups assume opposite roles. Then two volunteers (one from each group) perform a role-play before the whole group. Their performance can last for a maximum of three minutes. After, every participant of each team takes turns in performing the same role. Within three minutes after receiving the role, each participant can raise his/her hand to signal “Replace me, please”. The next participant should at once appear on the “stage” and resume the performance. However, the teacher should avoid replacing players of both teams at the same time; it is better to replace students in turns, so that the game lasts longer. If someone plays longer than planned, the teacher raises his/her hand, and the participant is immediately replaced by someone else. It is convenient to use this method in role-play to study victims’ psychological state; this is promoted by initiating conversations between escaped victims and recruiters.
Upon the end of role-play, each participant can be given questionnaires with the following or similar questions:

♦ Did you like your performance?
♦ Did you avoid taking part in the role-playing game? Was it easy for you to play, for example, victim’s or recruiter’s role? Why do you think so?
♦ Did you wait for a student from the other team to enter the game in order to work in pairs, or it did not make any difference with whom you played?
♦ Did your play three minutes or did you quit the game earlier?
♦ If replaced too quickly, why did you quit the game?

c) Solution to a complicated problem. This role-playing game is similar to a presentation, however, in this case, participants are offered either a few potential options to find a solution in a complicated situation or have no options at all. After getting preliminary instructions, role-players start to improvise, trying to find solution to a complicated problem during the role-play. Then, the audience declares if the players managed to find appropriate solutions. Solutions can be treated optimistically, pessimistically or realistically as provided in the role-playing game entitled “Paris, Paris!” (see Chapter 1).

d) The entire group is divided into subgroups of three students and enters the role-play. In each subgroup, two participants act as two parties and the third one – as an observer. Two parties and the observer receive instructions concerning their roles, and the observer also receives a questionnaire to assess the role-play and its participants. The questionnaire may include the following or similar questions:

♦ Did the “first” player show good performance? Please, provide arguments supporting your opinion.
♦ Did the “second” player show appropriate performance? Please, give relevant reasons.
♦ Do you think they managed to find a solution? Why do you believe so?
♦ Did you learn anything new while observing the role-play? If yes, what did you learn?
Presence of observers stimulates participants to treat their roles seriously. Their performance is first discussed by group members and only then by all students.

e) **Speech.** Before the role-play, students are asked to write a speech on their own or on behalf of another individual or fictional character and to deliver it at certain point of their performance. Speeches are made in front of all students and then discussed. For example, students may make a speech on behalf of the country’s president or prime minister committed to combating trafficking or on behalf of an independent journalist who condemns certain destructive consequences of this crime, etc.

f) **Role-playing game “Empty chair”.** In the middle of the classroom, an empty chair is placed to “play” the role of a decision-maker or other high-ranking official. Volunteering students enter the classroom to “present” their problems to the chair and highlight new questions. This role-playing game can develop into a competition. It is clear that this role-playing game may target corrupted police officers and representatives of border control authorities. If the game takes the form of a competition, the teacher may select a jury which will assess whether the arguments provided by the group are convincing enough to indict corrupted officials and to form the public opinion.

g) Participants of role-playing game **“Press-conference”** study the behavior patterns, life experience, mentality and political beliefs of the characters they are to play in advance. During their performance, the audience acts as journalists. “Journalists” ask “characters” certain questions, who do their best to resemble their prototypes in their answers.

h) **“Shadow”** role players can be present in simple role-playing games involving one or three participants. The “Shadow” is also a character who assumes the role of the inner voice or conscience of a certain participant. Unlike participants who follow previously received instructions, the “Shadow” acts spontaneously and is guided by his/her intuition or a character’s viewpoint. If participants express an opinion, the “Shadow” can tell the audience that their real opinion is absolutely different from the one they just voiced. This method allows considering the individual from two different perspectives. However, the participants and the “Shadow” may sometimes have heated debates; this, in fact, makes such methods complicated. However, if
the student acting as “Shadow” is a careful observer, the role-play is likely to develop into a rather efficient activity. Sometimes, the teacher can even forbid any dialogues between the participant and the “Shadow” as though they exist in parallel worlds.

Such “Shadows” can accompany recruiters who promise their victims a bright future and use the participant’s voice to express their real intentions. Seeing the clear contradiction between intention and conduct helps students better imagine loose morals of recruiters.

Beside general forms of role-playing games described above, there are some more complex forms very useful from sociological perspective. Problems related to human trafficking can be presented by using the following forms of mock trials:

1. **Mock trials.** Students should accurately imitate a trial held sometime in the past. The more scrupulous the preparation is, the better will the imitation be. Archives and publications will be of great help in achieving this.

2. **Role-play on trials with public verdicts.** This type of role-playing imitation of trials is similar to the previous one; the only difference is that in this case, the verdict can be changed.

3. **Trials of fictional characters.** Such mock trial help students shape clearer ideas about justice, honesty and other issues, satisfy their natural thirst for knowledge and use the occasion to get rid of biased opinions. For instance, students can judge the character of Samvel Poulshatyan.

4. **Trials concerning current conflicts and problems.** Legal cases are based on video materials and news releases, opinions of participants’ family members and relatives on current events. Current events are of great importance and relevance to students; therefore, they try to hold their own trial. For example, they can judge a father refusing to have his daughter back after she fell victim to trafficking, as he claims that he would die of shame.

5. **Students create a new scenario and turn it into a role-play.** This is a really creative work which enables students to make up stories with crimes, victims, witnesses, evidence and offenders charged with a crime.
In this case, it is essential that students turn their knowledge of theory into practice. To do so, they also need a broad-minded teacher with investigator’s skills. If the crime is too complicated, and students cannot hold a trial they should resume the investigation and try to learn how competent legal officials would have acted in similar situations.

6. Role-play method “Reader’s Theatre”. The role-play method “Reader’s Theatre” offered by Turner in 2004 consists in transforming a piece of narrative writing into a play. A group of students read a story and then try to transform it into a play. The key point of this method is dramatic plot planning. To transform such a narrative into a play, students should perfectly understand the characters, the situation and remember their primary goals, themes, story or plot lines. In fact, they write the story anew by turning the narrative episodes into dialogues. They should be careful enough to understand to which character refers the information and how to develop it into a dialogue or a monologue. After developing and rewriting the play, students can perform it several times. Thus, they can perform the story “Traded innocence” by Raffi. Besides, they can choose the fairy tale “Anahit” by Ghazaros Aghayan, particularly the episode describing how its characters fall victim to human exploitation. The performance can have some intervals, so that students can discuss problems of trafficking in persons.

Reflection or consideration following the role-play

In fact, role-play is a very efficient method; however it is incomplete without the stage of consideration, i.e. students’ reflections on their own actions. This process is called consideration or reflection which enables the teacher and his/her students to use debriefing sessions in order to reveal the knowledge gained by students.

Many researchers emphasize the importance of holding such sessions after role-playing games as an essential way to maximize their efficiency (Gillespie 1973, as cited in Petranec, Corey Black, 1992). Most role-play exercises are not didactic in nature; therefore, the teacher needs to use the method of reflection to help his/her students consider both their behavior patterns, role-play methods and their similarities. Role-playing games should not be viewed as a deviation from day-to-day activities of the class. In fact, such role-playing games make part
of the class activities and aim to facilitate the debriefing session. As role players consider problems and reflect on them after the activity, they acquire essential skills to deal with any real-life situation.

During debriefing session, trainers play a function completely different from that of teachers. They create an atmosphere of sincerity and are open to new ideas. During debriefing session, trainers initiate discussions and encourage every opinion. They can face some difficulties if they tend more towards the didactic style of teaching (implying passive roles for students). The debriefing session should not be teacher-oriented. Teachers should give students some time for reflection and raise complex questions. They should encourage students to pay special attention to behavior patterns and draw parallels between role games and real life.

Hankinson (1987) and Hsu (1989) offer the following way to hold debriefing discussions. They believe that the debriefing session is based on “Four Es” (Events, Emotions, Empathy and Explanations).

The best way to initiate discussion is to ask participants to describe all their experiences. All students wishing to do so may speak out. If necessary, students may elaborate on details. At this stage, the teacher should try to turn the discussion into an analysis.

After students share their experiences, the discussion targets another important issue, namely students’ feelings brought about by such experiences. The teacher should be very careful in revealing students’ feelings. If students fail to find appropriate words to express their emotional experiences, the teacher should be the first to offer them a list containing names for many feelings. In this case, the teacher aims to create an atmosphere of trust, i.e. an atmosphere where all feelings and ideas are respected. Even if students discuss some unpleasant feelings, the teacher should listen to them and appreciate their frankness.

*Events and emotional experiences may provide much information.* To help students learn a lesson from a particular situation, the teacher turns to the third important stage, empathy, and offers to discuss simulation from various perspectives. The teacher encourages participants to imagine themselves in someone else’s place and to perceive the world as they would do. Opposite approaches to the situation are both acceptable. During the role-play, it is important to understand different opinions.
Reflection on role-play is finalized by *explanation* or *analysis* stages which can take various forms. The teacher should encourage the participants to explain the triggers of their actions or experiences. Students should detail their role-play and the primary aim of this exercise. They draw parallels between the role-play and real life, discuss similarities and differences. Participants should reflect on the following question: Do people make the same decisions in the real life? At last, they may also discuss abstract theories, new actions and experiences. They comment on such theories and then find logical similarities with their role-play.

The author of the second approach to debriefing, Linda Lederman, offers a model stipulating that mental processes should pass through the following three stages:***

1. Access to coordinated mental and analytical processes;
2. Personification of analysis and life experience, search of one’s place in one’s own inner world;

One can immediately notice that the both approaches share common features; this means that education experts already have a general idea about debriefing session stage, and teachers are able to use the three-stage method of four “E”s to debrief participants of role-playing games.

Linda Lederman suggests that trainers who debrief students (Debriefers) may break down the first stage of debriefing session into sub-stages in order to facilitate the reflection process. Teachers can choose the following sub-stages: 1) invite participants to join a sincere discussion, 2) define rules of the discussion (mental processes) to be followed be the given group, 3) assess expectations of the groups and ask them to describe the events 4) describe the events: participants can explain their

actions and reasons underlying them.

During the second stage, with the help of their teacher, students try to describe the direct impact of their experiences on their personality. They discuss what they experienced and felt while playing their roles and how they perceived someone else’s complicated problem. Besides, students should consider whether they managed to solve the problem (in case there was a problem) and understand the reasons influencing people’s conduct in similar situations.

At the third stage, the debriefer again helps students to sum up the role-play and understand in which situations they can apply their new knowledge, skills and ability of empathy. At this stage, the teacher asks them the following question: “What did we learn after the role-play?” Students try to recall and compare some facts and to sum up the new experience they gained during the lesson.

Upon completing the debriefing analysis, students may comment on mutual assessment of their work if, for example, they identify the group that managed to communicate plausibly an idea or event. In some role-plays, the role-playing game may be performed again after the analysis. Thus, an adequately chosen order of debriefing session and analysis is not only aimed at facilitating students’ comprehension of the particular material but also develops their introspection skills and links between life experience and training.
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