

Summer 2018

# What Do Educators Need To Know To Identify Human Trafficking In Their Schools And Communities?

Candace Brailsford  
*Hamline University*

Follow this and additional works at: [https://digitalcommons.hamline.edu/hse\\_cp](https://digitalcommons.hamline.edu/hse_cp)



Part of the [Education Commons](#)

---

## Recommended Citation

Brailsford, Candace, "What Do Educators Need To Know To Identify Human Trafficking In Their Schools And Communities?" (2018). *School of Education Student Capstone Projects*. 221.  
[https://digitalcommons.hamline.edu/hse\\_cp/221](https://digitalcommons.hamline.edu/hse_cp/221)

This Capstone Project is brought to you for free and open access by the School of Education at DigitalCommons@Hamline. It has been accepted for inclusion in School of Education Student Capstone Projects by an authorized administrator of DigitalCommons@Hamline. For more information, please contact [digitalcommons@hamline.edu](mailto:digitalcommons@hamline.edu), [lterveer01@hamline.edu](mailto:lterveer01@hamline.edu).

WHAT DO EDUCATORS NEED TO KNOW TO IDENTIFY HUMAN  
TRAFFICKING  
IN THEIR SCHOOLS AND COMMUNITIES?

By  
Candace Brailsford

A capstone submitted in partial fulfillment of the requirement  
for the degree of Master of Arts in Teaching

Hamline University

St. Paul, Minnesota

August 2018

To God, who is, and always has been, my Everything.  
You have made my life a beautiful adventure full of love and joy.  
I am nothing and can do nothing without You  
but with You, I am never alone and all things are possible.  
Thank you for giving me what I needed to write this paper.  
I could not have done it on my own.  
I pray it brings You glory.

To Gavin, who is both my hilarious husband and my ruthless editor.  
This paper would not be so well written without your help.

To my mom, who read this paper and thought it was brilliant even when it was  
unreadable. You have believed in me and encouraged me all my life.

To my grandma who taught me to cry for lost and hungry children. I've travelled the  
world and got the education you never had but always wanted.  
Thank you for teaching me to dream and to love.

All that is gold does not glitter  
Not all those who wander are lost  
- J.R.R. Tolkien, The Fellowship of the Ring

-

Not all of us can do great things.  
But we can do small things with great love  
- Mother Teresa

## ACKNOWLEDGEMENTS

I would like to thank Laura Halldin, my faculty advisor, for encouraging me and helping me through this process. Thanks for always being quick to answer my questions and for making me believe that I had written something valuable and important.

Thank you to my content advisors Karla Jones and Michelle Brekus. I appreciate the time you spent reviewing and commenting on this capstone. Your help was very valuable and your feedback was very encouraging when I needed it.

## TABLE OF CONTENTS

## CHAPTER ONE:

Introduction.....	7
Thailand.....	8
Context - The Mississippi Delta .....	10
Conclusion.....	14

## CHAPTER TWO: Literature Review

Introduction.....	16
Human Trafficking Defined.....	17
The UN Protocol .....	18
United States: Human Trafficking Laws .....	19
Three essential criteria .....	21
Human Trafficking Statistics .....	22
The History of Human Trafficking in the United States: Pre- and Post- Civil War.....	24
Differences .....	25
Similarities .....	26
Human Trafficking Around the World .....	27
Asia .....	28
Europe .....	28
Eurasia and Russia.....	29

Africa .....	29
Middle East and North Africa .....	29
North and South America .....	30
Human Trafficking in the United States	
The Victims .....	31
Foreign Nationals .....	31
U.S. Citizens .....	32
Sex Trafficking in the United States .....	33
Victim Risk Factors and Vulnerabilities .....	34
Sex Trafficking in Arkansas .....	
37	
Arkansas statistics .....	38
Indicators of Sex Trafficking.....	39
Forced Labor .....	42
Field workers .....	43
Domestic slavery .....	45
Indicators of Forced Labor .....	47
Child Labor Indicators .....	48
Conclusion.....	49
CHAPTER THREE: Project Description	
Introduction .....	52
Setting and Audience .....	52

Design Framework .....	53
Standards .....	53
Outcomes .....	54
Instructional strategies and materials .....	54
Assessments .....	57
Theories .....	57
Conclusion.....	59
CHAPTER FOUR: Reflection	
Introduction .....	60
Literature Review .....	62
Implications .....	65
Limitations and Future Research.....	66
Possible Future Uses .....	67
Benefits to Profession .....	68
Conclusion .....	68
References.....	70



## **CHAPTER 1**

### **Introduction**

Human trafficking is a subject affecting all of our lives though most of us have the privilege of never knowing it. When I first heard my friend was going to Thailand to help rescue girls from human trafficking, I was startled. I had never given such a thing much thought. I vaguely knew there was slavery in the world, but I thought it was probably just a small amount in some faraway place, and as sad as it may be, it had nothing to do with me. But I have come to know that in this globalized world, human tragedies that happen in faraway places have a way of finding their way into our safe little worlds in ways we don't expect or even recognize.

I was a missionary for twelve years - ten of those years working with the Karen tribe who are among the poorest people in Northern Thailand. I went there to help fight human trafficking and ended up falling in love with a people who were so poor and despised by the people around them, yet so beautiful to me. I learned about human trafficking by seeing it first-hand in the bars and massage parlors that crowded the tourist district where I went for American food and shopping. I saw the too-young girls, in too-tight clothing - children with bright red lipstick and gaudy blue eyeshadow, little ones begging and selling flowers, desperation in their eyes, being sold very cheaply to the

throng of European and American tourists that flock to Thailand. Whatever I did to help these girls in my ten years in Thailand, I always knew it was never going to be enough.

Now as a teacher, I find myself still wondering how to help them, and this wondering led to the formation of my research question: *What do educators need to know to identify human trafficking in their schools and communities?* Here in America, human trafficking does not display itself in public places, wearing garish makeup. It is hidden, but there are signs. The signs are what this project is about. Teachers need to know this evil is among us, and they need the tools to protect their students.

This chapter will give context to my research by detailing the poverty, ignorance, and systemic racism existing in the Mississippi Delta which is my home. Not a lot is known about this area in other parts of the country. Often, when people think of poverty in America, they think of inner cities and roach-infested apartment buildings. But there is an even deeper, more insidious poverty residing in our nation's rural areas, especially in the South. There are unique features of the Delta that make it the same breeding ground for human trafficking that exists in Thailand and countries like it. I will explore these factors in this chapter.

This chapter also includes my experiences in Thailand as a young missionary trying to do my part to help those in need. While I failed in many ways to save children who were ensnared in human trafficking, I hope what I did prevented at least some from ever becoming a slave in the first place. This project is my attempt to find some sort of redemption for my failed efforts by giving educators the tools to do what I could not and rescue a person caught in human trafficking through identification and intervention.

## **Thailand**

I was working in the state orphanages in Minsk, Belarus when I got an email from a friend that her work in Thailand was not going well. Things were not going well for me either, as the Belarusian government was doing its best to kick out all foreigners, especially Americans. She wrote that they had lost much of their support and even had been abandoned by the organization that sent them there to rescue children from human trafficking. She invited me to come help them, and so I committed to six months in Thailand. That six months turned into 10 years.

We were five young American women, running around Chiang Mai, Thailand, attempting to rescue girls from sex trafficking. It was clumsy and dangerous, and largely ineffective. We contented ourselves with doing prevention by providing a home for at-risk children. Working in the children's home was wonderfully rewarding work, but a passion had been born in me to try, somehow, to bring an end to this horrible crime I saw all around me.

In Thailand, you can see girls everywhere who are victims of an awful system that degrades and exploits them. Even the women who aren't being trafficked, turn to prostitution because of extreme poverty and a culture that devalues women. Foreign men from Western countries come to Thailand in droves to take advantage of the low cost of hotels and restaurants, warm, friendly people, beautiful girls and the abundance of cheap sex. When I lived there, it was said that one-fifth of all tourists who came to Thailand were pedophiles. Fortunately, the Thai government, has stepped up its efforts to combat human trafficking and this number has decreased in recent years.

Eventually, the organization I worked with was able to start actually rescuing children. To do it properly and as safely as possible, it is necessary to have trained Thai staff who can move silently through the dark and shadowy world where the traffickers work and get the children - either before the traffickers do or find them unguarded and rescue them. There are also safe houses involved and security is needed to protect the children from the traffickers who will stop at nothing to take the children back. It takes a lot of money, staff, time, and a certain amount of governmental support.

I returned to this organization years later to work as a teacher. Though I was never involved with the rescues, seeing the beautiful, rescued children and hearing their stories was an experience that will stay with me all my life. Some of the children actually heard their own mothers, bargaining with the trafficker over the price of their life. What always amazed me is that these children still love and forgive their parents, even after all the horror they have put them through.

### **Context - The Mississippi Delta**

Moving back to my hometown, after ten years in Thailand, seemed like the end of my missionary work and my quest to help children sold into the slavery of human trafficking. However, in my first year of teaching, I met a lovely high school girl who was as full of pain, rage, and hunger to be loved as any child I had ever met. After the first time I sent her to the office, a co-worker took me aside and told me that this girl had been sold by her mother when she was only 11 years old. She had been in foster care for a few years and had just been given back to her mother. I was shocked! By calling her mother, I had just talked to a human trafficker on the phone! It was incredibly ironic to

return from ten years in Thailand, trying in vain to rescue children, to encounter human trafficking the first month on the the job as a public school teacher.

It should not have been so surprising. Many of the same factors that provide a perfect breeding ground for human trafficking, as I knew it, in Thailand, exist in Arkansas in abundance, namely: poverty, ignorance, drug use and prejudice. In my research for this paper, I learned, that in Arkansas, more parents sell their children than they do in most other places (Free weekly, 2016). From what I had seen of the drug use, neglect and abuse in our town, I was not a bit surprised.

The Mississippi Delta, the home of blues and Elvis Presley, has a rich and harrowing history. The flat, rich soil is some of the most fertile in the world. Great musicians have called this land their home. It was also in the Delta where Martin Luther King was assassinated and where the Elaine riots occurred, when an estimated 200 black people were massacred in killings that went on for days (Cooper, 2018). With its abject poverty and deep racial divides, educators in the Delta struggle to help their students foster hope that the future will be better than the past. Our biggest struggle is to make them care at all.

Apathy is as much of the cultural heritage of our students as cotton and Johnny Cash. It stems from the plantation system that existed in our area long after the Civil War ended. My grandmother, now 95 years old, lived on a plantation, residing in slaves quarters and working in the cotton fields. Growing up as she did, a poor white girl living and working with primarily black sharecroppers, she is startlingly free from prejudice, given her age and her rural southern upbringing. This plantation system, valued physical

strength for hard labor and actively discouraged education, especially reading (Luckett, 2009). My grandpa was illiterate, but he could do long sums in his head. So, he was never cheated at the cotton gins where he went to sell his crops. Now, very few people work in the fields, as mechanized agriculture has eliminated the need for the vast workforce it used to require. However, the apathetic mindset remains and Delta schools struggle with some of the lowest test scores in the country. Arkansas ranks number #43 on US News and World Report's school ranking list with other Delta states following even further behind at #46 for Mississippi and #49 for Louisiana (Trimble, 2018).

An uneducated workforce perpetuates the culture of poverty. Until education is valued in this region, it seems unlikely that our people will ever escape from the poverty that is pervasive in the the Delta. The Mississippi Delta's poverty rate is over three times the national average, and in four of its counties, it has a higher infant mortality rate than some Third World countries (Berry, 2007). Some of the highest concentrations of minority groups in the United States are also located in the Delta, rivaled only by the Hispanic population in the borderlands of Texas (Poston, D., Singelmann, L., Siordia, J., Slack, C., Robertson, T., Saenz, B., & Fontenot, A. 2010).

In the small rural town in northeast Arkansas where I teach, we have a reported 80% poverty rate. Our administration believes this rate is actually much higher but getting our parents to turn in the forms to calculate this number is an almost impossible task. Drug abuse is rampant in our town as we are at the crossroads between Memphis and Little Rock. Arkansas has one of the highest rates of methamphetamine use, ranking in the top 10 for meth use and arrests and 17th in the nation for meth labs discovered

(Jordan, 2014). Also, opioid abuse is on the rise in Arkansas with the number of those in treatment more than doubling from 2011 to 2015 (Substance Abuse and Mental Health Services Administration, 2017). As a result, the community where I work, with a population of just over 7000, is routinely ranked one of the most dangerous cities in Arkansas. It has an astonishingly high property crime rate with an average of 121 property crimes per square mile (Weisenfels, 2016).

Given the high concentrations of African Americans in the Mississippi Delta, our school has a relatively low minority population. The Caucasian population is 76%, 12% are African Americans, and 7% are Hispanic. The lack of diversity in our school is evidence of the racial divides and the Delta's ongoing struggle to desegregate (Eckes, 2005).

Arkansas was slow to react to the human trafficking issue and as a result, traffickers flocked to Arkansas, working without fear of arrest for many years. However, Arkansas has realized the gravity of the problem. One of the elements of its campaign to end human trafficking was the passing of a law in December of 2017 requiring all Arkansas educators to attend 30 minutes of professional development on human trafficking. After this law was passed, a colleague of mine, who is on the district leadership team, told me our superintendent wanted me to do this training for our district. When I decided to begin writing my capstone, I spoke with my superintendent about the new law and she thought, with my background in Thailand, I would be the perfect person to write and deliver this training to our district. Thus, the idea for this project was born.

This project is my way of helping all the nameless girls enslaved in human trafficking. If one teacher can help one girl become free from slavery, then all of this has been worth it. The teachers in my district are passionate about helping children. Many of them have grown up in the area and are actually from the town where they now teach. They could get higher-paying jobs elsewhere but they stay - because it is their town and their kids. They know too well what their students face at home, and they work everyday to provide, sometimes, all the stability these children have in their lives. This professional development training will equip them to identify those children who are being trafficked or who are at-risk of being trafficked. It will also raise their awareness of the problem so the educators in this town can be on alert for the signs. Recent events have highlighted the need for this training and caused growing concern over human trafficking as it has impacted very close to home.

In January of 2018, a high school girl in our town ran away with a man she met on the internet. This man had groomed her for months through online chats and texting. As police searched for her, clues emerged that indicated she was on her way to being trafficked for sex in another state. Thankfully, she was found in Nebraska after five days and returned home (Taylor, 2018). The 52-year-old man she was with has been charged with human trafficking and child pornography, among other things. He is suspected of being part of a multi-state sex trafficking ring (AP, 15 Feb. 2018). At the same time, the owner of a popular local Chinese restaurant was charged with rape and two counts of human trafficking for having enslaved two people from Indonesia to work in his restaurant (AP, 7 Feb. 2018). These local news incidents have highlighted the need for



every educator to know the signs of human trafficking and this project aims to further raise awareness of what human trafficking looks like in our area.

### **Conclusion**

The Delta is a unique part of the country that also provides a perfect backdrop for human trafficking to flourish. Its poverty, drug addictions, and deep racial divides parallel many of the same issues that enabled Thailand to become one of the world's number one destinations for sex trafficking. My experiences in Thailand have given me a perspective on human trafficking I am now hoping to share with my colleagues. It is important that they realize human trafficking is not some vague thing happening in isolated parts of the world that has nothing to do with their lives today. I hope to shine a light on the very real danger facing our students and show teachers and administrators what they can do to stop it. I know the world would be a better place if more people knew the information contained in Chapter Two of this paper. The more people that educate and equip themselves to fight this terrible problem, the more victims will find their way to freedom.

Chapter Two contains information about the definitions of human trafficking, also known as modern-day slavery, and its long and sordid history in America. It also touches on what human trafficking looks like around the world for the purpose of highlighting the fact that many of the products we use everyday are made from the oppression of slaves. Finally, it dwells, at some length, on human trafficking in the United States and all the ugly faces it wears, from the infamous sex trafficking issue to the less well-known problem of forced labor. Interwoven into all this are the unique signs of human

trafficking their victims bear. By learning these signs, educators will be much more effective advocates for the victims coming across their path, whether at school or the local grocery store.

## CHAPTER 2

### Literature Review

#### Introduction

There are very few crimes that exist today that are more heinous than human trafficking. For most people, the mind shrinks from the idea that something so terrible could be happening in their schools and communities. But, it is in their own neighborhoods that human trafficking, also known as modern-day slavery, thrives. People are not looking for it. They don't think it is a part of their world, so they don't see it when they encounter it. Victims go unnoticed, unheard, and unrescued. Victims can be any race, gender or socioeconomic status. It can happen in busy urban centers, rural farming communities, or anywhere in-between. Victims may be locked away in dark rooms or sitting in well-lit classrooms. They may be stocking shelves in local grocery stores or serving food at a popular restaurant. Awareness is an important first step to ending this abhorrent crime. Therefore, the research question that needs to be answered is: *What do educators need to know about human trafficking in order to identify it in their schools and communities?*

Educators are in a unique position to spot child trafficking because many of these children sit in their classrooms everyday. They are also in a position to identify children at-risk and connect them with services so they never become victims. Their classrooms are often the only safe and stable environments many children have in their otherwise chaotic lives. Educators must further protect and advocate for their students by refusing to be blind to the real dangers and realities of modern slavery. By equipping themselves with the knowledge of what human trafficking looks like, they are then better able to protect and rescue children in slavery (U.S. Department of Education, 2015).

This chapter brings together the research, largely from governmental sources, on the topics that are of most interest to an educator. Human trafficking is defined using United Nations' protocols and United States legislation so educators will know, technically, what human trafficking is as defined by law. Pre-Civil war slavery is compared with modern-day trafficking for the purpose of linking what educators already know about slavery to the new information being presented about human trafficking. Though there are some differences, they are for the most part the same and the similarities highlight the gravity of the plight of the modern-day trafficking victim.

Human trafficking is a worldwide problem and cannot be properly understood if only local issues are considered. That is why there is a snapshot included of what human trafficking looks like in different regions of the world, paying specific attention to areas that use slave labor to export products that end up in American homes. Knowing the unwitting part Americans play in sponsoring human trafficking is an important part of awareness. Finally, the different forms of human trafficking are explained along with risk

factors and indicators that will form the tool box for educators hoping to put an end to this horrible crime in their schools and communities.

### **Human Trafficking Defined**

Human trafficking is modern-day slavery. Millions of men, women and children are trafficked worldwide every year. Because human trafficking happens in a shadowy and hidden world, victims are rarely rescued and the perpetrators are rarely punished. Victims are often afraid to come forward because they fear being arrested, do not speak the language or fear for their lives and the lives of their families. In all cases, they are victims that have no choice but to do what their masters want them to do, whether it is having sex with 10-20 men a night, or caring for children twenty four hours a day. They are held captive by threats of violence, manipulation, and other forms of coercion, such as deportation or the confiscation of passports, visas and other forms of identification. Sometimes the trauma that has been caused by traffickers is so extreme that victims may not even realize they are victims so they don't ask for help even when they have an opportunity (Department of Homeland Security, 2013). This is why it is important to educate as many people as possible on the definition of human trafficking so they can help these victims that do not, themselves, know that they need help.

**The United Nation's Protocol** The world-wide standard for defining human trafficking was published by the United Nations. In the year 2000, the UN took the lead in combating human trafficking with its Protocol Three which provides consistent definitions and guidelines for its member states to encourage and aid these countries in

drafting their own domestic legislation. The UN defines human trafficking in the following way:

Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons defines Trafficking in Persons as 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 (Mclaughlin, 2008.)

The United Nations' website provides this table to further explain the definition of human trafficking

<b>Act</b>	<b>Means</b>	<b>Purpose</b>
Recruitment	Threat or use of force	Exploitation including:
Transport	Abduction	- Prostitution for others
Transfer	Coercion	- Sexual exploitation
Harboring	Fraud	- Forced labor
Receipt of Persons	Deception	- Slavery or similar practices
	Abuse of power or vulnerability	- Removal of organs

	Giving payments or benefits	- Other
--	-----------------------------	---------

*Figure 1 Adapted from United Nation's Website by Mclaughlin, 2008*

**United States: Human Trafficking Laws.** The United States' human trafficking law called The Trafficking Victims Protection Act of 2000 (TVPA), defines human trafficking as:

- a) Sex trafficking in which a commercial sex act is induced by force, fraud, or coercion, or in which the person induced to perform such act has not attained 18 years of age; or
- b) The recruitment, harboring, transportation, provision, or obtaining of a person for labor or services, through the use of force, fraud, or coercion for the purpose of subjection to involuntary servitude, peonage, debt bondage, or slavery. (22 U.S.C. § 7102(9)). (United States Justice Department, n.d)

There are many similarities between the UN protocol and the U.S. TPVA. They both do not require that a victim be smuggled across international borders to be considered human trafficking. They both highlight the terms “force, fraud and coercion” as being necessary for an act to be considered human trafficking. They differ in their identification of human organ removal. The UN cites this in its protocol, while the TPVA doesn't mention it as a type of exploitation that falls under human trafficking (Siskin, A & Wyler, L.S. 2016). Another major difference is that the TPVA defines any commercial sex act by a person under the age of 18 as human trafficking. Under the law, a child under the age of 18 cannot consent to being a prostitute, even though they may think they are willingly choosing it, it is considered human trafficking.

The United States expects all countries receiving U.S. aid to meet the minimum standards of progress toward eliminating severe types of human trafficking in order to continue receiving financial aid. The State Department publishes a yearly Trafficking in Persons Report to measure international states' progress in eliminating modern slavery within their borders. Those countries that fail to meet minimum standards run the risk of being cut off from U.S. aid (Siskin, A & Wyler, L.S., 2016).

While the FBI reports that the majority of trafficking cases it investigates fall under the four categories listed below, there are other types of human trafficking to be aware of, such as: forced begging, pornography, forced marriages, organ removal and adoptions (McLaughlin, 2008). The four most common types of human trafficking in the U.S. are:

- *Domestic Sex Trafficking of Adults*: When persons are compelled to engage in commercial sex acts through means of force, fraud, and/or coercion.
- *Sex Trafficking of International Adults and Children*: When foreign nationals, both adult and juveniles, are compelled to engage in commercial sex acts with a nexus to the United States through force, fraud, and/or coercion. (Note: Matters of domestic juvenile sex trafficking are handled by the FBI's Violent Crimes against Children Section.)
- *Forced Labor*: When persons, domestic or foreign nationals, are compelled to work in some service or industry through force or coercion.

- *Domestic Servitude*: When persons, domestic or foreign nationals, are compelled to engage in domestic work for families or households, through means of force or coercion (FBI, 2016).

**Three essential criteria for identification of human trafficking.** There must be three essential criteria in place for a situation to be defined as slavery. First, a person has complete control over another human being through the use of physical and psychological violence. Second, the victim has to do very hard work for little or no pay. Finally, the slaveholder is making a profit exploiting the work of the captive. All three of these definitions are important to defining slavery. The most important, however, is the loss of the victim's free will. If there is any confusion about whether or not a situation is human trafficking, the most important question to ask is "Can this person walk away?" If the answer is "No" then it is a case of slavery (Bales & Soodalter, 2009). If a person witnesses a situation where another person has no choice in the work they are doing or the situation they are in then the witness should call the National Human Trafficking Hotline and report what they have seen.

### **Human Trafficking Statistics**

Because human trafficking happens in a shadowy underworld, it is difficult to determine how many people are living in slavery in the world today. The 2016 Global Slavery Index puts the number of people in the world living in slavery at 45.8 million (Global Slavery Index, 2016). Worldwide, 76% of all trafficking victims are women and children. While this number is still very high, trends in the last 10 years have seen a rise in the number of men being trafficked, particularly in the area of forced labor.



Commercial sex trafficking accounts for 58% of all trafficking cases with forced labor following at 36%. Human trafficking is estimated as the second largest criminal enterprise in the world behind only drugs, generating a yearly income of \$150 billion dollars a year for traffickers (United Nations Office of Drugs and Crime, 2013).

Although slavery is not legal anywhere in the world, it is happening in every country. Despite this, 58% of all slavery in the world is concentrated in just five countries: India, China, Bangladesh, Pakistan and Uzbekistan. There are thought to be 18.3 million slaves in India alone. Interestingly, these countries are also major suppliers of cheap consumer goods to developed countries like the United States and the U.K. (Global Slavery Index, 2016).

In the United States, when people think of human trafficking they often think of foreigners smuggled across U.S. borders. The reality is, according to FBI statistics, the vast majority of human trafficking in the United States is of US citizens, primarily engaged in sex trafficking (FBI, 2016). In a 2013 Issues Report for Congress, it was estimated that as many as 17,500 people are trafficked into the United States each year from other countries, and that 100,000 U.S. citizens under the age of 18 are victims of human trafficking (Siskin & Wyler, 2016). The average age for entry into sex trafficking are ages 12-14 for girls and 11-13 for boys (Hartinger-Saunders, Trouteaud, & Matos Johnson, 2017).

There is no state in the U.S. where slavery is not occurring, and it is hugely profitable for those involved. The Urban Institute studied the underground sex economy in eight cities across the U.S. and found that it brought in between \$39.9 million and

\$290 million per year depending on the city (Dank. 2016). Sex trafficking exists within this secret but very profitable economy, and traffickers are skilled at hiding their slaves, while cashing in on their victimization. They make thousands of dollars a week off trafficked victims with very little risk of arrest or prosecution (Polaris, 2016). It is not a problem just for foreigners or big cities, it impacts everyone and each community must make committed and concentrated efforts, through education and intervention, to bring an end to this evil. America has had a long struggle against the evil of slavery and still it continues. Educator's often think that America's day of slavery has ended but by highlighting the similarities and differences between slavery of the past and slavery today, the horrors of what is taking place in many schools and communities can be more quickly and easily grasped.

### **The History of Human Trafficking in the United States: Pre- and Post- Civil War**

To understand human trafficking today, it is important to look at the history of slavery. Most Americans look at slavery, as it was before the Civil war, as a horrific and troubling time in their countries history, but what they don't realize is that human trafficking today has much in common with the slavery of past. Also, through this shameful past, Americans can come to understand the horrors that modern-day victims of slavery endure.

There has not been one day, in all of America's history, where there has been slavery or human trafficking as it is known today. The official date for the beginning of human trafficking in the United States, also known as the Transatlantic Slave Trade, is 1502. It lasted over 350 years and during that time about 9.9 million Africans were

enslaved and trafficked to America to work in its homes and fields (Swanson, 2015). When slavery officially ended 150 years ago, it still continued in various forms in the south. The sharecropping and debt bondage systems that sprang up in its place were intended to ensure that the labor-starved farmers of the South would continue to have the black workers they thought they needed.

These systems continued until a federal ban on such practices was finally passed in 1948. Many believe that the number of slaves in the United States hit its lowest number in the 1940s and 1950s. Unfortunately, with the end of the Cold War, the rise of globalization and the opening of borders all over the world, slavery again became a profitable enterprise with America once again becoming a lucrative market for slave trafficking (Bales & Soodalter, 2009).

**Similarities and differences between Pre-Civil War slavery and modern-day human trafficking.** One of the major differences between traditional and modern slavery is the cheapness of human life that now exists in the world. An African slave in the South would have cost about \$40,000 in U.S. dollars today, whereas a trafficked girl from Thailand would cost less than a hundred dollars. The result is, for most slaveholders, it is cheaper to buy a new slave than to pay for medical care to keep one alive (Bales & Soodalter, 2009).

Another difference is the secret world in which the slave lives and works. In the past, owning a slave was a sign of wealth and prosperity, something to be proud of and shown off to the world. Elite citizens, senators and even presidents owned slaves. Today slave-trafficking is hidden from the world as much as possible. The majority of slaves

are hidden, moved often and every precaution is taken against detection and arrest. Because of its hidden nature, it is harder to combat. Slavery is illegal in almost every nation in the world but still it exists everywhere. The legal slavery of the past enslaved 9.9 million Africans, the number of people living in slavery today is almost three times that number. (Bales & Soodalter, 2009).

Slavery is also no longer bound to one race or color as it was in the past. It includes every race and nationality in the world, it is male and female, child and adult. No class or education level is exempt from being a victim of human trafficking. Traffickers prey on whomever they can find, usually the most vulnerable in society.

**Similarities.** However, for all the differences, slavery is still, in many ways, the same. It is still a heinous crime committed for the same motivations that it always was - power and money. It still includes the dehumanizing of a human being by violence and terror. Steve Sheridan, in an article written for the Florida A&M Law Review, enumerates six harrowing similarities between slavery of the past and the human trafficking of the present.

Modern-day slaves have a similar life expectancy to those on the sugar plantations of the South long ago. They were worked so mercilessly that they lived only about seven years. The victims of sex trafficking also typically live about seven years. The high death rate is a result of malnutrition, assault, sexually-transmitted diseases, drug overdose, and suicide. These enslaved women are also not in control of their own reproduction. In the past women on plantations were raped and impregnated by white

masters while modern-day women in the sex trade are forced to have abortions (Swanson, 2015).

Other similarities include being stripped of their given names and given new names by their captors. Branding and tattooing is also common for modern-day slaves just as it was back in the Old South. A modern-day sex slave is often branded or more likely tattooed. One woman, upon rescue, was discovered to have a barcode tattooed on the back of her neck. Contemporary slaves also have quotas they have to meet each day, just as slaves did in the South in the 1800's. It was common for slaves to have a certain number of pounds of cotton they were required to pick each day; similarly, in today's sex trafficking, a girl will have a certain amount of money she must make each day. She is not allowed to eat, rest or come "home" until the set quota is filled. (Swanson, 2015).

The violence and torture inflicted upon slaves now and then is remarkably the same. There is the same brute force, manipulation and total control exerted today as there was back then. It seems that human beings have the same capacity for cruelty and evil as always, and it is never on more fully on display than with slavery. Unfortunately, America is not the only country in the world that has its struggles with slavery, human trafficking has now become a worldwide problem. Educators need to be aware of what is happening in other parts of the world and that they are contributing to slavery with their purchases.

### **Human Trafficking Around the World**

There is not a country in the world that is immune from human slavery. Poor countries are often victimized to serve the needs of the rich countries. The cheap food

and consumer goods that the West demands are made at great human cost by the slaves of the Third World. Globalization has made what happens in far off countries of vital importance to Americans as they unknowingly contribute to and encourage human trafficking by what they purchase. Education about where and how products are made, and then avoiding purchasing those products can be a crucial part of overall fight against human trafficking.

The amount of human trafficking occurring within a country often correlates to vulnerability factors such as: poverty, lack of opportunities, police corruption, forced displacement, war and deep social inequalities. These factors increase the vulnerability to human trafficking as traffickers use their victim's desperation to manipulate, trick and even kidnap innocent people into a life of brutal servitude (Global Slavery Index, 2016).

**Asia.** Asia, the most populated continent in the world, is thought to have two thirds of the world's slave population with an estimated total of over 30 million victims. Slavery provides low-skilled workers for the factories that produce consumer goods bound for the United States and Europe, including clothes, food and technology. The Thai fishing industry is famous for its use of children and adults as slaves. In 2015, the Indonesian government rescued over 2000 men, enslaved in the Thai fishing industry. These men were whipped with stingray tails and worked almost non-stop without proper water or food. The fish they caught were bound for the world's major supermarket chains (Global Slavery Index, 2016).

**Europe.** While Europe has traditionally had a low rate of human trafficking, the enormous influx of refugees from countries like Syria has caused this number to rise to

over 1.2 million. These refugees are especially vulnerable to exploitation. Authorities have identified trafficking victims in Europe from 137 different countries in the world (United Nations Office of Drugs and Crime, 2013). Like the United States, Europe is a major destination for forced labor and commercial sex trafficking. In 2016, more than 11,000 Nigerian women and girls arrived illegally in Italy by sea. Today, many of them work as prostitutes in the Italian countryside, living and doing their work on the sides of the roads or in the surrounding fields. They have had their passports taken and their families back home are under threat from their traffickers (United States State Department, 2017).

**Eurasia and Russia.** There are 2.8 million slaves in Russia and Eurasia, and many of these are cases of state-sponsored slavery in countries like Uzbekistan and Turkmenistan. Uzbekistan has one of the highest slavery rates in the world because their government forces up to one million of its citizens to work in the cotton harvest each year. There is also evidence that the Ukrainian government has started forcing child soldiers to fight in its army (Global Slavery Index, 2016).

**Africa.** With the terrible poverty, instability and humanitarian crises in Sub-Saharan Africa, it is no surprise that 15% of the world's enslaved population is located there. As of February 2016, there were 2.5 million refugees in Africa and 6.2 million people caught in human trafficking. As a result, Sub-Saharan Africa provides the largest percentage of sex slaves in the world. In Ghana alone, there are 21,000 child slaves working in the fishing industry, while children as young as twelve work in Ghana's gold

mining industry, using dangerous chemicals to extract gold dust (Global Slavery Index, 2016).

**Middle East and North Africa.** The wealth of oil-rich nations in the Middle East and Northern Africa has attracted many people from Asia and Sub-Saharan Africa with the promises of good paying jobs. Increasingly, however, as governments in the region have destabilized and violence has escalated, this area has seen a rise in human trafficking. There are an estimated 2.9 million slaves in this part of the world. Other examples of slavery in the Middle East include Thai workers in forced labor on Israeli farms, domestic slaves from poor Asian nations in private homes, and men from India and Pakistan in forced labor crews working on building hotels, museums and other infrastructure projects for UAE (Global Slavery Index, 2016). The nation of Qatar is currently using forced labor to build its facilities to host the 2022 World Cup (United States State Department, 2017).

**North and South America.** Modern slavery in North and South America affects over 2 million people. Brazil, Guatemala, Mexico, Chile, Dominican Republic and Bolivia top the list of the most people enslaved. It is largely seen in the commercial sex trade, domestic workers in private homes, and forced labor in agriculture and mining. Forced labor is especially common amongst some of the indigenous groups of Peru, Bolivia and Columbia. In the rural areas of Brazil, deep in the forests of the Amazon, forced labor is common in the mahogany, brick-making and gold-mining industries. In 2015, in Brazil, 936 slaves, mostly men, were rescued from forced labor crews (Global Slavery Index, 2016).



Americans play a role in promoting and encouraging human trafficking by the purchases that they make. It is worthwhile for anyone concerned about this issue to educate themselves on where the products they use everyday are made and how they are produced. There are organizations that provide this information. The Department of Labor publishes an exhaustive list called List of Goods Produced by Child Labor or Forced Labor. There would not be a need for slave labor if there wasn't a demand for it. Unfortunately, the rich countries of the world have created a demand and that the poverty stricken regions of the world, because of globalization, have stepped up to meet by exploiting the most vulnerable of their populations. However, Americans can reverse this trend by being informed and strategic consumers.

### **Human Trafficking in the United States**

#### **The Victims**

**Foreign Nationals.** Globalization has brought many benefits to the countries of the world but it has also made moving people, illegally, across international borders much easier. The 2016 Global Slavery Index published yearly by the Walk Free Organization estimates there are between 14,000 and 17,000 foreign nationals trafficked across U.S. borders each year. They come from all over the globe - Asia, Africa, India, China, Eastern Europe and Latin America. Traffickers are very often members of the victim's own ethnic and language group which facilitates the building of trust when recruiting. Women are often used to recruit other women and interestingly, women are convicted in cases of human trafficking at a higher percentage than any other crime (United Nations Office of Drugs and Crime, 2013). Most slaves that come to America

come voluntarily at first, looking for the American dream, but what they get instead is a nightmare. Traffickers use this dream to offer an opportunity for a job or education that a poor and vulnerable person in another country finds difficult to resist. However, once that person has left their home, they are on their way into slavery. Their documents are taken away; they are locked up, fed little, and denied sleep. All these things work together to keep the slave too dependent and disoriented to resist when they finally realize that they are no longer free (Bales & Soodalter, 2009).

When they arrive in the United States, they are hungry, confused, far away from their family with no identification, and usually unable to speak the language. Often they have a fear of police because of the corrupt practices of law enforcement in their homeland and because of the control and manipulation techniques used by the traffickers themselves. If they do try to escape, they are severely punished and their families back home are threatened. They are caught in a trap from which they cannot escape, and their only choice is to do what the trafficker tells them to do. They often are told they have a “debt” due to transportation and recruitment fees. This debt is always ridiculously high, and the victim can never repay it no matter how hard they try (Bales & Soodalter, 2009).

**United States Citizens.** A shocking number of human trafficking victims in the United States are U.S. citizens. According to a United States Justice Department special report, 83% of victims in the cases they prosecuted were U.S. citizens (The United States Department of Justice, n.d.). The vast majority of them work in the sex trafficking industry. Statistics on human trafficking in the United States are very difficult to come by because there is so little reporting of this crime. It has been estimated that as many as

17,500 people are trafficked into the United States each year from other countries, and that 100,000 U.S. citizens under the age of 18 are victims of human trafficking (Siskin & Wyler, 2016). The average age of a victim to be recruited into sex trafficking is between 12 and 14 years old (Hartinger-Saunders, Trouteaud, & Matos Johnson, 2017). That means that it is not just high school teachers that need to be vigilant but middle school teachers as well should be aware that their students are being targeted by traffickers and know how to take action.

### **Sex Trafficking in the United States**

Sex trafficking is the type of trafficking in which American students are likely to get involved. It is big money for the traffickers and young teens and pre-teens are especially vulnerable. Teens under the age of 18, cannot under the U.S. trafficking law, consent to becoming a prostitute, and are automatically considered a human trafficking victim. (U.S. Justice Department).

In 2010, the Institute of Justice commissioned the Urban Institute to do a research study on the underground sex trade in eight major cities. It is was the first large scale comprehensive study of its kind. Its findings, based on interviews with prosecuted sex workers and pimps across the country, describe the illegal sex trade on the nation's streets. Most pimps argued that the media tended to exaggerate the use of violence against victims and asserted that psychological manipulation is the preferred method for controlling their victims. They also would feign romantic interest in their victim in order to convince a lonely and vulnerable person to work for them. Most pimps acknowledged

that they had a gift for manipulation and used it as the primary way of controlling the girls who “work” for them (Dank, 2016). The Urban Institute study also revealed there are many people around the sex trafficking industry that facilitate and profit from it besides pimps and brothel owners. Hotel managers, corrupt law enforcement officers, drivers and secretaries are also examples of people who benefit and protect those engaging in sex trafficking.

The most valuable resource for facilitating sex trafficking is the internet. While the report found that commercial sex trafficking on the street is declining, internet sex solicitation is increasing dramatically. From child pornography to advertizing sex services on Craigslist, it is becoming easier and easier for traffickers to recruit both customers and victims while decreasing their risk of arrest and prosecution (Dank, 2016).

**Sex Trafficking: Victim risk factors and vulnerabilities.** Cases of children, kidnapped for human trafficking purposes, without any previous contact, are rare. One such case was a seventeen year old girl from Cleveland, Ohio who had been abducted while waiting at a bus stop. She was driven to Detroit and was going to be forced into prostitution. She was guarded around the clock and never left alone. She escaped four days after her kidnapping while at a shopping mall in Detroit, when she asked a security guard for help. She worked with the police to help bring down a multi-state sex trafficking ring that had kidnapped more than 100 girls, some as young as 13 (AP, 2003).

Much more common, however, are vulnerable young women and men who are tricked into human trafficking by traffickers who offer these young people what is lacking in their communities - homes and families. They create dependency in these

vulnerable individuals in order to control them. The traffickers are master manipulators who create mental chains and prisons for their victims that are as strong and powerful as any jail cell. They make wonderful promises of love, money, jobs and give expensive gifts. The traffickers initially may pass themselves off as romantic partners and might be in relationships with their victims for months or years before asking them to sell themselves. They are patient and gain their victim's love and trust before trafficking them (Polaris, 2017).

Traffickers are experts at spotting vulnerable people and exploiting that vulnerability. Factors that make a person vulnerable include: homelessness, poverty, substance abuse, lack of supportive family, and a traumatic loss like the death of a loved one. Since employment is a difficult issue for many young people, traffickers promise good-paying jobs and victims often see this opportunity as the only way to achieve financial stability. Homeless people are especially vulnerable to trafficking because they need somewhere to go. The traffickers may pass themselves off as a benefactor offering them food and shelter which leads them into a life of slavery instead (Polaris, 2017).

Youth who are in the foster care system, juvenile system, and runaways are particularly vulnerable. Because they lack supportive family systems, they have no safety net to protect them from traffickers. They are looking for love and emotional support, and too often traffickers prey on this desperate need. Substance abuse is another major factor. The traffickers recruit their victims by offering them drugs. Sometimes young people are thrown out of their homes because of substance abuse, leaving them

vulnerable to recruitment. Drug-addicted parents or family members might also sell their children for money to buy drugs to satisfy their addiction. (Polaris, 2017)

Psychologist Melissa Wither's wrote an article about U.S. citizens who become victims of human trafficking. She concluded that traffickers and pimps look for young girls with low self-esteem who are desperate to find someone who loves them. Even in the abusive trafficking situation, the victim will honestly believe the trafficker loves them, and they are in a relationship together. The girls will even lie to the police in order to protect the one they love from prosecution, believing they are part of a couple, and not realizing they are actually being exploited. One FBI agent recounted an interview he had with a trafficker upon arrest. The trafficker said he would walk around a shopping mall looking for a girl who was alone. When he saw the girl he would go up to them and say "You have really pretty eyes." If they girl smiled and said, "Thanks!," he would know to keep looking for someone else. But if the girl looked at her feet and said, "No I don't.", he would know he had found a girl who could be manipulated and exploited (Withers, 2013)

In a recent documentary "Arkansans Ask: Human Trafficking" broadcasted on AETN, a panel of experts talked about the types of trafficking in Arkansas. One panelist mentioned that sex trafficking is so hard to identify because many of the victims go home every night and sleep in their own beds, attend school and have what looks like a "normal" life. What is not visible is that on the weekends or in the evenings they are are being trafficked. The children may not even realize themselves that they are victims. It may be a parent or "boyfriend". They may be being blackmailed because they have done

something or have been tricked into doing something they feel guilty about and want to hide. This makes identification especially hard and prosecution difficult (Barnes, 2018).

An underaged boy in Tennessee was hired by a local trafficker to recruit girls as young as 15 for sex trafficking. He was paid \$20 for every \$100 that the girls made as prostitutes. Recruiters can be men, women or transgender. They work in middle and high schools, parks, malls and increasingly through social media, luring children into situations that, for whatever reason, they feel they cannot escape (U.S. Department of Education, 2015). This is the sort of trafficking that is most prevalent in schools and educators should be vigilant to the signs that one of their students is actively recruiting for sex traffickers or engaging in prostitution which is automatically considered human trafficking.

### **Sex Trafficking in Arkansas**

When the Denied Innocence Task Force, a partnership between Homeland Security, FBI, US Marshals and local law enforcement from all over Arkansas, first started investigating in Arkansas for sex trafficking of minors, they had more cases than anyone expected (Ward, 2014). They initially expected to find only a few cases but each case turned up more leads that led to more victims than anyone imagined. In fact, every single sting operation they have staged has led to at least one victim of sex trafficking (Ward, 2014). Sonia, the Community Awareness Coordinator at Partners Against Trafficking Humans (P.A.T.H.), a Little Rock-based non-profit organization helping survivors of human trafficking, attributed the high number of human trafficking cases in Arkansas to the fact that Arkansas was later than many other states in passing its human

trafficking laws. According to Sonia, they came here because it was easy to operate. It is also the small police forces and lack of vice squads in many towns in Arkansas that make it still easier for traffickers to do their business undetected (Free Weekly, 2016).

In May, 2016, a large sex trafficking ring was broken up in Fort Smith, Arkansas. Investigators found this sex trafficking ring had branches in six other states and was operating out of a hotel in Springdale. The pimps were averaging between \$10,000 and \$12,000 a weekend from prostitution and advertised the victims on websites such as backpage.com (Free Weekly, 2016). The fact that Interstate 40 runs through Arkansas is also a big draw for traffickers. They both transport their victims along this highway and sell them at one of the many truck stops along the way. (Arkansas Matters, 2016). Agent Jeffrey Pryor of Homeland Security based in Northwest Arkansas said he has also noticed that instances of parents selling their own children is more common in Arkansas than other places (Free Weekly, 2016)..

Louise Allison, the founder of P.A.T.H. recounted her story as a trafficked child in Arkansas recently on the AETN news show “Arkansans Ask: Human Trafficking”. She told the story of how she ran away at age 14, and before she was many blocks from her home, a nice looking man in a nice car talked her into going home with him. This decision led to two years of slavery on the streets (Barnes, 2018). Another woman believed she was coming to Little Rock for a job training seminar. She told a “friend” that she met on the internet that she needed money to support her son and he encouraged her to take this job opportunity in Little Rock. He loaned her \$60 for gas money and



upon arrival he forced her to engage in prostitution to pay it back (Arkansas Matters, 2011).

**Arkansas statistics.** Statistics in Arkansas are difficult to find because this is a crime that hides and research on the subject has not been completed. One organization that has reliable information is the Polaris group that runs the National Human Trafficking Hotline. It publishes the number of calls received which, when examined can indicate disturbing trends in human trafficking in Arkansas. One such trend is that the number of verified cases has almost doubled in the last 5 years.

#### **National Human Trafficking Hotline - Arkansas Statistics**

<b>Year</b>	<b>Calls</b>	<b>Total Verified Cases</b>	<b>Sex Traff. Cases</b>	<b>Forced Labor Cases</b>	<b>Nationality</b>	<b>Top Venues for Sex Trafficking</b>
<b>2013</b>	170	26	19	6	13 US 7 Foreign	Residence, Truck stop, Online
<b>2014</b>	102	21	17	3	17 US 3 Foreign	Hotel, Truck stop
<b>2015</b>	109	35	28	6	28 US 6 Foreign	Hotel, Truck stop
<b>2016</b>	137	46	38	6	38 US 6 Foreign	Hotel, Online, Escort
<b>2017</b>	145	42	31	7	31 US 7 Foreign	Hotel, Online, Truck stop, Massage

Being from Arkansas, usually means being from a small town, people don't typically leave and everyone knows everyone else. In this sort of atmosphere, people are lulled into thinking that they live in a safe place and their children are safe. The reality is

that this is the sort of naivety that traffickers count on. They thrive in areas where there are no police and the people are ignorant of the realities of human trafficking. Rural communities typically don't have police forces or vice squads. Some don't have anything more than a local sheriff. For this reasons, educators must stand in the gap and be vigilant for exploitation in their towns. Laws are in place and educators need only make a call that could potentially save a child's life. To do this, they need to become very familiar with the indicators of human trafficking, in all its forms.

### **Indicators of Sex Trafficking**

Having one of the following indicators alone does not necessarily indicate human trafficking, but they are red flags (U.S. Department of Education, 2018). Anyone suspecting a human trafficking situation should call the Human Trafficking Hotline, and educators in Arkansas are obligated to report it to the Arkansas State Police Child Abuse Hotline. These indicators are taken from the U.S. Department of Education website:

- an inability to attend school on a regular basis and/or unexplained absences
- frequently running away from home
- references made to frequent travel to other cities
- bruises or other signs of physical trauma, withdrawn behavior, depression, anxiety, or fear
- lack of control over a personal schedule and/or identification or travel documents
- hunger, malnourishment, or inappropriate dress (based on weather conditions or surroundings)

- signs of drug addiction
- coached or rehearsed responses to questions
- a sudden change in attire, behavior, relationships, or material possessions (e.g., expensive items)
- uncharacteristic promiscuity and/or references to sexual situations or terminology beyond age-specific norms
- a “boyfriend” or “girlfriend” who is noticeably older and/or controlling
- an attempt to conceal scars, tattoos, or bruises
- a sudden change in attention to personal hygiene
- tattoos (a form of branding) displaying the name or moniker of a trafficker, such as “daddy” which the student refuses to talk about
- hyperarousal or symptoms of anger, panic, phobia, irritability, hyperactivity, frequent crying, temper tantrums, regressive behavior, and/or clinging behavior
- hypoarousal or symptoms of daydreaming, inability to bond with others, inattention, forgetfulness, and/or shyness

If an educator notices any of these indicators, they should ask questions. For example, they should ask a student about a tattoo. Usually, students have a story for every tattoo and they love to talk about it. If they are reluctant to discuss it or even seem ashamed of it that is a big red flag (Barnes, 2018). Ask about expensive new items the student seems to have or trips they have mentioned. Explanations should make sense with what the educator knows about the child and their families. These

are just small things a teacher can do that will provide useful information to investigators if needed.

Sex trafficking is not the only type of trafficking that an educator might encounter. While, forced labor is unlikely to be in a school, an educator might come in contact with it in their community. In a rural area, agricultural slavery could be occurring and small towns are not immune to human trafficking in its restaurants and local businesses.

### **Forced Labor**

Forced labor is a type of modern-day slavery that includes many sub-categories of trafficking from domestic servitude to child soldiers. The definition, according to United States trafficking law, is that labor traffickers, including recruiters, contractors, employers obtain a person for labor or services using “fraud, force or coercion”, against their will and under the threat of violence. (US Justice Department) Technically sex trafficking would fall under the category of forced labor, but for research purposes, the two are often considered separately.

The way forced labor traffickers acquire their victims have some similarity to sex trafficker’s recruiting methods. They make promises of a high-paying job or educational opportunity to convince their victims it would be beneficial to both them and their families if they left their homes for another city or nation. To make matters worse, victims, on average, pay \$6,150 in recruitment fees for jobs in the United States. What

they get, in reality, is long hours working in horrendous conditions for little or no pay. They are controlled by violence, debt bondage, manipulation, loss of passports and visas, and lack of money. These victims often do not speak the language and fear for the lives of families in their homeland. In their minds, they have no choice but to work (Polaris, 2015).

Labor trafficking occurs in many industries, both in the U.S. and abroad. In America, the most common types of forced labor are domestic servitude in private residences, farm workers in the agricultural sector, factory workers, construction crew and even lawn services. Slaves can even be found in restaurants and beauty services (Polaris). In its sixth edition of the List of Goods Produced by Child or Forced Labor, the U.S. Department of Labor has identified 136 goods from 74 countries made from slave labor. (Department Of Labor, 2016)

While in the sex trafficking industry, the majority of victims in the U.S. are United States citizens, the majority of forced labor victims are foreign born. In 2014, the Urban Institute published statistics that found 31% of forced labor victims were Hispanic, while 26% came from Southeast Asia, and 13% from Southern Asia. Contrary to popular belief, most forced labor victims are not illegal immigrants - seventy-one percent of them entered the United States on legal visas. They crossed borders and interacted with Homeland Security agents without raising suspicions that they were being trafficked. The other 29% were smuggled into the United States across the Mexican border or in boats or planes (Owens, 2016).

**Field workers.** Slavery in American agriculture is one of the three largest forms of modern slavery in the United States. Florida, especially, is known as “ground zero for modern slavery” (Bales & Soodalter, 2009). It usually takes the form of debt bondage where the victim is told to pay back a debt of thousands of dollars that tends to increase over time, making it impossible to ever pay back. A victimized laborer is assigned to a crew leader and watched over by people with guns. The laborer is told that if he escapes it will result in harm to his family back home, deportation, arrest and death. The traffickers are fully capable of carrying out these threats against family members through the recruiters and other associates in the victim’s home countries (Bales & Soodalter, 2009).

In 2003, a Florida fruit-picker’s slave ring was broken up by the FBI. Two men, Ramiro and Juan Ramos were convicted of enslaving 700 illegal immigrants from Mexico. The men were forced to work 10 hours a day, 6 days a week with no holidays, in the Florida fruit harvests. They were threatened at gunpoint and told if they tried to escape it would result in torture and death. The laborers lived in filthy, over-crowded apartments. The Ramos brothers charged the men \$1,000 for transportation to America and then smuggled them across the Arizona border. Each week, rent, food and debt repayment would leave little left of the worker’s paycheck. No one was ever able to pay back the debt. The ring was discovered when a non-profit group helped four of Ramos’ workers escape. The Ramos brothers received 15 years in prison (FBI, 2016).

Another example of traffickers who preyed, not upon foreign workers, but U.S. citizens was prosecuted in 2005. One of North Florida’s largest labor camps was led by

Ronald Evans. Evans recruited dozens of men from homeless shelters promising them food, shelter, and a good-paying job. The men were given cocaine, alcohol, and cigarettes on credit and had to work off their debt in Florida's potato fields. Not surprisingly, the men never earned enough to pay off their debts. The raid on the camp was led by the Department of Labor in conjunction with the Drugs Enforcement Administration (Benjamin, n.d). Evans was sentenced to 30 years in prison. (Dean, n.d.)

**Domestic slavery.** Domestic slavery is unique from other types of human trafficking because it is more about saving money than making it. Domestic servitude is the second most common form of slavery in America, after sex trafficking. The trafficker benefits from a slave's labor for years after a one-time acquisition. Large crime syndicates are not usually involved with domestic slavery. Instead, it is done one or two victims at a time from small operators. Many times a woman will take a job of her own free will and come with a legal visa to do domestic work. It is only after she arrives that her passport is taken and her life as a slave begins (Bales & Soodalter, 2009).

These women walk children to school, go to the grocery store, take out the trash, and live in the same place for years without anyone suspecting something is wrong. Like sex-trafficking victims, these domestic slaves live in a mental bondage that paralyses them. They suffer from fear, shame, depression, confusion, and hunger in a way that compounds to make escape seem impossible. Many of them don't speak the language and they have been taught to fear the police. Some of them have a real attachment to the slaveholder's children they care for and are repulsed by the thought of leaving them unprotected. Slaveholders become skilled at keeping their slaves just disoriented and

exhausted enough to prevent them from escaping but not so much that they can't do a hard day's work. Domestic slaves that get about three hours of sleep a night, with one small meal have what they need to function but are too tired to think of running away (Bales & Soodalter, 2009).

In a wealthy neighborhood in Laredo, Texas, homemaker Sandra Bearden kept a 12-year-old domestic slave from Mexico chained to a pole in her backyard, without food or water, whenever the girl was not working. Bearden, a Mexican American, was only twenty seven years old when she traveled to a small village in Veracruz and asked this young girl's family for permission to bring their daughter to America for a better life working as her maid. After smuggling her into the country, the girl was starved, beaten, chained to a pole and forced to eat dog feces. Doctors said she would not have survived another week if a neighbor, who was fixing his roof, had not seen the young girl, tied to a pole and called the police. Bearden is now serving a life term in prison (Theiss, 2011).

Another example, retold by Kevin Bale in his book "The Slave Next Door". is of a wealthy Indian couple in their thirties who had a boy serving as a house boy in their home. Elaine was a neighbor who befriended the couple and got to know the house boy on her visits there even learning how to make her favorite Indian dishes from this young man. She noticed how hard the boy worked - serving not just the couple, but several members of their extended family that lived there. He had never gone to school, slept on a mat in the kitchen, and received very little if any pay for his work. She also discovered he had no papers because the couple had taken his passport and visa upon his arrival in the United States (Bales & Soodalter, 2009).



The wife controlled every detail of the boy's life, even going so far as to decide it was time for him to marry and to have a wife from India sent for him. After the young couple married, they were given a small area of the basement to use as their new home. Amazingly, the young couple fell in love, and the wife soon became pregnant. This enraged the wife, who was unhappy in her own arranged marriage, and she decided that the baby would be aborted immediately. Elaine noticed one night at dinner the young couple seemed very distraught so she privately asked the young man what had happened. After some coaxing, the young man told her the whole truth, and she was able to persuade him that he should run away. They devised a plan together, and the young man and his wife escaped to start a new life in New York City (Bales & Soodalter, 2009).

This was in the years before the trafficking laws in America were as strong as they are now. Today Elaine would have just needed to call the National Human Trafficking Hotline or law enforcement in order for the young man to receive the help he needed. It is fortunate Elaine was astute enough to know something was not right and to take action. This story illustrates that educators should be aware that human trafficking situations could be happening anywhere, even in their own neighborhoods and they should know the signs of forced labor and domestic slavery.

### **Indicators of Forced Labor**

As with sex trafficking, one or two of the indicators provided below do not necessarily mean that the person is a victim of modern-day slavery. They are warning signs that indicate that there might be something wrong and it is important to stay vigilant about the situation. If an educator suspects someone is a victim of human trafficking,

they should call the National Human Trafficking Hotline. If the victim is a child, the report should be made to the Arkansas State Police Child Abuse Hotline. Indicators of forced labor, according to the International Labor Organization, are:

- Abuse of vulnerability (such as lack of English, immigration status or other forms of dependency)
- Worker was obtained by deception
- Restriction of movement
- Isolation
- Physical and sexual violence
- Intimidation and threats
- Retention of identity documents
- Withholding of wages
- Debt bondage
- Abusive working and living conditions
- Excessive overtime

### **Child Labor Indicators**

Additional behavioral indicators for child-labor trafficking, provided by the Department of Education, include the following:

- being unpaid, paid very little, or paid only through tips
- being employed, but not having a school-authorized work permit
- being employed, and having a work permit but clearly working outside the permitted hours for students

- owing a large debt and being unable to pay it off
- not being allowed breaks at work or being subjected to excessively long work hours
- being overly concerned with pleasing an employer and/or deferring personal or educational decisions to a boss
- not being in control of his or her own money
- living with an employer or having an employer listed as a student's caregiver
- a desire to quit a job, but not being allowed to do so

As with sex trafficking, the best course of action for a teacher noticing any of the indicators above is to be a nosy neighbor/teacher. Ask questions and watch carefully for nervousness or answers that don't add up. Students are usually good about talking about their jobs and if they seem reluctant, make calls to parents. Educators should familiarize themselves with their state's child labor laws to ensure that their students are not being exploited by their employers, especially if the child is poor and vulnerable to exploitation. Forced labor is the type of trafficking that educators are most likely to come into contact with as they conduct their daily business in the community so it is important that they know the signs of trafficking when they encounter them and make the call that could save someone's life.

### **Conclusion**

This information all helps to answer the question: *What do educators need to know to identify human trafficking in their schools and communities?* Understanding the laws

that govern human-trafficking prosecution are important because they provide a framework for educators asking themselves if a situation qualifies as human trafficking. The words “force, fraud and coercion” earmark any situation as human trafficking. The history of pre-Civil War slavery in America links the past that Americans know too well with a shadowy world that many refuse to believe exists today. Comparing human trafficking with the slavery of the past brings light to this shadowy world. It is also important to understand that in our globalized world today, what affects one region of the world affects everyone. The food on the tables of America and Europe could likely have been harvested and grown by slaves in Asia, as well as the clothes, technology, and jewelry used everyday by people who would abhor the slavery conditions that created them, if they were only aware of it.

Inevitably, the traffickers target the rich countries of the west as the destination for plying their trade, and unfortunately there are too many Americans who are happy to have the cheap, even free labor the trafficked victims provide. From sex workers to field workers, to waiters and waitresses, there is no place that is immune from this crime. Even American citizens too often become victims as traffickers prey upon the weak and vulnerable in society - those who have no protection, no support, or no belief in their own innate value. All of these people need an informed citizenry to be vigilant to observe, ask questions and report suspicions. The indicators detailed in this chapter will equip educators and community members to do just that.

**Chapter 3 preview.** The results of the research articulated in this chapter will serve as the basis for the proposed project articulated in the next chapter. The project

will be an hour-long professional development class, designed to meet the standards for educators in Arkansas to raise awareness of human trafficking in the U.S. and around the world, and train educators to identify and report suspected cases of human trafficking. This district-wide, large-group professional development class will communicate much of the information contained in this chapter. After using a variety of instructional strategies to teach the highlights of this chapter, the presenter will then allow the educators themselves to use what they know in simulations. If every educator in America, knew the information contained in this chapter, human trafficking would greatly decrease all over the world because the traffickers could not so easily hide, and the victims would have millions of educated advocates to whom they could turn for help.

## Chapter 3

### Project Description

#### Introduction

*What do educators need to know in order to identify human trafficking in their schools and communities?* This is the question that forms the basis of this project. The purpose of this project is to create professional development training that raises awareness of human trafficking and equips educators with the tools needed to identify and report human trafficking, in both a school setting and in their communities. An additional goal is to highlight the risk factors students may possess that make them vulnerable to becoming a victim of human trafficking so educators can connect them with services before this happens.

All schools in Arkansas have been mandated by law to provide 30 minutes of yearly training for all licensed staff. There is an online course already available that meets the criteria of this law, but this district has requested an in-person training for all its staff as a more effective way to train its educators on this important issue. This project endeavors to provide information specific to Northeast Arkansas and therefore more relevant to the schools and communities in this area.

#### Setting and Audience

This professional development training is designed to be appropriate for all school district settings and staff. Any school official should be able to take this training and do it in their area with little modification. This particular professional development training is during a district-wide professional development day that includes approximately 150

educators gathering in the Fine Arts Auditorium. While Arkansas state law stipulates a thirty-minute training, this initial training takes as much as an hour. In following years, an abbreviated 30-minute session would be all that would be required as a refresher course to meet the state standard. The full training has been made available for new teacher orientations if the district so desired.

Teachers and administrators in northeast Arkansas are predominantly working in the same small rural communities where they were raised. The demographics of the teachers roughly match the demographics of the students, with the majority being Caucasian. These educators are deeply aware of the poverty surrounding them and are skilled at identifying the effects of poverty in their classrooms. Many understand too well what is happening in their students' homes. In such small towns, there aren't many secrets, and the living conditions of the children are often horrifying. These professionals have seen it all. That is why, after they given the training to do so, these amazing educators will be excellent advocates for victims and will not hesitate to intervene with at-risk and vulnerable youth.

### **Design Framework**

**Standards.** In April of 2017, the Arkansas state legislature passed Act 507 which requires 30 minutes of professional development yearly for all licensed teachers in Arkansas. It reads:

SECTION 3. Arkansas Code Title 6, Chapter 17, Subchapter 7, is amended to add an additional section to read as follows: 6-17-710. Human trafficking professional development. (a) Each year, a school district shall make available to

licensed personnel thirty (30) minutes of professional development on: (1) Recognizing the warning signs that a child is a victim of human trafficking; and (2) Reporting a suspicion that a child is a victim of human trafficking. (b) The Department of Education or another person, firm, or corporation designated by the department shall develop and administer the professional development under subsection (a) of this section. (c) The professional development under this section shall count toward the satisfaction of requirements for professional development in the Standards for Accreditation of Arkansas Public Schools and School Districts and for licensure requirements for licensed personnel.

This project is an attempt to meet the standards articulated in this mandate from our state and at the request of the superintendent of the district.

**Outcomes.** Awareness is the first and most basic outcome of this training for educators. If they are unaware their students and neighbors could be victims of human trafficking, then they are not looking for the signs and don't recognize them when they see them. At the end of this training, the participants will know how to identify human trafficking. They will also know what to do and whom to contact if they suspect human trafficking. They will also be aware of some of the risk factors and vulnerabilities, so they can take preventative measures. It is especially important that at-risk students be connected with services that could prevent them from falling victim to a trafficker. Teachers are in a perfect position to be a catalyst for prevention as well as rescue.

**Instructional strategies and materials.** The presentation begins with a brief history of the presenter's experiences working with human trafficking in Thailand,



followed by direct instruction using a slide presentation to summarize the information found in Chapter 2 of this document. The presentation includes the highlights of U.S. laws, especially the verbiage “force, fraud and coercion” which are the hallmarks of the U.S. trafficking law. Following this, the presenter touches briefly on the history of slavery as it relates to modern-day human trafficking and very briefly mentions human trafficking as a global problem. The bulk of the presentation is on human trafficking in the United States. The purpose of this section is to dispel the idea that human trafficking is a problem for other countries and it has nothing to do with everyday life in rural America.

Considerable time is spent on the indicators and a printed copy of the slides is provided for the participants for note-taking and to keep as a reference. The printed copy includes both the Human Trafficking Hotline and the Child Abuse Maltreatment telephone numbers for the Arkansas State Police. Educators are advised to contact the State Police Child Abuse Hotline for suspected cases of human trafficking of a student encountered while conducting their duties. They will follow the normal procedure of a mandated reporter reporting child abuse. If the situation is encountered outside school, the educator should call the Human Trafficking Hotline. One important point that is stressed is that at no time should an individual attempt to intervene in a human trafficking situation. Reporting the information to the police is all that should be done since traffickers can be very dangerous. Police are trained and equipped to initiate the actual rescue of the victim.

Resources for further information are also included in the printed material, including a website listing common products made by slaves from other countries. This information is included for those participants who are interested in learning more about combating human trafficking by avoiding purchasing products made by slave labor.

The next portion of the training includes three videos made available by the Homeland Security's Blue Campaign. These excellent videos are designed to raise awareness of what human trafficking might look like in a school or community setting. Two of these videos feature a scenario where awkward teenagers are recruited in their high school by an older teen girl, also a student in the high school. The older teen girl is being coerced into recruiting the younger girls. The girls go to a party with the older teen and are drugged and photographed in a compromising situation and blackmailed into prostitution. A teacher, noticing the signs of this occurring, reports her suspicions to law enforcement.

Another video is designed to highlight domestic slavery. A woman brings her teenager to a party where they have a young woman working as a maid. She notices in the pictures from the party that the young girl seems to be working hard, and she asks where she goes to school. When she finds out this school-aged girl does not attend school, she reports it to the authorities.

These three videos perfectly illustrate how human trafficking could, realistically, be happening in local schools and communities. It brings to life the information presented in the slide presentation at the beginning of training. After each video, the

participants discuss with their peers what indicators helped the teacher identify human trafficking. This is the guided practice helping them complete the assessment.

**Assessments.** At the end of the training session, the participants are given several scenarios and asked to label them whether each one is a case of human trafficking or not and to justify their responses. If a case is identified as being human trafficking, trainees must write the indicators that helped them make this choice. Cases identified as not being human trafficking should also be justified. Participants should collaborate with partners, but all educators should complete their own assessments. After the assessments are collected, the correct answers are given so participants will know the correct identifying factors.

A self-evaluation is also given to the participants in the form of a Google form survey. It will ask such questions as, “Do you feel like you could identify human trafficking if you saw it?” “How much did you know about human trafficking before you came today?” and “How much do you feel you know now about it?” These two assessments provide data concerning whether the outcomes for the course were achieved.

**Theories.** Using Malcolm Knowles’ principles of adult learning, the conference is designed with participation and inquiry in mind. He recommends an informal tone, which is created by the speaker sharing personal stories from her time in Thailand and linking them to recent happenings in the participants own area because, as Knowles asserts, adults understand and retain information if it is somehow linked to their own lives. To Knowles, in order to increase comprehension, it is also important that participants have good quality interaction in the form of visuals and discussion with the

speaker and other participants (Knowles, 1992). In this presentation, there is a powerpoint presentation, a note-taking handout as well as many opportunities for the participants to collaborate and apply knowledge throughout the presentation. The assessments are as authentic as possible, designed with realistic scenarios that teachers in rural Northeast Arkansas might expect to encounter (Wiggins & McTighe, 2011).

The history portion of this training is also important to provide context because it takes new information and relates it with previously learned understanding. Knowles second principle of adult learning states that it is important to build on the background knowledge of the participants (Knowles, 1992) The brain can assimilate new information more efficiently when it is linked to information it already knows (Wiggins & McTighe, 2011). Most educators have a strong understanding of Pre-Civil War slavery and comparing it with modern-day human trafficking will enable them to immediately grasp the severity and horror of this problem.

Research also shows that teachers who are exposed to problems and allowed to collaborate to solve the problems not only learn more, but develop closer work relationships and are motivated work to solve other school-related problems together. Educators who collectively participate as a district in a training session are more successful in achieving the goals of the training because new initiatives have more support and authority when they are embraced by other teachers and administrators in the district. As a result, teachers become resources for each other in dealing with potential cases of human trafficking (Penuel, Fishman, Yamaguchi & Gallagher, 2007).

## **Conclusion**

*What do educators need to know to identify human trafficking in their schools and communities?* Finding the answer to this question has been the goal of the research represented in the literature review of this capstone, and transferring this information to other educators is the purpose of this proposed project. The project is a district-wide professional development session lasting approximately one hour. It has three components: direct instruction, guided practice using video examples of human trafficking situations, and collaboration on an assessment asking participants to identify human trafficking victims in a series of scenarios. Finally, after the training, a self-assessment will be emailed to participants asking them to assess their readiness to identify human trafficking in their classrooms and communities.

Participating in this professional development training will allow educators to meet the standards put forth by the new Arkansas state law that requires 30 minutes of training on identification of human trafficking for all licensed educators. It also equips these educators to advocate for their students and neighbors who may be vulnerable or are already victims of human trafficking.

## CHAPTER 4

### Reflection

This capstone project has become a labor of love for me. I started with no clear idea of what my topic was going to be. My idea was to do something that would help my poverty-stricken students learn better in my classroom. I explored technology as an idea and then settled, uneasily, upon developing a social emotional learning curriculum for my 5th grade literacy classroom. I knew from my research there were already several very good curricula available so it was a bit difficult to feel inspired to do one more. All that changed in Week 5 of my Research Methodology course when I ran into my district superintendent in the hall. I saw her and remembered last year she had mentioned my name as a possible person to do the human trafficking training our state was now mandating for all teachers. I remember being a bit stricken at the time because I was in no way an expert. I had a few stories I could have shared, but that was all I could offer, certainly nothing that would have met the standards of the law. With her encouragement, I started digging and my research question was born: *What do educators need to know to identify human trafficking in their schools and communities?*

I went to work with the passion and enthusiasm I don't think I could have generated for any other topic. It touched the missionary zeal that had led me to far-flung places of the world, to work with orphans, refugees and desperately poor children. It was the same zeal that led me to seek out the poor rural communities in my area as a place to work, rather than the richer school districts closer to my house. This project has helped

me make sense of the journey I have been on in my life and has given me a sense of purpose for my future.

As a missionary, I relied heavily on my ability to write for all the fundraising efforts that are inevitable in that line of work. I was comfortable writing stories about the children and the work in Thailand. However, I quickly learned, when starting this Master's program, that narrative writing and academic writing were two different things. While doing this project, I have realized I can write academically and write well. It gives me confidence, as I teach my children how to write in my literacy classroom, that I know how to model for them what effective writing looks like.

I never really thought of myself as a researcher before, but I found myself being unsatisfied with any data that didn't make sense or that I couldn't verify. I was surprised to find there is a lot of what I consider hysterical data regarding human trafficking and was startled to realize I could recognize it when I saw it. I am not an analytical person by nature. I would get curious about something, and knew I was going down a rabbit hole, as we say in the South, but I just couldn't help it. I had to verify the data I was seeing, and a lot of it did not hold up under close scrutiny. I found that I could not include it in my research.

The findings pertaining to the Mississippi Delta were very eye-opening for me and changed my perspective about where I live and work. I grew up in the Delta, but as a child, you don't really think about the historical and socio-economic features that make the place you live different than other places, it is just your home. I left Arkansas when I was 15 and didn't return until 30 years later.

I knew the Delta was poor but I didn't know how poor. I didn't know the problems were so deep and pervasive. I didn't understand my students, and I didn't even understand my own history until I started researching this unique region where I was born. It made me proud of my parents and grandparents who overcame such odds to become successful when so many did not succeed. It made me more understanding of my students who are still so mired in poverty and stirred in me a greater desire to be part of the change that needs to happen in this place I call home.

In this final chapter, I will reflect upon the research contained in this project from a personal perspective. I will present some of the challenges I encountered and the researchers who guided me through this process. I will also reflect upon the limitations of this project as well as suggest ideas for future related projects. The benefits of this project will be explained as well as my plans for communicating this project to as many people as possible.

**Literature Review** The literature review is the heart of this project. It took the most time and reflects everything I learned about human trafficking. The rest of the project radiates from this center as the project is simply a summary of my literature review. As I started doing my research, I began by reviewing academic papers on this subject and in virtually every bibliography I saw one name: Kevin Bales. Kevin Bales is a professor at the University of Nottingham and one of the foremost experts on human trafficking in the world (Bales, n.d.). His excellent book, *The Slave Next Door*, which he co-wrote with historian Ron Soodalter, gave me the framework for the rest of my research (Bales and Soodalter, 2009). Dr. Bales also co-founded of the Walk Free



Organization which publishes the Global Slavery Index that I relied on heavily for statistics about slavery around the world and in the U.S. The Global Slavery Index uses the Gallup organization to survey countries all over the world in over 50 different languages (Global Slavery Index, 2016). It publishes a yearly report on the numbers of people enslaved around the world as well as the vulnerabilities in each nation. The United States State Department also publishes the Trafficking in Persons Report that compiles data on trafficking around the world for the United States government. Its purpose is to ensure that countries receiving U.S. foreign aid are making adequate progress in combating human trafficking within their borders (United States State Department, 2017). Those countries that do not make progress risk their foreign aid being discontinued. I found the data between these two reports to be very similar and felt confident using these numbers as the basis of most of the statistics included in this project. The stories and the photos included in the U.S. TIP report haunt me still. I regret I could not include more of them in my paper.

These two works, being so consistent with each other, formed the benchmark I needed as I found such varying statistics on this subject. The reality is no one really knows how many people are enslaved in the world, how much money is being made from slave labor, and how many people are at risk. It is such a hidden activity that it is impossible to track. Even in the United States, it was extremely difficult to find data. The Polaris Project has the most reliable data and was very influential in my writing about trafficking in the United States.

The problem is, in the absence of solid research, organizations tend to inflate the numbers for their own purposes. I found ridiculously high numbers on many sites. One particular paper titled *The Commercial Sexual Exploitation of Children In the U. S., Canada and Mexico* by Estes and Weiner published in 2001 was widely cited. Some of the statistics were that 326,000 American children were at risk for human trafficking and that 45,000 -50,000 women and children are smuggled into the U.S. each year! Organizations and even politicians using these figures would often fail to include the “at-risk” part and just assert that 326,000 children became victims of human trafficking each year. Since the Este and Weiner article was from 2001, I was reluctant to use such old statistics in my research, and the numbers seemed very high to me compared with what I had read from Kevin Bales’ research. In the end, I was justified in my scepticism. There are several scholarly articles written to refute this study and lament the wide use of its data by politicians and non-profit organizations. One such article was published by the Crimes Against Children Research Center in 2008 (Stransky and Finkelhor, 2008). Human trafficking may actually be this rampant. I would not be surprised, but these numbers are much higher than anything that has been asserted in the governmental research I have reviewed. I understand why organizations, endeavoring to raise awareness of human trafficking, are drawn to these very high numbers as a way of raising the alarm. However, the reality is, even if it were 10 people, we should care. One child in the sex trade is too many, one woman chained to a pole in the backyard is intolerable, one man forced to work at gunpoint is cause for action. Organizations undermine the righteousness of their cause with data that lacks integrity.

The Department of Education and the International Labor Organization were very helpful in providing the indicators I needed for the project. The Department of Homeland Security's Blue Campaign had the most valuable resources of all with the awareness videos it had created to be used by schools and other organizations. Throughout this project, the governmental sources I found proved to be the most reliable and useful for my research.

**Implications.** The implications for those educators who are trained by this project is that they will become more aware of issues with their students, more watchful for signs of human trafficking and risk factors, and more questioning in everyday conversations with students. In their communities, I hope educators will more closely observe the people that serve them in their neighborhoods, be more kind and concerned about their neighbors and vigilant in looking for signs that all might not be well, especially in interactions with foreign workers. At home, I hope they will watch their own children with more insight, ideally have more conversations with them about social media, and become more savvy themselves with traffickers' methods.

I would also like to see a change in fear tactics that educators and police use when they interact with the students in my school. Recently, after a girl in our town ran away with a much older man who turned out to be a human trafficker, the police began doing training with our students. Well-meaning officers talked to the students about the dangers of social media and various other behaviors that could lead them into dangerous situations. This has been a positive development for the most part. However, in one session, an officer pointed out that if they take an inappropriate photo of themselves and

send it to someone else, it is considered child pornography and this could lead to them being arrested and put on the published sex offenders list for the rest of their lives. While this speech was intended to prevent this behavior, and the children should be informed of the seriousness of such actions, I saw the fear in my students eyes. I know, from my research, that human traffickers use this fear to blackmail children into doing what they want them to do. One of the videos I am going to show in the training is of this very situation. If I had known then what I know now, I would have talked to my students after this session to let them know that, while a photo of this nature is a very serious offense, teachers and policemen are here for them no matter what and they can always come to us for help if they are in trouble. The fear that policeman instilled in the children that day could be a very dangerous weapon in the hands of a human trafficker and I hope this training will inspire teachers to have conversations with their students that will take this fear away.

**Limitations and Future Research.** The major limitations on this project was the time allowed by the district for professional development. Professional development time is precious and difficult to arrange with so many busy teachers and administrators. As a result, this training needed to fit within an hour or less. The Arkansas law stipulates 30 minutes of training which would be extremely difficult to do and make it at all interactive. As a result of the time constraints, I had to eliminate many of the compelling stories of trafficking victims that I discovered in my research.

A section about internet safety and human trafficking prevention is another topic I had to omit because of my time constraint. I intended to include such a section, but

ended up needing to narrow the scope of my research for brevity's sake and it was excluded. Educating people on basic things they can do to protect themselves and their children from predators like human traffickers is an excellent topic for a future project. It is very important that educators are aware of the methods traffickers employ so they can teach their children and students. A project like this could also include some practical examples of recruiting methods of traffickers. I have seen job postings that look too good to be true that are designed to lure unsuspecting teenagers into human trafficking. There are also apps that teenagers use that look innocuous to parents but are, in reality, dangerous social media sites that put users at great risk. A project like this would be very valuable, as prevention is the best remedy.

Another project that is needed is the yearly refresher course for educators who have already received this initial training. The Arkansas state law stipulates 30 minutes of training *per year* so this subject must be revisited in some capacity annually. Finding a way to refresh people's memory on the data in a new and interesting way would be a challenge worth undertaking. In this 30 minute training, perhaps some of the internet safety and prevention information mentioned above could be included.

**Possible Future Uses.** When I started this project, I hoped that I would be able to train the educators in my district on identifying human trafficking while also raising their awareness. Now I feel this is not enough. I plan to make this training available to our regional educational co-op for their use as they train other teachers in our area. There also may be opportunity to present this at a conference next summer for teachers through our local co-op. My pastor has agreed to allow me to present this information to the

congregation. The project itself is easily modified to include non-educators as well. I intend to make a simple website where I will post the paper as well as the google slide presentation I have prepared and all the materials contained in this project. I want it to be free and available to anyone who would read it. The information that it contains is so valuable and could potentially be life changing for its readers and those that they have the potential to influence. If one trafficking victim is rescued as a result of this project, then it will all be more than worth the time and effort.

**Benefits to the Profession.** This project benefits the teaching profession by giving educators the tools to protect their students from human trafficking. Safety is the most fundamental need that a student has, and if they are not safe, if they are being exploited, or at risk of being exploited, then they can't learn and nothing else we do in the classroom matters. Teachers who are good at what they do, love their students and work everyday to create a safe environment in which their students can learn. This training gives teachers further insight into what could possibly be happening in their classroom and knowledge to know what to do about it. We, as teachers, are uniquely positioned to see beyond the facade children project because we are with them everyday. They speak to us in their writing, their stories, their tears and their anger. They tell us they are hurting even when they don't say a word. This training gives teachers the ears to hear them even if they are speaking about a horror too deep for words.

## **Conclusion**

In this final chapter, I have reflected the importance of this journey to me and to those who will receive this professional development training. It has been a long road

and one of the most valuable I have walked in my life. It has changed me and made me a better teacher, parent, and community member. With the help of so many people along the way I have accomplished more than I ever thought possible. There have been many challenges and limitations, but the end product is a piece of scholarship I hope will benefit teachers and non-teachers alike. There is much more to be done to raise awareness of human trafficking and facilitate prevention and I sincerely hope that the further research suggested in this chapter will be accomplished. More than that, I hope every person who reads this paper or participates in this training changes in some way that makes their world a little safer than it was before.

### References

- ARKANSASMATTERS (16 Nov. 2011.). Human Trafficking in Arkansas: A PATH to a New Life. *ARKANSASMATTERS*. Retrieved from <http://www.kark.com/news/indepth/human-trafficking-in-arkansas-a-path-to-a-new-life/214248359>
- Arkansas State Legislature (4 Apr. 2017.) ACT 765. *Arkleg.state.ar.us*. Retrieved from <http://www.arkleg.state.ar.us/assembly/2017/2017R/Acts/ACT765.pdf>
- Associated Press (7 Feb. 2018.). Arkansas restaurant owner charged with human trafficking. KATV. Retrieved from <http://katv.com/news/local/arkansas-restaurant-owner-charged-with-human-trafficking>
- Associated Press (17 Sept. 2003.). Teen abducted for a prostitution ring recounts ordeal. *Cleveland19.com*. Retrieved from <http://www.cleveland19.com/story/1446271/teen-abducted-for-a-prostitution-ring-recounts-ordeal>
- Bales, K. (n.d.). About Kevin Bales, Author & Speaker on Modern Slavery, Human Trafficking & Climate Change. Retrieved from <http://www.kevinbales.net/about.html>
- Bales, K, and Soodalter R (2009.). *The Slave Next Door : Human Trafficking and Slavery in America Today*, University of California Press, ProQuest Ebook Central, <https://ebookcentral.proquest.com/lib/hamline/detail.action?docID=481214>.



- Barnes, S (2018). Arkansans Ask: Human Trafficking. *AETN Arkansas Educational Television Network*. Retrieved from <http://www.aetn.org/programs/arkansansask/humantrafficking>
- Berry, J. (2007). The Transformation of Plantation Politics: Black Politics, Concentrated Poverty, and Social Capital in the Mississippi Delta. *Perspectives on Politics*, 5(2), 361-362. doi:10.1017/S1537592707070971
- Benjamin, S (n.d.). Feds Raid Florida Labor Camp. *Cbsnews.com*. Retrieved from <https://www.cbsnews.com/news/feds-raid-florida-labor-camp/>
- Cooper, W. (2018). *Elaine, Arkansas Riot (1919) | The Black Past: Remembered and Reclaimed*. [online] Blackpast.org. Available at: <http://www.blackpast.org/aah/elaine-arkansas-riot-1919> [Accessed 5 May 2018].
- Dean, J (n.d.). Slavery at your door. *World.wng.org*. Retrieved from [https://world.wng.org/2007/02/slavery\\_at\\_your\\_door](https://world.wng.org/2007/02/slavery_at_your_door)
- Dank, Meredith (28 Jun. 2016.). Estimating the size and structure of the underground commercial sex economy in eight major U.S. cities. *Urban Institute*. Retrieved from <https://www.urban.org/research/publication/estimating-size-and-structure-underground-commercial-sex-economy-eight-major-us-cities>
- Department of Homeland Security (18 Mar. 2010.). Indicators of Human Trafficking. *Department of Homeland Security*. Retrieved from <https://www.dhs.gov/blue-campaign/indicators-human-trafficking>

- Department of Homeland Security (24 May 2013.). Awareness Videos. *Department of Homeland Security*. Retrieved from <https://www.dhs.gov/blue-campaign/videos>
- Department of Homeland Security (24 May 2013.). What Is Human Trafficking?. *Department of Homeland Security*. Retrieved from <https://www.dhs.gov/blue-campaign/what-human-trafficking>
- Department of Labor (12 Jan. 2015.). List of Goods Produced by Child or Forced Labor. Department of Labor *Dol.gov*. Retrieved from [https://www.dol.gov/ilab/reports/pdf/tvpra\\_report2014.pdf](https://www.dol.gov/ilab/reports/pdf/tvpra_report2014.pdf)
- Eckes, S. (2005). The Perceived Barriers to Integration in the Mississippi Delta. *The Journal of Negro Education*, 74(2), 159-173. Retrieved from <http://www.jstor.org.ezproxy.hamline.edu:2048/stable/40034541>
- Estes, R. J., & Weiner, N. A. (2001). The Commercial Sexual Exploitation of Children In the U. S., Canada and Mexico. *University of Pennsylvania*. Retrieved from <http://www.gems-girls.org/Estes Wiener 2001.pdf>
- Federal Bureau of Investigation (22 Jul. 2016.). Florida Fruit-Pickers Slave Ring. *FBI*. Retrieved from [https://www.fbi.gov/news/stories/2004/march/florida\\_030904](https://www.fbi.gov/news/stories/2004/march/florida_030904)
- Federal Bureau of Investigation (3 May 2016.). Human Trafficking/Involuntary Servitude. *Federal Bureau of Investigation*. Retrieved from <https://www.fbi.gov/investigate/civil-rights/human-trafficking>
- Free Weekly (8 Dec. 2016.). Sex Trafficking In Arkansas Continues To Be A Concern – The Free Weekly. *Freeweekly.com*. Retrieved from

<http://www.freeweekly.com/2016/12/08/sex-trafficking-in-arkansas-continues-to-be-a-concern/>

Global Slavery Index (2016). Findings- Global Slavery Index 2016. *Global Slavery Index*. Retrieved from <https://www.globalslaveryindex.org/findings/>

Hartinger-Saunders, R. M., Trouteaud, A. R., & Matos Johnson, J. (2017). Mandated reporters' perceptions of and encounters with domestic minor sex trafficking of adolescent females in the United States. *American Journal Of Orthopsychiatry*, 87(3), 195-205. doi:10.1037/ort0000151

<!--Additional Information:

Henderson, Tanya E. "Modern day slavery in America." *Peace and Freedom*, Fall 2012, p. 7. *Expanded Academic ASAP*, [http://link.galegroup.com.ezproxy.hamline.edu:2048/apps/doc/A351434692/EAIM?u=clic\\_hamline&sid=EAIM&xid=318fa0e1](http://link.galegroup.com.ezproxy.hamline.edu:2048/apps/doc/A351434692/EAIM?u=clic_hamline&sid=EAIM&xid=318fa0e1). Accessed 13 Mar. 2018.

International Labor Organization (1 Oct. 2012.). ILO indicators of Forced Labour. *Ilo.org*. Retrieved from [http://www.ilo.org/global/topics/forced-labour/publications/WCMS\\_203832/lang-en/index.htm](http://www.ilo.org/global/topics/forced-labour/publications/WCMS_203832/lang-en/index.htm)

Jordan, K (5 Mar. 2014.). Arkansas Among Top 10 States With Most Meth Arrests. *The Arkansas Traveler*. Retrieved from [http://www.uatrav.com/news/article\\_df184342-a34f-11e3-83b6-0017a43b2370.html](http://www.uatrav.com/news/article_df184342-a34f-11e3-83b6-0017a43b2370.html)

- Knowles, M. S. (1992). Applying Principles of Adult Learning in Conference Presentations. *American Association of Adult and Continuing Education Publication*, (September/October), 11-14.
- Luckett, W. (2009). Hope in the Delta. *Business Perspectives : The Magazine of the Bureau of Business and Economic Research* /, 20(1), 76.
- Mclaughlin, L (30 Oct. 2008.). What is Human Trafficking?. *United Nations Unodc.org*. Retrieved from <https://www.unodc.org/unodc/en/human-trafficking/what-is-human-trafficking.html>
- National Council for Missing and Exploited Children (13 Mar. 2018.). Child Sex Trafficking - NCMEC. *Missingkids.com*. Retrieved from <http://www.missingkids.com/theissues/cse/cstt>
- National Human Trafficking Hotline (n.d.). Arkansas. *National Human Trafficking Hotline*. Retrieved from <https://humantraffickinghotline.org/state/arkansas>
- Owens, C (4 Jun. 2016.). Understanding the Organization, Operation, and Victimization Process of Labor Trafficking in the United States. *Urban Institute*. Retrieved from <https://www.urban.org/research/publication/understanding-organization-operation-and-victimization-process-labor-trafficking-united-states>
- Penuel, W., Fishman, B., Yamaguchi, R., & Gallagher, L. (2007). What Makes Professional Development Effective? Strategies That Foster Curriculum Implementation. *American Educational Research Journal*, 44(4), 921-958. Retrieved from <http://www.jstor.org.ezproxy.hamline.edu:2048/stable/30069418>

- Polaris Project (13 Oct. 2015.). Labor Trafficking. *Polaris*. Retrieved from  
<https://polarisproject.org/human-trafficking/labor-trafficking>
- Polaris (25 Oct. 2017.). Sex Trafficking in the US: A Closer Look at U.S. Citizen Victims  
. *Polarisproject.org*. Retrieved from  
<https://polarisproject.org/sites/default/files/us-citizen-sex-trafficking.pdf>
- Poston, D., Singelmann, L., Siordia, J., Slack, C., Robertson, T., Saenz, B., & Fontenot,  
A. (2010). Spatial Context and Poverty: Area-Level Effects and Micro-Level  
Effects on Household Poverty in the Texas Borderland & Lower Mississippi  
Delta: United States, 2006. *Applied Spatial Analysis and Policy*, 3(2), 139-162.
- Siskin, A and Wyler, L.S. (20 Oct. 2016.). Trafficking in Persons" U.S. Policy and Issues  
for Congress . *Congressional Research Service Fas.org*. Retrieved from  
<https://fas.org/sgp/crs/row/RL34317.pdf>
- Stransky, M., & Finkelhor, D. (2008). Juvenile Prostitution Fact Sheet. *Crimes Against  
Children Research Center*. doi:10.18411/d-2016-154
- Stevenson, B (n.d.). What the history of slavery can teach us about slavery today. *UCLA  
Newsroom*. Retrieved from  
<http://newsroom.ucla.edu/stories/what-the-history-of-slavery-can-247972>
- Substance Abuse and Mental Health Services Administration (2017). *Behavioral Health  
Barometer: Arkansas, Volume 4: Indicators as measured through the 2015  
National Survey on Drug Use and Health, the National Survey of Substance  
Abuse Treatment Services, and the Uniform Reporting System*. HHS Publication

No. SMA-17-Baro- 16-States-AR. Rockville, MD: Substance Abuse and Mental Health Services Administration,.

Swanson, S. (2015, Fall). Slavery Then and Now: The Trans-Atlantic Slave Trade and Modern Day Human Trafficking: What Can We Learn from Our Past. *Florida A&M Law Review* Retrieved from [http://commons.law.famu.edu/cgi/viewcontent.cgi?article=1148&context=famula\\_wreview](http://commons.law.famu.edu/cgi/viewcontent.cgi?article=1148&context=famula_wreview)

Theiss, N (5 Mar. 2011). 187: Hidden in Plain Sight. *HTAP*. Retrieved from <http://humantraffickingawareness.org/187-hidden-in-plain-sight/>

Trimble, M (2018). These U.S. States Have the Best Education Systems. *Usnews.com*. Retrieved from <https://www.usnews.com/news/best-states/rankings/education>

The United States Department of Justice (n.d.). Human Trafficking | Department of Justice. *Justice.gov*. Retrieved from <https://www.justice.gov/humantrafficking>

The United States Department of Justice (21 Apr. 2011.).Characteristics of suspected human trafficking incidents. *Bjs.gov*. Retrieved from <https://www.bjs.gov/content/pub/pdf/cshti0810.pdf>

United Nations Office of Drugs and Crime (28 Apr. 2011.). Role of Corruption in Trafficking Persons *United Nations Office of Drugs and Crime*. Retrieved from [https://www.unodc.org/documents/human-trafficking/2011/Issue\\_Paper\\_-\\_The\\_Role\\_of\\_Corruption\\_in\\_Trafficking\\_in\\_Persons.pdf](https://www.unodc.org/documents/human-trafficking/2011/Issue_Paper_-_The_Role_of_Corruption_in_Trafficking_in_Persons.pdf)

United Nations Office of Drugs and Crime (24 Jan. 2013.).Trafficking in Persons Report . *United Nations Office of Drugs and Crime*. Retrieved from

[http://www.unodc.org/documents/data-and-analysis/glotip/Trafficking\\_in\\_Persons\\_2012\\_web.pdf](http://www.unodc.org/documents/data-and-analysis/glotip/Trafficking_in_Persons_2012_web.pdf)

U.S. Department of Education (2018) U.S. Department of Education Releases New Guide on Identifying and Preventing Child Trafficking in Schools. *ed.gov*.

Retrieved from

<https://www.ed.gov/news/press-releases/us-department-education-releases-new-guide-identifying-and-preventing-child-trafficking-schools>

U.S. Department of Education (2015). Human Trafficking in America's Schools | Safe Supportive Learning. *Safesupportivelearning.ed.gov*. Retrieved from

<https://safesupportivelearning.ed.gov/human-trafficking-americas-schools>

U.S. Department of State (n.d.). Online Sexual Exploitation of Children: An Alarming Trend. *U.S. Department of State*. Retrieved from

<http://www.state.gov/j/tip/rls/fs/2017/272010.htm>

United States State Department (Jun 2017.). Trafficking in Persons Report 2017. *United States State Department*. Retrieved from

<https://www.state.gov/j/tip/rls/tiprpt/2017/>

Ward, M. (2014). Criminal law human trafficking arkansas's human trafficking laws: Steps in the right direction or false sense of accomplishment. *University of Arkansas at Little Rock Law Review* 37(1), 133-166.

Weisenfels, J.b. (n.d.). Here Are The 10 Most Dangerous Places In Arkansas After Dark. *OnlyInYourState*. Retrieved from

<http://www.onlyinyourstate.com/arkansas/arkansas-after-dark/>

Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD

Withers, M (3 Nov. 2013.). How U.S. citizens become human trafficking victims.

*Psychology Today*. Retrieved from

<https://www.psychologytoday.com/blog/modern-day-slavery/201611/how-us-citizens-become-human-trafficking-victims>