

Niñez y adolescencia, *libres y Seguras*

About trafficking in persons and your involvement to prevent this crime



Contribución
del Gobierno de
Estados Unidos



This brochure has been drafted so you, your family and community know about the seriousness of trafficking in persons problem.

It also aims at giving you ideas to better think what can we do to avoid it.

Please, read it thoroughly and share it with your friends. It will help you to think on how to improve our schools and communities so children grow up free, safe and away from the dangers of trafficking in persons.

What is happening with our children?

One of the most critical problems in our region is the Trafficking in children, understood as the activity of recruitment, transportation, harboring or transfer of control of a person for labor or commercial sex activities by the use of force, fraud or coercion. This mandatory service has different ways, such as forced labor (including labor exploitation and unwilling servitude) and sex exploitation. Trafficking in persons may include, but does not require, transport.

Trafficking in children includes:

- **The child forced labor** is a type of trafficking in persons that submits children to a work that financially benefits another person. Children submitted to forced labor often receive an unsuitable attention, they usually

suffer from abuse and do not have the choice of leaving their job.

This definition also includes labor exploitation and domestic servitude.

- **Child sexual exploitation** is a type of trafficking in persons that occurs when a child suffers recruitment, transportation, harboring or transfer of control in order to carry out a commercial sex activity from which the trafficker received economic benefits. Prostituted children are victims of sex trafficking, regardless if force is used or not to make them part of commercial sex.

Why is this happening?

Let's see some of the situations that foster this critical problem:

- **Poverty and lack of work.-**

It causes low educational level, prevents good job opportunities, and encourages the idea that one has to go outside to look for something better.



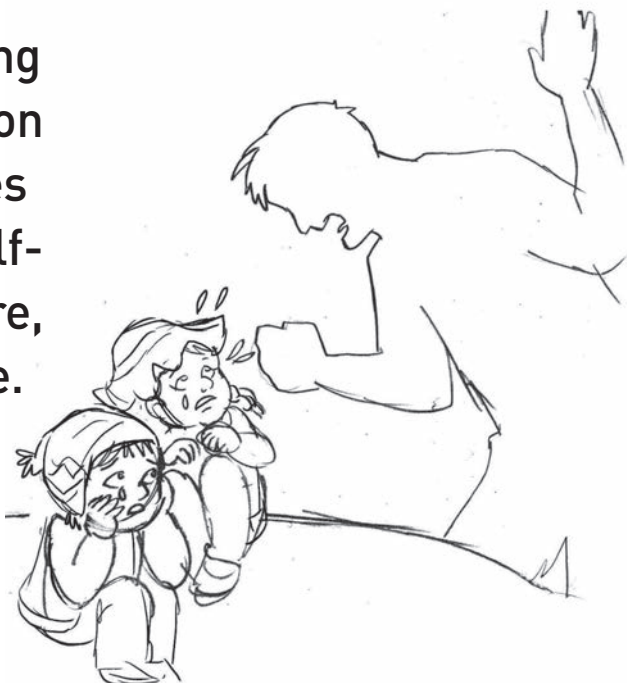
- **Unstable occupational centers.-**

Corruption of authorities, drug sales, illegal mining, etc; with little or no presence of the Government or legal support.



- **Authoritarian communities.-**

Controlling upbringing without demonstration of care that generates need for love, low self-esteem and, therefore, a submissive attitude.



- **Macho Culture.-**

It considers men more capable than women and treats the female body as an object that can be rented or owned.



- **Social indifference.-**

It makes people to accept as “normal” certain things or visible injustices because they feel that is not “their problem”.



How to prevent these situations?

Let's see some possible actions which, as adolescents, we may carry out at the schools and the community.

In the face of poverty and lack of employment:

- Promote dialogue opportunities within schools and the community about exploitation experiences, included those related to forced labor and other types of violence.
- Request community authorities for spaces of participation to present social problems that impact adolescents.
- Promote the support to classmates that are at risk of dropping out for economic or health problems.

REGISTRY



NUTRITIONAL SUPPORT



TRAINING



In the face of unstable occupational centers:

- Promote dialogue opportunities with classmates to know which factors affect them when they are working outside the community.
- Identify the works that caused risk situations for adolescents during the work experience outside the community.
- Promote dialogue with Educative Community about dangerous works outside the community.



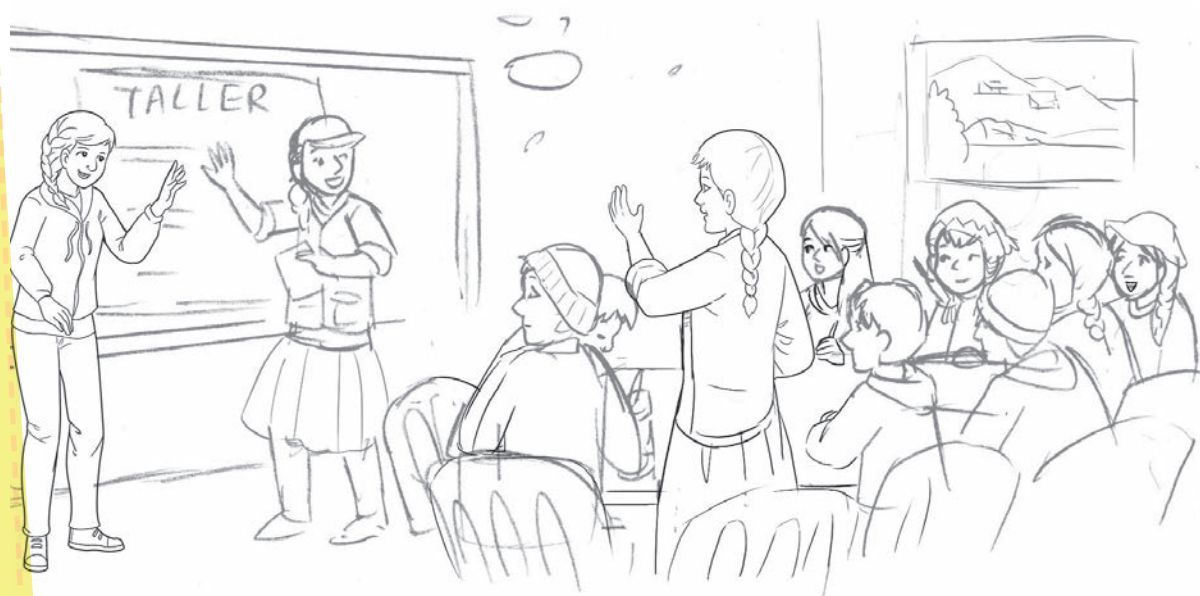
In the face of Authoritarian Communities:

- Foster family activities that promote the *Good Living*, with demonstrations of affection, respect and solidarity.
- To be the main character in the fight against every type of violence in the family and the community.
- Promote networks to support classmates that are in a vulnerable situation.



Before machismo:

- Value the opinion of classmates during several developed activities.
- Encourage the involvement of classmates in the student organization of the School.
- Suggest spaces of participation in local and community radios to reflect on the contribution from women in the community.

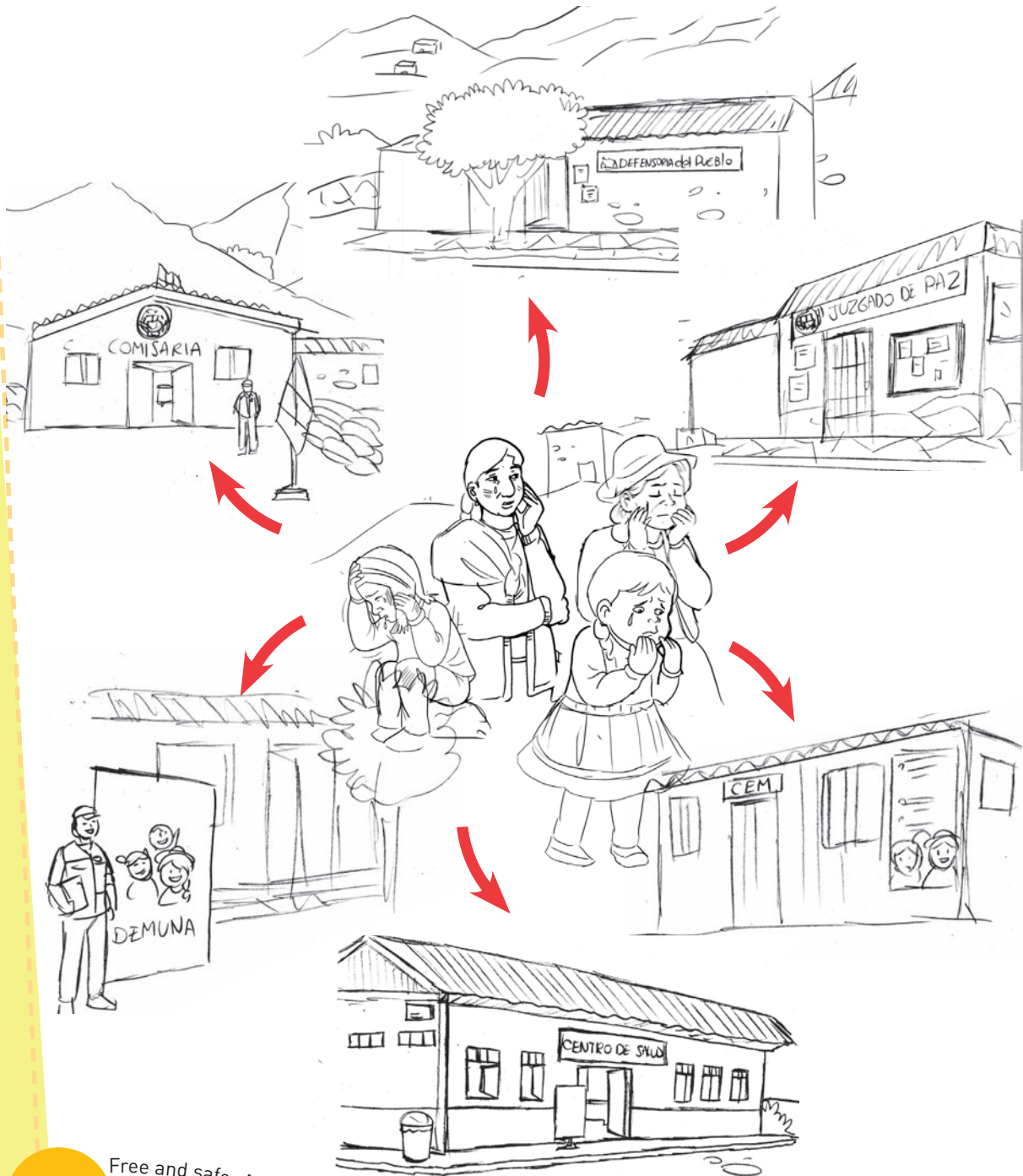


In the face of social indifference:

- Encourage the activation of *School Radio* for a greater involvement of students.
- Request community authorities for inter-generation reflection moments about labor exploitation.
- Promote the activation of community control systems to contribute to the prevention of trafficking in persons in the community.

It will also be important to learn the roles institutions have such as the Police, the District Attorney's Office, the Judiciary, the Justice of the Peace, the DEMUNA, the Health care center, the C.E.M. (Emergency centers for women), the Ombudsman's Office and the Municipality.

You may go to these institutions for help.



How can you prevent these situations?

We know that is very important what authorities do to face this crime.

But is also important what you can do to help reducing the number of children suffering exploitation, included those related to forced labor. Along these lines, we would like to give you some advice:

If you need to generate income:

- Choose well a work that will not put you in a risk situation and that will allow you to attend school.
- Remember that you have legal rights that you can demand.
- If you see them putting you in danger, tell your mom, dad or a trusted adult.

If you feel sad or alone:

- Look for help with your parents, a teacher or an adult you trust in.
- Organize a group of friends to support you.

In the face of macho behavior:

- Do not repeat the values that mistreat women.
- Do not mock classmates for showing their emotions.
- Criticize when you see someone with macho attitudes.

In the face of social indifference:

- Be the main character in the prevention of trafficking in persons.
- Show adults that you have valuable ideas to contribute.
- Activate among your classmates the involvement in the school and the community.

What to do if you hear about a case of trafficking in persons:

- Provide reassurance to the victim without questioning or judging him or her.
- Provide them with information so decisions can be made.
- Accompany them, if safe, to look for the support of an adult or competent authority.
- Consider and respect their decisions.

On the other hand, if you know about suspicious cases, you may:

- Talk at home or with authorities and community directors to contact the police.

- Maintain due discretion, remembering that these are only suspicions.
- Inform teachers or the principal for them to assess what could the school do to support the impacted person.



**And remember, only
in this manner, we will
be able to improve
our communities to
grow with freedom
and security.**

**ANY DENOUNCE ABOUT SITUATIONS
OR TRAFFICKING IN PERSONS CASES:**



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