



***HUMAN
TRAFFICKING
AND
EXPLOITATION***

MANUAL FOR TEACHERS

HUMAN TRAFFICKING AND EXPLOITATION

MANUAL FOR TEACHERS

Third Edition

Recommended by the order of the Minister of Education and
Science of the Republic of Armenia as a supplemental material
for teachers of secondary educational institutions



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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 centre of growing public attention worldwide.

This manual was prepared in the framework of the Regional Project **“Secondary school education in Armenia, Azerbaijan and Georgia to contribute to prevention of trafficking in persons”** and was updated by IOM taking into account the changes in the legal and institutional frameworks to combat human trafficking in the Republic of Armenia.

The manual incorporates three parts. The first part focuses on theory studies that will enable an effective use of teaching materials on trafficking found in diverse components of the *Social Science* curriculum for students of secondary and high schools and can be included in the topic lists of recommended lessons for supervising teachers.

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 teaching, discussion and assessment of human trafficking issues.

We wish you success.

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PART 1. THEORY

INTRODUCTION. MODERN-WORLD HUMAN TRAFFICKING AND ITS GRAVE PUBLIC DANGER

In the final decades of the past century, sociologists first spoke of globalization in social processes saying that the world has become “a smaller place” with numerous processes getting “freely” across national borders, various continents and even parts of the world. The modern society can be truly described as globalized since frontiers gradually become more transparent in terms of circulating ideas, funds, commodities and people. Unfortunately, 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 transnational 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 “modern or present-day slavery” based on the fact that human beings are regarded as articles of trade in both cases. Armenia is predominantly a country of origin, that is to say, a “supplier” of potential victims of trafficking to other countries. However, there were some incidents involving foreigners who became victims of trafficking in Armenia and a few cases of internal trafficking when the exploitation of persons took place in the territory of Armenia. Today, multiple cases of labour and sexual exploitation affecting Armenian women, men and minors in other countries are known. This means that the Armenian society should be aware of human trafficking to reduce the number of potential victims and avoid using products and

services provided by trafficked persons. By doing so they may promote such practices without intention.

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 beatings, threats and humiliation.

The US Department of State publishes Trafficking in Persons Report annually outlining the current situation and the appropriate response to this crime across the globe. Based on this, countries are categorized under different tiers.

The TIP report 2016 categorized Armenia under Tier for the third time.¹

Countries included in Tier 1 are those whose governments fully comply with the minimum standards established under the Trafficking Victims Protection Act (TVPA).

Between 2008 and 2013, Armenia was placed under Tier 2. The placement under Tier 2 covers countries whose governments do not fully comply with the international standards of countering human trafficking, but where significant efforts are made to ensure compliance with these standards. Some countries are also classified under Tier 2 Watch List and Tier 3. Before 2008, Armenia was categorized under Tier 2 Watch List.

Armenia's progress to Tier 2 followed by a placement under Tier 1 over recent years is attributable to serious reforms, sustained and comprehensive efforts and close cooperation between Armenian governmental agencies, non-governmental organizations and international partners included in the Council on Human Trafficking Issues presided by the Armenian Deputy Prime-Minister and the working group under the Council coordinated by the RA Ministry of Foreign Affairs.

¹ For details see US State Department Trafficking in Persons Report 2016. www.state.gov/documents/organization/258878.pdf

The problem of human trafficking has become a matter of serious concern to the entire civilized humanity. While the States join their efforts to combat trafficking, this “slavery of our days’ still makes part of the bitter reality. According to the TIP 2016 report 600 000 - 800 000 people per year are being exploited, According to different sources, annual profits from human trafficking amount to billions of dollars.

The period following the World War II marked a new milestone in human rights protection. 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. For this reason, 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 20th century and the onset of the third millennium, it has become quite clear that due to the extended scope of organized crime there is still much to be done in order to create a world without violence and infringement of human rights. To counter a new global wave of human trafficking and known cases of servitude, labour and sexual exploitation, removal and sale of organs and many other incidents, a decision was made by the affected states to take more coordinated and concerted action against this modern form of slavery, i.e. transnational organized crime which leads to violations of rights to life, health, safety, personal immunity, dignity, adequate remuneration for work and a number of other fundamental and inalienable rights.

CHAPTER 1.

HUMAN TRAFFICKING AND EXPLOITATION AS A FORM OF TRANSNATIONAL ORGANIZED CRIME

A. What is human trafficking and exploitation?

The concept of “human trafficking” shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation.²

To make the definition clear, here are some examples of human exploitation elements:

- Mr V. recruited a group of men to work on construction sites and transferred them to the Russian Federation. These persons were subjected to coercion; they were forced to work only for food, and the sums payable to them were embezzled by Mr V. and his criminal associates.
- 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.

² The concept was defined in the Palermo Protocol. Please, find below Protocol details.

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 labour.

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 began to enslave representatives of the black race. This process unfolded during the exploration of American and African continents and lasted till late 19th century. This type of slavery draw 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.

In 1815, the Declaration of the Congress of Vienna was the first international instrument to ban slavery and particularly the trade in black African slaves. Later, in 1818, the Conference of Aix-la-Chapelle (Aachen) both banned the trade in black slaves and declared it a criminal offence. However, both instruments remained on paper. Ever since, more vigorous action has been taken against the slave trade. Nevertheless, slavery or similar practices of human trafficking persist.³

Unfortunately, it cannot be argued that society was free from slavery at any stage of civilization as it has always been exposed to

³ See **Երեմյան Ա., Թումասյան Դ., Ղամբարյան Ա., Պետրոսյան Տ.**, *ՀՀ-ում մարդու թրաֆիքինգի և շահագործման դեմ պայքարի իրավական հիմունքները*, Yerevan, 2011, pp. 16-20.

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. While 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 “labour 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. 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.

Presently, human trafficking and exploitation cannot be restrained by borders and can be found in all countries, rich and poor. Victims of trafficking incur physical, mental and material damage that takes great effort and long time to heal and makes their return to the society painful and difficult.

Human trafficking is a transnational organized crime, and various States combine their efforts to reduce it. To prevent and effectively combat trafficking in women, men and children, a comprehensive international approach was taken 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.

B. Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children

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.⁴ It should be emphasized that this type of crime is transnational in nature; this is evident from the contents of Article 3 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.

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

⁴ The terms “human trafficking” and “trade in persons” are used as synonyms in this paper and numerous other international instruments.

- (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, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;*

(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, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in subparagraph (a) of this article;

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

Trafficking in persons involves three key elements:

Action: recruitment, transportation, transfer, harbouring 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

labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

The elements mentioned are outlined in the table below:

<i>Actions of traffickers</i>	<i>Methods used for trafficking</i>	<i>Objectives of trafficking</i>
<p>Traffickers take the following actions for the purposes of exploitation:</p> <ul style="list-style-type: none"> • Recruitment • Transportation • Transfer • Harboursing • Receiving 	<ul style="list-style-type: none"> • Threat of force • Use of force • Other means of coercion • Abduction • Fraud • Deception • Abuse of power or a position of vulnerability • Giving payments or benefits to achieve the consent of a person exercising control over another person 	<p>The primary objective of trafficking is exploitation which can take the following forms:</p> <ul style="list-style-type: none"> • Exploitation of people to engage them in prostitution • Other forms of sexual exploitation (e.g. pornography) • Forced labour or services • Slavery or practices similar to slavery • Slave toil • Removal of organs

Thus, trafficking cases must entail one element of each of these three categories (action, means, objective). However, there is an exception concerning children. The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation as defined under Article 3 (c) of the Protocol 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, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Attempts to commit such crimes, complicity in their commitment, organization or direction of others to commit such crimes fall under the same category.

C. Council of Europe Convention on Action against Trafficking in Human Beings

Council of Europe *Convention on Action against Trafficking in Human Beings* was signed by the Republic of Armenia on 16 May 2005 and ratified on 14 April 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. Article 1 of this Convention specifies its purposes:

- (a) to prevent and combat trafficking in human beings, while guaranteeing gender equality;
- (b) to protect the human rights of the victims of trafficking, design a comprehensive framework for the protection and assistance of victims and witnesses, while guaranteeing gender equality, as well as to ensure effective investigation and prosecution;
- (c) 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 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;

(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 must be set up to monitor the States' compliance with the provisions of the Convention.

D. Human trafficking as considered under other regulatory instruments of 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. Article 1(1) reads as follows: "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".

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 labour 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/her natural parents or by his/her guardian to another person, whether for reward or not, with a view to the exploitation of the child or young person or of his/her labour.

- 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, epidemic, etc. 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.

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

Article 32 of 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.

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 “racial discrimination” shall mean any distinction, exclusion, restriction

or preference based on race, colour, 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.

CHAPTER 2.

ELEMENTS 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, harbouring or receipt of persons for the purpose of exploitation and implication of persons into prostitution or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery or retention in this state. 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. In 2011, the Criminal Code of the Republic of Armenia introduced an article imposing a liability for using services of trafficked persons.

Criminal Code of the Republic of Armenia

Article 132. Human trafficking

1. Human trafficking, i.e. recruitment, transportation, transfer, harbouring or receipt of persons for the purpose of exploitation, as well as exploiting persons or placing or retaining them in the state 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, receiving or promising payments or benefits to achieve the consent of a person having control over another person is punishable with imprisonment for the term of 5 to 8 years with or without confiscation of property, forfeiture of the right to hold certain posts or practice certain activities for a maximum of 3 years or without that.

2. *The same action committed:*

- 1) *against two or more persons;*
- 2) *by a group of persons with premeditated conspiracy;*
- 3) *with abuse of official power;*
- 4) *by threat or use of violence dangerous for life or health;*
- 5) *against a woman with prior knowledge of her pregnancy;*
- 6) *by crossing the State border of the Republic of Armenia to smuggle a person,*

is punishable with imprisonment for the term of 7 to 12 years with or without confiscation of property, forfeiture of the right to hold certain posts or practice certain activities for a maximum of 3 years or without that.

3. *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 with imprisonment for the term of 10 to 14 years with or without confiscation of property, forfeiture of the right to hold certain posts or practice certain activities for a maximum of 3 years or without that.

4. *For the purposes of this Article and Article 132.2 of this Code, exploitation shall mean the implication of others into prostitution or other forms of sexual exploitation, forced labour or services, enslavement or practices similar to slavery or the removal of organs or tissues.*

5. *Persons affected by a crime under this Article and Article 132.2 of this Code shall be relieved of criminal responsibility for minor and medium severity crimes if they were forced to commit them in the situation resulting from their status.*

(Article 132 modified, amended by Law ՀՕ-97-Ն of 09.06.04, modified by Law ՀՕ-103-Ն of 01.06.06, amended by Law ՀՕ-119-Ն of 01.06.06, amended by Law ՀՕ-220-Ն of 18.11.09, modified by Law ՀՕ-69-Ն of 01.03.11).

Article 132.2. Trafficking or exploitation of a child or a person who is unable to realize or control the nature and significance of his/her actions due to a mental disorder

1. Recruitment, transportation, transfer, harbouring or receipt of a child or a person unable to fully or partially realize or control the nature or significance of his/her actions due to a mental disorder, for the purpose of exploitation, as well as exploiting such persons or placing or retaining them in the state of exploitation,

is punishable with imprisonment for the term of 7 to 10 years with or without confiscation of property, forfeiture of the right to hold certain posts or practice certain activities for a maximum of 3 years or without that.

2. The same action committed:

- 1) against two or more persons;*
- 2) by a group of persons with premeditated conspiracy;*
- 3) with abuse of official power;*
- 4) by threat or use of violence dangerous for life or health;*
- 5) by means of abduction;*
- 6) against a woman with prior knowledge of her pregnancy;*
- 7) by crossing the State border of the Republic of Armenia to smuggle a person,*

is punishable with imprisonment for the term of 10 to 12 years with or without confiscation of property, forfeiture of the right to hold certain posts or practice certain activities for a maximum of 3 years or without that.

3. The action covered in Sections 1 or 2 of this Article, which

- 1) is committed by an organized group;*
- 2) caused by negligence the death of the victim or other grave consequences,*

is punishable with imprisonment for the term of 12 to 15 years with or without confiscation of property, forfeiture of the right to hold

certain posts or practice certain activities for a maximum of 3 years or without that.

(Article 132.2 amended under Law ՀՕ-69-Ն of 01.03.11)

Article 132.3. Using services of trafficked persons

1. Using the services of a trafficked person, should any such status become obvious to the user, and provided that his/her actions do not contain any incriminating elements specified under Article 132 or Article 132.2 hereof,

is punishable with a fine of 100-400-times the amount of minimal salary or with a maximum imprisonment of two years.

2. The same action committed:

- 1) against a person with prior knowledge of his/her minor age;*
- 2) against a person unable to fully or partially realize or control the nature or significance of his/her actions due to a mental disorder;*
- 3) against a woman with prior knowledge of her pregnancy;*
- 4) against two or more persons,*

is punishable with imprisonment for a maximum of 3 years with or without forfeiture of the right to hold certain posts or practice certain activities for a maximum of 3 years or without that.

3. Any person who acts of his/her own accord and provides information to law enforcement authorities of the Republic of Armenia is exempted from the criminal liability set forth herein, if his/her action contains no other incriminating elements.

(Article 132.3 amended under Law N 69-N of 01.03.11)

“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 labour contracts, etc.⁵

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.

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.

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.

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 labour”.

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 harbour 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

⁵ These articles are interpreted in line with the Criminal law of the Republic of Armenia, Special Addenda, edited by G. Ghazinyan. Yerevan State University Publishing, 2007, pp 202–204.

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, harbour or receive persons for their further exploitation. For example, this refers to the cases when criminals accompany their victims to the place of destination where they will be subjected to sexual exploitation or forced labour 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.

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 (4) of the Criminal Code of the Republic of Armenia reads that exploitation means implicating people into prostitution or other forms of sexual exploitation, forced labour or services, slavery or a state similar to slavery, trading, removal of body parts or tissues. 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.

Forced labour or services as well as implicating people into slavery or a state similar to slavery are defined in relevant conventions.

Where selling and buying are present, the act of exploitation happens through a resale of the person, whom the perpetrator views his/her victim as a “merchandise” and a source of income.

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.

Implication of people into prostitution or other forms of sexual exploitation, forced labour, 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. The corpus delicti 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.

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 the definition.

CHAPTER 3.

CAUSES AND FACTORS LEADING TO HUMAN TRAFFICKING

Knowledge of causes and factors leading to human trafficking is essential for preventing and forestalling its incidence. Revealing such causes explains why human trafficking is still very common and exists despite the concerted efforts of the international community. Examination of factors leading to trafficking draws a clear picture of how recruiters think and what manipulation techniques they employ and provides protection against such crimes by avoiding unwise conduct and specifically victim behaviour. Some causes of human trafficking are discussed below.

A. Economic globalization

Today, global economy and globalization of trade are natural social developments and have both positive and negative implications. A negative effect is that global economy and trade provide fertile ground 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 so anywhere on the globe at maximum profit. International trafficking in persons is also guided by the market principles. 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 labour, i.e. workers ready to accept less favourable terms of employment, lower salaries and absence of social guarantees. While these practices by no means amount to human

trafficking per se, they allow some criminal “dealers” in some countries to “create new jobs” for irregular migrants or unskilled workers and subject them to some ruthless exploitation.

Apart from that, some businesses choose to use cheap labour available in their own country rather than transfer their production abroad. In most developed countries, there are numerous migrant workers, including irregular aliens, who become a temptation hard to resist for some “businessmen”. Further, incoming cheap labour sparks intensive competition on the market leading to cutting of labour costs and aggravating the situation with human trafficking.

Development and access to means of communication allows people to travel freely around the globe. In its turn, this positive development trend enables criminals to run a black market of sex and transplantation services next to a booming legal tourism. In some countries, criminals stir the demand for virgins to benefit from it.

B. Economic and legal differences of States and regions

Economic and legal differences of States and regions find expression in facts described above. The media coverage of economic and legal benefits in developed countries turns them into an irresistible temptation for those living in poor countries. It is also noteworthy that 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 the future of children. Absence of prospects, harsh living conditions and poverty raise the likelihood of trafficking. With no alternative to provide subsistence for their families, people shun no means to gain entry to countries with better living conditions. Most of them embark upon the path of irregular migration which in itself does not amount to trafficking. However, irregular migrants are more prone to risks of human trafficking as they are unable to seek assistance from State authorities of their host country when they fall victims to slavery or find themselves in similar conditions.

Under market economy, it is very important for employers to reduce their cost of labour. 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 labour. Refugees and irregular migrants who unlike the natives agree to work for low wages are considered cheap labour. Sometimes people are forced to work without any payment at all through deception or intimidation. Many self-styled companies are run in conflict with the law and labour legislation. They ignore rights to labour insurance, annual leave and avoid paying all taxes. No citizens of developed countries would agree to work on such terms, therefore employers resort to refugees and irregular migrants from poor countries. The need to cut production costs led to an increased demand for migrant labour and female household servants from abroad. 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 such situation does not readily suggest human trafficking, it can serve as a contributing factor.

Some countries have a market of child labour. In many countries, child labour is illegal. Children are allowed to work part-time starting from a certain age. Unfortunately, child labour is paid less, and children are much more vulnerable to exploitation than adults. Child labour is mostly exploited in cotton industry and housekeeping. Children are also implicated in forced begging or other antisocial behaviour.

Much less favourable economic conditions of women compared to men in some countries make another key factor driving sexual exploitation. “Feminization” of poverty stems from gender inequality, namely clear division of male and female labour 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. “Feminization” of poverty is accompanied by worsening of living conditions for children who end up as targets of traffickers.

Poverty in general is a contributing factor of labour exploitation; extreme poverty drives men to accept work outside their home country against their will sometimes facing the risk of trafficking despite the imminent danger they might even be aware of.

Children are also sent to “work” because their family is poor.

C. Human organ and tissue transplantation as a result of scientific progress in medicine

Despite the good intention to prolong life and restore health, such practices are also conducive to human trafficking. How can this happen? Obviously, those who can pay for human organs and tissues outnumber donors. This creates excessive demand which spurs higher prices seducing criminal minds into easy and quick income.

According to data of 2016, about 120,000 patients from United States are on waiting lists for transplantation of various organs.⁶ On average, the waiting period lasts 3–10 years. Due to long waiting lists, 15–30% of patients have very slim survival chances. Citizens of the developed countries are more interested in buying human organs. They can afford it and place a high value on their health. Many countries, including Armenia, have rules stipulating that living donors may donate only one of their pair organs exclusively to their family members or close relatives. It is forbidden to receive or request payment for organs as trade in human organs is forbidden in the Republic of Armenia.

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 disadvantaged people and force them to sell their own organs. There are some known cases when traffickers achieve their desired results by violence.

D. Victim behaviour of potential victims of trafficking

(Can be used as distribution material for the Lesson 6)

The word **victim** comes from Latin. *Victim behaviour comprises*

⁶ See **The Organ Procurement and Transplantation Network (OPTN)**, website: <http://optn.transplant.hrsa.gov/>

behaviour patterns that make it rather easy for a person to fall victim to some crime or face danger that could be normally avoided. Victim behaviour is the aggregate of physical, psychological and social qualities gained by the person who as a result may fall victim to a crime.⁷

Victim behaviour of people implies such behaviour patterns which call for crime, that is to say, behaviour through which people expose themselves to danger (often, unconsciously).

The term “individual victim behaviour’ refers to a person’s ability to create or actively contribute to creating favorable conditions which lead to committing a crime. For instance, a child who frequently runs away from home, takes up a life of a vagabond and shows distrust in his/her parents or other legal representatives may become targeted for trafficking as they are prone to temptation and subsequent exploitation.

The following types of victim behaviour can be outlined:

- a) Individual victim behaviour as a relative “tendency” of people to be exposed to any crime, such as rape, fraud, robbery, etc.
- b) Mass victim behaviour 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 behaviour can also be assessed by other standards (e.g. occupation), as on one of formal personal qualities i.e. victim behaviour of striptease dancers, prostitutes, etc. Such type of victim behaviour is called group victim behaviour. Victim behaviour itself does not mean that victim’s conduct is immoral or illegal; however it can be described as a personal quality which makes it easy for a person to fall victim to a potential crime. For example, people can fall victim to a crime because of being overly self-confident dependent on their age (minors) or occupation (striptease dancers, etc.), and, yet, this is not enough to judge about their inadequate behaviour or negative personal qualities.

⁷ For details on victim behavior see Франк Л.В. Виктимология и виктимность. Об одном новом направлении в теории и практике борьбы с преступностью: Учебное пособие.- Душанбе, 1972.

By nature, people can show victim behaviour i.e., risky, careless, indiscreet, hasty provocative or dangerous behaviour patterns.

Many crimes, including exploitation are usually caused by victim behaviour, i.e. inadequate actions under certain physical and psychological conditions, careless and indiscreet behaviour with others (which affects their self-esteem or personal property), unwillingness to cooperate with law enforcement authorities, illegal deals, and rash actions. Without any doubt, perpetrators of a crime are those who must be held liable; yet, avoiding victim behaviour may offer better odds against risks of trafficking.

Thus, many crimes could be avoided, if victims showed prudence and were ready to prevent commitment of dangerous acts or crimes.

When recruited, potential victims show the following forms of victim behaviour:

- Trusting friends and casual acquaintances without sufficient grounds;
- Lack of critical approach in trusting announcements of work abroad without checking their reliability;
- Placing implicit trust in marriage announcements;
- Placing implicit trust in online announcements.

Remember that reasonable doubts and critical thinking will help you avoid victim behaviour and deception. Certainly, becoming paranoid is taking this approach to extremes. Decisions should be reasonable.

Keep in mind that recruiters are quite good at influencing people and manipulating their dreams and ambitions. When promised moons and stars or easy income overnight, prudence and caution is advised without panic and negation.

Today, we live in the age of global interactions with increasingly intensive movement. Critical thinking and awareness of potential risks is required when considering any proposal.⁸

⁸ The next section suggests a number of guidelines to prevent human trafficking.

CHAPTER 4.

PREVENTION OF HUMAN TRAFFICKING AND EXPLOITATION

A. Concept of “prevention of human trafficking”

The professional literature (on criminology) defines the concept of *crime prevention* as a set of measures and agents that entails:

- Identifying, eliminating and counteracting the root causes and triggers of the crime and its certain types;
- Establishing and eliminating underlying motives of the crime in a certain area;
- Identifying high-risk population groups exposed to the crime;
- Identifying persons who potentially demonstrate typical criminal conduct and taking preventive and disciplinary actions (such actions may also involve family members, relatives or friends, as necessary).⁹

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

1. Prevention of events before their occurrence

Combating supply and demand for women, men and children on the market of sexual, labour and any other services through providing buyers and victims of these services with relevant information and adopting economic policies to create more employment opportunities.

2. Efforts to reduce incidence of human trafficking

- Implementing assistance programmes for high-risk groups comprising, for instance, young men in rural areas, persons leaving their home country or women without education;

⁹ Криминология/Под ред. В.Н. Кудрявцева, Юрист, Moscow, 2002, pp. 279–280.

- 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 and dating 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.¹⁰

B. Preventive measures against trafficking in persons

It follows from above that prevention of human trafficking calls for both general public action, e.g. economic, social, ideological, legal and educational, and specific measures by law-enforcement authorities.

A. M. Bandurka specifies the following activities to prevent trafficking:

- Legal, awareness raising and advocacy campaigns;
- Timely identification and neutralization of human trafficking and its contributing factors;
- Promotion of investigations to identify perpetrators and victims of trafficking; correction of any shortcomings in anti-trafficking initiatives;
- Involvement of the society and police in anti-trafficking actions.¹¹

¹⁰ Report on training needs of law enforcement authorities fighting trafficking in the Republic of Armenia, Yerevan, December 2007, p. 21.

¹¹ Երեմյան Ա., Թումասյան Դ., Ղամբարյան Ա., Պետրոսյան Տ. Հայաստանի Հանրապետությունում մարդու բրաֆիքինգի և շահագործման դեմ պայքարի իրավական հիմունքները, Yerevan, 2011, p. 224.

Let us now discuss some essential anti-trafficking actions and strategies.

1. *Forewarned is forearmed.* This motto perfectly captures the essence of prevention of trafficking and addresses the need for raised awareness of trafficking risks for various social groups. In fact, the motto suggests:

- Public awareness raising, especially among vulnerable risk groups and potential victims of trafficking;
- Raising awareness of travel, dating or employment agencies (offering services abroad);
- Raising awareness of law enforcement authorities and other State agencies directly dealing with various population groups;
- Raising awareness of human trafficking issues in the mass media, etc.

In particular, persons vulnerable to trafficking must have access to information on:

- Recruitment techniques deployed by traffickers;
- Legal requirements for migration to other countries and legal employment opportunities;
- Various sexually transmitted diseases spread through sex services and exploitation;
- 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, to prevent human trafficking, it appears essential to analyse 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 labour and to identify the opinions that have become

stereotypes and particularly increase the danger of becoming victim to trafficking and exploitation.

While the image of a wife and mother in our society implies a fixed set of roles and qualities, namely: morality, humbleness, obedience, homeliness, caretaking and fostering of children, etc. The husband and father is supposed to be strong, masculine and provide for the physical, social and financial security of his family.

While the financial security of the family is mainly the man's responsibility due to difficulties of social and economic nature, this burden may rest fully or partially on a woman's shoulders. 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 exploitation.

High unemployment rates for male population render them vulnerable to false promises of jobs (mostly in construction) in line with their perceived status of "bread-winner".

Both men and women implicated in sexual services or forced labour and controlled by others feel shame and fear stigmatization for their conduct, which may be in conflict with norms acceptable in the society. Their behaviour 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 labelling 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 is a serious infringement of human rights, 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 and exploitation 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: labour exploitation, forced begging, forced military service, removal and sale of human organs, debt bondage and so forth.
- Men can also become victims of trafficking.

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 programmes, 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 the best 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.

2. Increased role of the mass media

Considering the critical role of the mass media in countering human trafficking, all highlights on trafficking must be complete and accurate. First of all, strengthening the role of the mass media 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 actions against human trafficking in the country through special broadcasts and communications, free screenings of thematic films and videos and public service announcements. It is necessary to give regular media coverage of measures taken to combat trafficking, to secure the involvement of competent professionals 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.

The world of today is marked by an increased and unprecedented role of information and communication technologies in our life. It is obvious that such technologies have grown into a powerful and effective instrument to mobilize the society and guide social movements and developments. Therefore, the use of information and communication technologies in anti-trafficking actions proves highly effective.

The Internet gets increasingly popular in our country, and this suggests advanced preventive action against trafficking, namely its coverage and counteraction initiatives in social networks, active discussions and updates of related websites on regular basis (www.antitrafficking.am , www.iom.int/countries/armenia).

3. Preventing exploitation of minors

To this end, 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 employment programmes.

Prevention of trafficking will also be greatly facilitated by offering special 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, films, videos, public service announcements) and distributing them to students and adolescents as well as by offering workshops. Such workshops will cover both information directly related to risks of human trafficking and ways to avoid it and will provide general information on factors increasing vulnerability, human rights, dignity and integrity, gender equality and tolerance. Also, vocational counselling and training for adolescents are imperative.

4. Social and economic programmes

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 programmes and to integrate anti-trafficking measures in the strategic poverty reduction programme 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, elimination of corruption, etc.

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

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

Anti-trafficking actions described above are based on a strategy built around the fact that human exploitation is driven by its demand. Therefore, States and intergovernmental organizations must target factors which increase vulnerability to human trafficking, such as gender inequality, poverty and all forms of discrimination.

C. Youth as risk group for trafficking

(Can be used as distribution material for the Lesson 5)

Victims of human trafficking are mostly individuals or groups with relatively poor life strategies. Such people constitute risk groups. Other

contributing factors of human trafficking are poverty, gender inequality and young age.

Some 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.
- *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. They immediately fall into the trap of human trafficking.
- *Gender-based division of work and discrimination on the labour market.* Many employers prefer to employ men rather than women as they believe that pregnant women and women with children are no longer properly committed to their work ending up as extra burden.
- *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 family or adults.¹²

- *Additional difficulties* faced by young people living in remote regions or villages who mostly lack necessary relations to obtain well-paid employment.
- *Insufficient activity* of educational institutions or the mass media to prevent trafficking.
- *Young people are often too optimistic and naive.* Sometimes they are overly self-confident (mostly due to their young age) and convinced that they can stand up for themselves even in unknown and extraordinary situations.

¹² In some cases, this risk group for human trafficking can also include children from families that migrated from their country in search of refuge in another country.

CHAPTER 5.

SUPPORT AND PROTECTION FOR VICTIMS OF HUMAN TRAFFICKING

A. Directions of support and protection for victims of trafficking

Public tolerance and victim-centred approach are main prerequisites for combating the crime of human trafficking. Any anti-trafficking action must focus on protection of victims' rights and best interests. Crime detection must by no means jeopardize victims and their relatives or infringe their rights. This is the essential principle underlying any anti-trafficking action. Therefore, support and protection for victims appear as the priorities of anti-trafficking action. This aspect of combating trafficking entails the following measures:

- Identification and repatriation of victims;
- Support and protection for victims.

And it is quite clear that the effective cooperation strongly affects the efficient support and protection for victims of trafficking implying international and intergovernmental cooperation, as well as partnership between officials of public authorities and members of civil society, NGOs and other stakeholders.

International and national organizations play a key role in anti-trafficking efforts and supporting victims of trafficking. Hence, IOM is one of international organizations that identifies trafficking victims and makes arrangements for their voluntary repatriation through its international network. Today, victims of trafficking are identified by means of a questionnaire developed by IOM.

In Armenia, the relations regarding the processes of referral of persons suspected to have been subjected to trafficking in human beings

and/or exploitation from the moment of their detection, as well as the processes of gathering and exchange of information with regards to those persons, their identification as victims or victims of special category,¹³ providing them with support and protection, and the provision of a reflection period¹⁴ are regulated by the Law of the Republic of Armenia on Identification of and Support to Persons Subjected to Trafficking in Human Beings and Exploitation adopted on December 17, 2014. For the purpose of providing appropriate support and protection defined by this law, a person may be recognized as a victim or a victim of special category solely by the Identification Commission, by open ballot and by majority vote. The Identification Commission shall be comprised of representatives from non-governmental organizations experienced in identifying victims of trafficking in human beings or exploitation, representatives from the Prosecutor General's Office of the Republic of Armenia, the Ministry of Labour and Social Affairs of the Republic of Armenia, the Police of the Republic of Armenia, who shall take up equal rights in the Identification Commission. Non-governmental organizations and State bodies shall be equally represented in the Identification Commission. The representative of the Ministry of Labour and Social Affairs of the Republic of Armenia shall be the Chairperson of the Identification Commission.

Upon returning home victims of trafficking face numerous problems and difficulties. The following issues, *inter alia*, deserve a special mention:

¹³ **Victim of special category** - a person subjected to trafficking in human beings and/or exploitation, who, at the time of his or her detection, was a child, or a person, who, as a result of mental disorder, is devoid of the ability to fully or partially realize the nature and meaning of his or her actions or to control those, and who was recognized as such by the decision of the Commission on Identification of Victims of Trafficking in Human Beings and Exploitation

¹⁴ **The reflection period** is the period whereby the foreigner potential victim, victim and victim of special category, while staying within the territory of the Republic of Armenia, regardless of the legality of his or her residence status, is granted the right and opportunity to get rid of the influence of the persons who have committed trafficking in human beings or exploitation, to recover from the consequences of the physical injuries inflicted, as well as to take sober minded and deliberate decisions. The reflection period shall be calculated from the moment when the foreigner potential victim is received by the competent body, and it shall be set for 30 days.

1. Social and economic status of the victim;
2. Legal protection of the victim;
3. Mental health of the victim;
4. Physical health of the victim;
5. Life and safety of the victim;
6. Reintegration, resocialization, etc.

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, it is necessary to recognize that the support provided to victims under the Law of the Republic of Armenia on Identification of and Support to Persons Subjected to Trafficking in Human Beings and Exploitation can be efficient only through collaboration and cooperation of State authorities, non-governmental organizations and organizations which are stakeholders of this process. Guided by the principle that victims of trafficking need sympathy and compassion and should by no means be condemned or prosecuted, support to victims and victims of special category shall be aimed at elimination of deviations from their normal lifestyle, caused by the trafficking in human beings and/or exploitation, and at the full value social reintegration of the victims. Support to victims and victims of special category may include the following:

- (1) provision of domicile;
- (2) in-kind aid;
- (3) provision or restoration of necessary documents;
- (4) medical aid and service;
- (5) psychological aid;
- (6) consultative aid;
- (7) legal aid;
- (8) provision of care, including in a relevant institution;
- (9) provision of translation services;
- (10) provision of general education;

- (11) ensuring the accessibility of secondary education and primary special (vocational) education;
- (12) provision of employment;
- (13) arrangement for a safe return;
- (14) lump sum monetary compensation.

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 regaining their status.

B. Consequences of trafficking

It should be noted that human 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. As stated above, implications of human trafficking are multiple and cause serious problems in various aspects of the victim's life.

Often, upon their return victims of trafficking face problems related to lack of accommodation, unemployment and financial difficulties coupled with negligence, condemnation from part of the society as well as marginalization, isolation and difficult social integration.

Most victims of trafficking 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.

Besides, victims of trafficking face grave 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.

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.¹⁹

There are even more complicated cases when victims of trafficking not only face social and economic difficulties, e.g. accommodation, financial and other problems, but also are hit by their cumulative negative impact.

C. Guiding principles for support and assistance to victims of trafficking

Taking into account the above, it should be noted that support and assistance to victims of trafficking is bound to be a lengthy process requiring tolerant and consistent efforts in compliance with certain principles and requirements:

¹⁵ Farley, Melissa; Barkan, Howard (1988) Prostitution, Violence against Women, and Posttraumatic Stress Disorder, *Women & Health*, 27 (3): 37-49. 1998, The Haworth Press, Inc.

1. First of all, victims of trafficking need sympathy and compassion and should by no means be condemned or prosecuted, marginalized and isolated from the society.
2. Guaranteeing life and security of victims of trafficking and their families.
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. Recognition and assessment of individuals’ personality irrespective of their cultural background, religion, nation, race, sex, social attributes and their current status.
5. 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.
6. 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 tranquillity and confidence and, therefore, may not be underestimated and ignored).
7. Each 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.
8. 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.
9. Confidence in capacities and abilities of victims. It must be understood that victims 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.

10. Confidentiality of information and ban to pressurize and manipulate victims using such information.

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

- Trust and rely on the staff of supporting organizations by considering them as persons who understand and trust them and are always ready to help;
- Freely and easily narrate their stories, describe and express their experiences and emotions;
- Find solutions to their problems and overcome their difficulties together with the staff of relevant supporting organizations.

CHAPTER 6.

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 a number of international legal instruments, particularly the Council of Europe Convention on Action against Trafficking in Human Beings (2005). 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 cooperate 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, to the widest extent possible.

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

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

- Analysis of factors underlying the formation of demand for exploitive labour and commercial prostitution along with the analysis of legislative, strategic and other measures;
- Development of programmes creating various life opportunities and including basic education, vocational training and liquidation of illiteracy, especially among women and other vulnerable groups;
- Expansion of education opportunities for children and reduction of the number of children not attending school;
- Providing potential migrants with necessary information concerning the dangers of migration (exploitation, debt bondage, threats to

life and safety, incurable sexually transmitted diseases) and legal migration opportunities;

- Awareness campaigns to inform the public about the dangers of human trafficking;
- Research and change of policies causing people to migrate and become engaged in the forced labour accompanied by great risks;
- Study the ways of creating better migration opportunities to exclude legalized profit or labour exploitation. Labour migration promoted by the State should be based on relevant mechanisms in force to protect migrants' rights;
- Strengthen the potential of law enforcement authorities responsible for arresting and prosecuting traffickers;
- 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 programmes of States and international organizations focus on reduction and gradual elimination of factors which increase the vulnerability to trafficking and on all kinds of its triggers including inequality, poverty, discrimination and all forms of prejudice.

Cooperation with civil society means that State authorities and public officials should cooperate 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; so far, it has assisted more than 70,000 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 7.

ANTI-TRAFFICKING ACTIONS 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 6 December 2007 and presided by the Armenian Deputy Prime-Minister. The Council includes heads of all the relevant ministries and agencies. Besides, a working group presided by the Head of the Department of International Organizations, Ministry of Foreign Affairs was set up to map out current activities of the Council. Representatives from NGOs, international organizations and social partners provide a great input and active contribution to the efforts of the Council and the working group.

To boost the efficiency of anti-trafficking actions, the Government of the Republic of Armenia approved the Concept Paper on the prevention of illegal transportation, transfer and human trafficking from the Republic of Armenia as well as approved and implemented 4 National Programmes stemming from it, namely: National Programme for 2004–2006 on Actions to prevent illegal transportation, transfer and human trafficking from the Republic of Armenia (Governmental Decree N 58-N dated 15 January 2004), National Programme against Human Trafficking for 2007–2009 and Programme Schedule (Governmental Decree N 1598-N dated 6 December 2007) and National Programme against Human

Trafficking for 2010–2012 and Programme Schedule (Governmental Decree N 1140-N dated 3 September 2010), and National Programme against Human Trafficking for 2013–2015 and Programme Schedule (Governmental Decree N 186-N dated 28 February 2013).

The Fourth National Action Plan on Organizing the Fight against Exploitation of Persons (Trafficking) in the Republic of Armenia during 2013–2015, included the main priorities of its predecessor, and is more victim-centred in terms of the contemplated activities and objectives.

The goal of the Fourth NAP was to concentrate the State's efforts more closely on improving the identification and assistance of victims of exploitation of persons (trafficking) by implementing the required sub-legislative reforms, creating a financial foundation, and developing the capacity of the actors in the field.

Another key objective of the Fourth Programme was to conduct studies, including among working children.

As in all of the previous programmes, the Fourth Programme, too, focused closely on the implementation of measures to prevent the exploitation of persons (trafficking), especially labour exploitation (trafficking), among the general population as well as the vulnerable groups.

A key priority was the development of cooperation with the mass media to cover cases of exploitation of persons (trafficking), as well as in terms of the victim information presentation form and policy and respect for the confidentiality of victim data.

The Programme was developed by the Working Group adjunct to the Council for Issues of Fighting Exploitation of Persons (Trafficking) in the Republic of Armenia.

The Programme elaboration also took into account the results of the independent monitoring of the implementation of the Third National Action Plan, as well as recommendations by international instances, namely the First Report on the Execution by Armenia of the Council of Europe Convention on Action against Trafficking in Human Beings published in September 2012 and the Report of the US Department of State.

The strategies and actions presented in the Programme are aimed at organizing an effective fight against exploitation of persons (trafficking) and are contained in five key sections:

- Legislation on the fight against exploitation of persons (trafficking) and enforcement of laws;
- Prevention of exploitation of persons (trafficking);
- Protection and assistance of victims of exploitation of persons (trafficking);
- Cooperation; and
- Implementation of studies, monitoring, and evaluation.

By the Government Decree 726-N of 07 July 2016 the National Action Plan on Organizing the Fight against Trafficking in Human Beings and Exploitation in the Republic of Armenia during 2016–2018 and the timetable of implementation were approved.

The Fifth National Action Plan on Organizing the Fight against Trafficking in and Exploitation of Persons in the Republic of Armenia during 2016–2018, sets out diverse objectives that target all the aspects of the fight against trafficking in and exploitation of persons and include the core priorities of the previous Programme.

Like all the previous programmes, the Fifth National Action Plan pays much attention to the implementation of measures to prevent child trafficking and exploitation, as well as labour exploitation among the general population as well as the vulnerable groups.

The actions presented in the Programme are aimed at organizing an effective fight against trafficking in and exploitation of persons and are contained in five key sections:

- Legislation on the fight against trafficking in and exploitation of persons and enforcement of laws;
- Prevention of trafficking in and exploitation of persons;
- Identification, protection and assistance of victims of trafficking in and exploitation of persons;
- Cooperation; and
- Implementation of studies, monitoring, and evaluation.

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 analyse 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 analyse social reasons to consider young people as a risk group.
- Review ways and methods to obtain legal employment abroad and avoid related potential risks.
- Gain adequate skills for non-victim behaviour and avoiding human trafficking.
- 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 (See Part 1) and then offers students examples from the modern life to satisfy their curiosity (8 minutes).

Then, the teacher introduces an extract from the manual containing a definition of human trafficking and a related action table (Chapter 1), 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).

Title of story or extract	Victim(s) of human exploitation	Actions against victims	Purpose of exploitation	Methods used by exploiters	Consequences of exploitation
1.					
2.					

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

The teacher asks his/her 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.

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 Chapter 3). The following issues should be considered: poverty, search of income and other opportunities (for instance education), political conflicts and unstable situation, gender-based violence, demand for cheap labour and sex services, declined morals within the social environment, etc.

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!”¹⁶

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 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 fourth 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;

¹⁶ 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.

- 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).

Distribution materials for role-playing game

Look through the situation below and get ready for a role play (assigned to performing groups) on your teacher's instructions.

Edgar is a young programmer, and his wife, Anush, is an actress. They have a 12-year-old daughter, Lilit, and a 9-year-old son, Aram. One day, Edgar returned home excited and told his family that he had met his old acquaintance Hakob who offered him to leave for Paris with his family as Edgar would gain more there due to his professional skills and become quite well-off.

All the family got excited and started selling out their property to cover their travel expenses. One day Hakob visited them and explained how they would settle down in Paris. Thus, Edgar would take a plane to Istanbul and then leave for Paris by another transport. Anush would leave for Athens with a theatre troupe and then take a train to Paris. As for their children, Hakob would take them with him to Prague and then see them off to Paris with reliable people. The family would reunite in Paris within 2 weeks.

Hakob assured Edgar's family that the whole plan was backed up by a deputy minister and would run smoothly.

Your group is to perform the continuation of this story within 10 minutes. To do so, you can consider the situation through different lenses, namely through the lens of optimism, pessimism or realism. If necessary, you can also add more characters. You can perform either intermediate scenes or a final scene where the characters tell everything they have gone through.

Please keep in mind that your approach to the development should be optimistic, pessimistic or realistic. Remember that the performance must contain either explicit or implied criticism of trafficking.

The performers will be evaluated under the columns below.

Please keep in mind that each performance must last 3–5 minutes.

**Role-playing game evaluation column
(to be handed out to the evaluating group)**

To what extent did the performance reveal the features of trafficking?	Fully 5	Partially 4	By 1 or 2 feature 3	An attempt was made, but it proved ineffective 2	No features of trafficking revealed 1
Does the role play suggest that the performers can explain the nature of trafficking?	Fully 5	Yes, but with some reservations 4	To some extent 3	Hardly 2	The performers seem to have no idea about the nature of trafficking 1
Did the group show concerted efforts?	Yes, everybody contributed to the role play 5	Most of the group took part in the role play 4	Only half of the group took part in the role play 3	Most of the group showed indifference 2	The group lacked cooperation 1
Did the performers manage to handle their roles?	Fully 5	Partially 4	Hardly 3	Almost no 2	No 1
Did the performers manage their time?	Fully 5	Partially 4	Hardly 3	Almost no 2	No 1
Does the role play suggest any instructive conclusions?	Yes, Fully 5	At least one conclusion is suggested 4	Yes, with some adjustments 3	Hardly 2	No 1

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 and exploitation from other phenomena, e.g. prostitution, people smuggling, etc.

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. The teacher asks his/her students to 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 elements of human trafficking are included in these cases.

They had meals twice a day.

A woman who believed that her son, A, is old enough to earn his living and help his family, sent him to Dubai.

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 USD.

A. was 13 years old. His family was very poor, and parents were unable to send him to school.

A certain Mrs L. from their neighbour's family offered A's parents to take the boy with her to Dubai where he would be able to make much money.

Workers of the factory were mostly children aged between 12 and 15 years old. They worked from 6 a.m. till 10 p.m.

On Sundays, they went together with their supervisors to buy some hygiene items.

One girl managed to escape and report to the police.

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.

Consideration (15 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

Two schoolboys aged sixteen made up their mind to work at a canned food factory during their summer holidays. Their parents agreed thinking that the work may do the boys good. The factory was located in another city, and parents gave their children some money to cover their transport expenses and meals at a hostel. Counting on their income, the boys went to the entertainment centre of the city on the day of their arrival and wasted all their money. The next day, they found out that they would get the salary no sooner than at the end of the month. Since they ran out of money and had nothing to eat, they made up their mind to beg in the streets in the evenings. As a result, the police caught them and sent them back home. *Did the boys become victims of trafficking? Choose the options that are true:*

- a. Yes, they worked at the factory, but starved.
- b. No, as the factory should pay their salary in terms agreed.
- c. No, as they begged of their own free will.
- d. I have no idea.

Situation 3

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 be 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:

- analyse 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”.

1. Human trafficking is identical to irregular migration.
2. 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 analyse each situation, identify the elements of human trafficking and introduce them to their classmates (Chapter 1).

Situation 1.

Miss A. aged 21 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 labour 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 mind 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 2,000 USD 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 provide reasoned answers to the questions that follow.

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 5,000 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 programme. 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 programme implemented by the non-governmental organization UMCOR.

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

The lesson can be summarized by the following or similar questions:

1. What forms of human trafficking and exploitation did you learn about?
2. Are there elements of human trafficking and exploitation which are common to all of these situations?

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 Kh., and talked to him about his financial difficulties and unemployment. Mr Kh. 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 Kh. came to see R. in his place to discuss details of the deal. During the conversation Mr Kh. informed Mr R. and his wife Mrs H. K. that

skilled workmen earned monthly about 400 USD, and regular workers - about 350 USD, and 50 USD 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. K.

Mr Kh. 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 USD 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 Kh's supervision and share with E. and some other workers a small room furnished only with beds in the village Tekhsnab, 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 Kh. 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 Mr Kh. 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 Kh. 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 Kh. gave him a violent beating. Then Mr Kh. gave the boy a broken cellular phone and promised to charge the account but did not keep his promise. Mr Kh. 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 Kh. 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 Kh’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 Kh. 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 Kh. 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 Kh. 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 Kh. declared that he had given workers some money; however, he could not prove it.

The court sentenced Mr Kh. to imprisonment of 5 years and obliged to pay Mr R.K., his son E. and Mr A.G. a sum of 11,400 USD.

LESSON 5.

Youth as a special risk group for human trafficking

Lesson Objectives

By the end of this lesson the students will:

- List and discuss factors triggering the extreme vulnerability to trafficking among young people;
- Suggest sensible solutions.

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 material “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 (See Chapter 4, section C). 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

Analysis of viewpoints: the objective of this exercise is to encourage young people to develop skills for making their own independent analysis.

Students are divided in 2 groups. The teacher distributes to students sheets with various statements 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 statement separately, and the two groups express their opinion concerning each of them. (10 minutes)

1. Human trafficking does not concern ordinary people.
.....
2. Potential victims of trafficking are inhabitants of rural areas or refugees.
.....
3. Victims of trafficking are themselves to blame for their misfortune because of being too naive.
.....
4. Labour market offers equal opportunities for both men and women.
.....
5. Business offers from people you know may be trusted.
.....
6. People with higher education do not become victims of trafficking.
.....
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.
.....
8. One of the reasons motivating people to go abroad to work traces back to misleading concepts shaped through the mass media.
.....
9. You can meet “wise guys” everywhere, so that you can be deceived even in your home country.
.....

LESSON 6.

Concept of victim behaviour

Lesson Objectives

By the end of this lesson the students will:

- Define and explain the concept of victim behaviour;
- Distinguish and discuss manifestations of victim behaviour;
- Learn how to assess the situation properly.

Stimulating discussions (10 minutes)

Application of “the brief lecture method”. The teacher informs students about victim behaviour (See Chapter 3, section B). The teacher outlines the following questions for discussion:

- What do you understand by saying victim behaviour?
- What do you think are the reasons provoking victim behaviour?

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 behaviour”.

Next the method of “Active signs” is applied.

The teacher invites his/her students to read the material and 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.

V	+	-	?	!

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 behaviour”.

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

- 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”, etc.

(the teacher should introduce to his/her students the material on *Practical guidelines: How to avoid becoming a victim of trafficking?* In Lesson 7).

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 entitled “*Description of some cases of trafficking*”. Each group examines the description of their case.

Description of exploitation episodes

Reading and discussion topics for the first group

A male individual from a remote highland village working abroad offered a 16-year-old schoolboy from his village to quit school and go with him abroad to work. The schoolboy accepted the offer and was employed by a private company. Weeks passed on, and the boy

understood that no one was going to pay him for his work. When he decided to quit his job and return to his home country, the armed security guard did not let him leave the territory of the company and said that the director had paid lots of money to bring him there. Thus, the boy could not quit the job unless he gave back the money. One year later, the boy still continued to work in the same conditions.

Reading and discussion materials for the second group

A young female student with excellent academic record dreamed of continuing her studies in one of the renowned universities abroad. However, girl's parents lacked money to cover her tuition abroad. The girl had a well-to-do friend who offered her to go abroad with him to work. She agreed but upon arriving in the country of destination she was forced to engage in prostitution.

Reading and discussion materials for the third group

A young girl worked as a waitress in a café. Soon after the café closed down, the girl came across one of her regular female customers in the street. The woman offered the young girl to leave for Dubai assuring her that there she would be able to find a well-paid job in cafés or restaurants. The young girl accepted the offer. As she visited the recruiter at her place she met there another woman who told her that it would be a lot easier to travel with several other girls. The recruiter covered girl's travel expenses and gave her another 200 USD to leave with her family. Upon arriving in Dubai, the girls were taken to a small hotel and were told to get ready for their clients. The girl was very surprised to hear the word "client" as she had been promised a job of a waitress. The following day, the recruiter woman came to the hotel accompanied by an Arab man. The girls were told that he had purchased them and therefore could act as he wished, if they refused to obey and follow his orders. The girls were in his country, and whatever happened, there was no way police and migration authorities would believe them or respond to their complaints. From that day on, the girl's life turned really sour...

Reading and discussion materials for the fourth group

After losing her husband, a mother of four children took up the care of the family. She did not manage to find a job in Armenia. One of her neighbours who also sought a job told her that she knew many people who had found employment in Turkey through an agency dealing with bus transportation. Both women left together for Turkey, went to the company and found there a man who was already waiting for them. He offered them a job at the canteen of a company with a weekly salary of 200 USD and 10 working hours per day. By the end of their first week, the women asked the company director to pay their wages. He answered that they had to work more and their preliminary contracts were to be reviewed. The following week, the women again received no payment. By the end of the second month, the director paid them 100 USD after their multiple requests. Sometime later, the woman got a call from Yerevan and learned that her son was ill and needed money for treatment. She requested again to be paid her salary; however the director threatened that he would report her to migration authorities for expiring her entry visa.

Reading and discussion materials for the fifth group

Two young friends spent much time looking for a job. Finally, one of them read an advertisement about a very lucrative job in Spain. They left for Spain through an employment agency which had placed an advertisement in the newspaper. Upon their arrival, the young men were immediately taken to a farm to pick oranges. On the very first day, they signed a contract with the company. As it was drawn in a foreign language and the young men signed the contract without understanding it and only guessed their salary would make 250 euro. The next day, their toil labour began. The young men worked in extremely harsh living conditions. They worked from 12 to 15 hours a day and got no money unless they collected the daily norm of 27 boxes. They lived in a damp half-ruined room without any windows, wardrobe, chairs or facilities. They had to wait for their turn to use the bathroom. Representatives of the agency promised them fast income

but the young men could not even imagine that they would be so quickly exhausted and would not earn enough money to return home.

Reading and discussion materials for the sixth group

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 expenses of a surgery 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 vulnerability* and delivered the child to a “charitable” family where the boy was forced to work *virtually as a slave*.

First, at 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:

What should people know or what preventive measures should they take in order to avoid undesired situations?

1.....
.....
.....

2.....
.....
.....

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.

All these solutions should be briefly formulated and written 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 “Practical guidelines: How to avoid human 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 find the most practical?) 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).

Practical guidelines: How to avoid human trafficking?

- Before accepting any tempting offer of employment, study or marriage in Armenia or abroad from friends or casual acquaintances, discuss all details with your family, relatives and experts. **Do not give anybody your identification papers.** As a rule, offers on quick, easy and high income are false. 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, 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;¹⁷
- Find out whether local partner agencies are authorized to run their business.
- When abroad, do not accept any suspicious gifts. Do not undertake additional obligations;
- Before taking any job offer in your home country or abroad, learn working conditions, accurate addresses, contacts and your rights as a young worker.

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.¹⁸ If in trouble or threatened, seek help from the embassy of Armenia, as well as from local police;

¹⁷ See the appendix.

¹⁸ See the appendix.

- 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.

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 labour 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.

LESSON 8.

Protection and assistance to victims of trafficking

Lesson Objectives

Students should be able to:

- Study and analyse 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” and to discuss the problems covered in this teaching material (*the teacher may also suggest that one student from each group briefly introduces to his/her classmates the key points of the passage read by their group*).

Reading and analysis material for the first group

Consequences of human trafficking. To find the most efficient ways to help victims of trafficking, people should first of all trace the

consequences of this crime for its victims and their needs. 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 face not only *seemingly complicated and insoluble problems related to their social, financial, mental health, emotional state and legal status but also their health and security.* They encounter various social and economic problems. Most people leaving abroad tempted by offers of work, study or anything else either lose their permanent residence or their identification papers as recruiters take them away. Some potential victims sell their houses to get money for air tickets chasing attractive job offers and life abroad, lucrative deals and joint business. After returning home, victims of trafficking often find themselves unemployed. Without profession or training, they find it difficult to find a job. Usually, such people rapidly accumulate huge debts as they remain unemployed. As a rule, others do not trust them.

Reading and discussion materials for the second group

Consequences of human trafficking: To find the most efficient ways to help victims of trafficking, people should first of all trace the consequences of this crime for its victims and their needs. Trafficking always 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 face not only *seemingly complicated and insoluble problems related to their social, financial, mental health, emotional state and legal status but also to their health and security.* They often *fear for their own life and safety of their family members.* Recruiters and criminal groups often threaten to revenge on their victims or their family members, abduct victim's

children, disclose information disrupting their family members, or destroy their property. Traffickers can threaten a female victim to tell her family or friends about her engaging in prostitution if she reported to law enforcement authorities. Sometimes, victims themselves become criminals in attempt to revenge for themselves or to punish the traffickers. They and their family members need protection and security. Besides, they need consultations and information (particularly information concerning their rights in a language they understand).

Reading and discussion materials for the third group

Consequences of human trafficking. To find the most efficient ways to help victims of trafficking, people should first of all reveal the consequences of this crime for the victims and identify their needs. 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 face not only *seemingly complicated and insoluble problems related to their social, financial, mental health, emotional state and legal status but also their health and security.*

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).

Reading and discussion materials for the forth group

Consequences of human trafficking. To find the most efficient ways to help victims of trafficking, people should first of all trace the consequences of this crime for its victims and their needs. 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.* Upon returning home victims of trafficking often face not only *seemingly complicated and insoluble problems related to their social, financial, mental health, emotional state and legal status but also their health and security.* Besides, victims of trafficking face grave problems related to their **mental health**. 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.

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.

Reading and discussion materials for all students

Protection and assistance to the victims of human trafficking

There are even more complicated cases when victims of trafficking not only face social and economic difficulties but also are hit by their negative impact, which affects their physical and psychological state.

Considering this, it is necessary to recognize that the support provided to victims can be efficient only through *collaboration and cooperation of experts engaged in different stakeholder structures and organizations*. As already mentioned, upon returning home victims of trafficking face numerous programmes 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 programmes and services on rehabilitation and re-socialization 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 assistance 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 labour market;
- Assistance with other personal needs.

Each group studies, discusses and fills in one table. (The teacher gives each group sheets of A1 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

Problems faced by victims of trafficking	Difficulties	Persons, agencies and organizations responsible for help and assistance	Suggestions and remarks
Psychological problems	<ol style="list-style-type: none"> 1. Deep isolation, depression 2. Fear, alarm 3. Ideas and attempts of suicide 	<ol style="list-style-type: none"> 1. Police 2. IOM 4. Psychologists 3. Non-governmental organizations 	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>

APPENDIX 1

DIPLOMATIC MISSIONS, REPRESENTATIONS AND CONSULATES OF THE REPUBLIC OF ARMENIA

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APPENDIX 2

REPRESENTATIONS OF INTERNATIONAL ORGANIZATIONS

INTERNATIONAL ORGANIZATION FOR MIGRATION

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UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP)

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PART 3.

METHODOLOGICAL GUIDE

JIGSAW 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.

Jigsaw method refers to cooperative training. The very name “Jigsaw” 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, “Learn 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 instil 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 Jigsaw method has many variations.

Jigsaw - 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.

Jigsaw - 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 analyse 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 analyse 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 analysing 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. Allow for independent group work.

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 and distinguish between primary and secondary; issues in complex and ambiguous situations.

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 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.

* For role play method see also «**Ս. Ա. Պետրոսյան, Դերային խաղի նշանակությունը քաղաքացիական կրթության դասերի ժամանակ: Մարդ և հասարակություն**», 2005, N 1, pp 17-24;
Ս. Պետրոսյան, Ս. Խաչատրյան և այլք, Հասարակագիտության ինտեգրված ուսուցում: Ուսումնական ծրագրի մշակում և քննատիկ միավորների օրինակներ, ԱՅՈՒԵՔՍ, Երևան, Լուսաբաց, 2006, pp. 211-228;
Ս. Խաչատրյան, Ս. Պետրոսյան, Թ. Տեր-Մկրտչյան և այլք, Քաղաքացիական կրթություն: Ժողովրդավարության հիմնարար արժեքներ: Ուսուցչի ձեռնարկ, Yerevan, 2004, pp. 88-94:

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 behaviour 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. The authors tried to include almost all of them in the table below.

Classification methods of role playing:*

By form	
Imaginary role play	Demonstrative role play
Verbal role play	Behavioural role play
Spontaneous role play	Role play by scenario
By contents	
Role play with students depicting themselves	Role play with students depicting someone else
Role play based on real-life stories	Role play based on fictional stories

- **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 **behavioural role play** is that students act rather than speak. For

* See: Ս.Խաչատրյան, Ս.Պետրոսյան և ուրիշներ, (2004), *Քաղաքացիական կրթություն. Ժողովրդավարության հիմնարար արժեքներ: Ուսուցչի ձեռնարկ*, Yerevan, Էդիթ պրինտ, pp. 88-94.

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 analyse 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 behaviour 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 Lesson 2).

- 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 Lesson 2).

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 behaviour 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 Petranek, 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 behaviour 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 behaviour 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:¹⁸

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;
3. Summarizing results of life experience and their use.

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 by 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?"

¹⁸ For more details see: Lederman, L.C. (1992), *Debriefing: Toward a systematic assessment of theory and practice. Simulation and Gaming*, Vol. 23, No. 2, pages 145-159.

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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Documentary and feature films related to human trafficking and exploitation

The updated list of documentary and feature films related to human trafficking and exploitation with relevant links can be found on the website below:

<http://humantrafficking.wordpress.com/human-trafficking-movies/>

International Organization for Migration

HUMAN TRAFFICKING AND EXPLOITATION

Manual for Teachers

Updated by: N. Asatryan

Layout: A. Urutyun

