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ISBN 978-608-65138-9-4

Published by **CRISIS MANAGEMENT CENTER**
GOVERNMENT OF THE REPUBLIC OF MACEDONIA

Enhancing The Ability Of Education In Prevention Of The Trafficking In Human Beings

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Abstract

Trafficking in human beings is a complex phenomenon that is often driven or influenced by social, economic, cultural and other factors. It takes many different forms. It is dynamic and adaptable and, like many other forms of criminal activity, it is constantly changing in order to defeat efforts by law enforcement to prevent it. Many of these factors are specific to individual trafficking patterns and to the States in which they occur. Some of the common factors are local conditions that make populations want to migrate and search of better conditions: poverty, oppression, lack of human rights, lack of social or economic opportunity, dangers from conflict or instability and similar conditions.

To this aim, the paper is structured in such a way to develop a “MODEL Human Rights Defenders in education” to assess the problem of human trafficking as it presents itself and to develop an effective strategy and capacity for development of strategies concerned; to carry out effective local public education and other measures to prevent human trafficking.

Keywords: human trafficking, Model, defenders, education

1.Introduction

Political instability, militarism, civil unrest, internal armed conflict and natural disasters may result in an increase in trafficking. The destabilization and displacement of populations increase their vulnerability to exploitation and abuse

through trafficking and forced labour. War and civil strife may lead to massive displacements of populations, leaving orphans and street children extremely vulnerable to trafficking. These factors tend to exert pressures on victims that “push” them into migration and hence into the control of traffickers, but other factors that tend to “pull” potential victims can also be significant. Poverty and wealth are relative concepts which lead to both migration and trafficking patterns in which victims move from conditions of extreme poverty to conditions of less-extreme poverty. In that context, the rapid expansion of broadcast and telecommunication media, including the Internet, across the developing world may have increased the desire to migrate to developed countries and, with it, the vulnerability of would-be migrants to traffickers. The practice of entrusting poor children to more affluent friends or relatives may create vulnerability. Some parents sell their children, not just for the money, but also in the hope that their children will escape a situation of chronic poverty and move to a place where they will have a better life and more opportunities. In some States, social or cultural practices also contribute to trafficking. For example, the devaluation of women and girls in a society makes them disproportionately vulnerable to trafficking. Added to these factors are the issues of porous borders, corrupt Government officials, the involvement of international organized criminal groups or networks and limited capacity of or commitment by immigration and law enforcement officers to control borders. Lack of adequate legislation and of political will and commitment to enforce existing legislation or mandates are other factors that facilitate trafficking in persons.

We learn daily about new ways of preventing, investigating and controlling the crime of trafficking and about more effective ways of protecting and assisting the victims of this crime. The present manual was prepared because there is still much to be learned about what works best to prevent and combat human trafficking under various circumstances. It presents a selection of conceptual, legislative and international and domestic organizational tools in use in Macedonia and Albania. The paper is structured in such a way to develop a “MODEL Human Rights Defenders in education” to assess the problem of human trafficking as it presents itself and to develop an effective strategy and capacity for development of strategies concerned; to carry out effective local public education and other measures to prevent human trafficking.

2. MODEL Human Rights Defenders in Education

The “**MODEL Human Rights Defenders in education**” has the aim to represent a creative synthesis of civil society educational field experiences, national policies and strategies and local experimentations and development process. At the core of the our recommended model will be a participatory pilot initiative (the “Model”) built by teachers

with their students to react against segregation and discrimination and to monitor the respect of human rights inside the institutions for education and in the society. Through the model, students from different areas of the country will take part in a democratic debate to build a common agenda for human rights, taking an action in promoting non-discrimination, social inclusion and social rights of vulnerable groups. The pilot experience will be built on the methods, approaches and concepts of **Intercultural Education** and **Human Rights Education**. In order to promote human rights and democracy in the country, *intercultural dialogue, non-discrimination and inclusion in the Macedonian education system* are recognized strategic at different levels.

The introduction of Intercultural and Human Rights Education (HRE) in secondary school system has to be considered a priority at national level as the “*Strategy towards Integrated Education*” adopted by Ministry of Education and Science (MoES) reveals. While increased “ethnicity” is still prevailing among young people and adolescents during their growing experience, schools are still failing in providing a space of dialogue and understanding. In geographical areas of the country such as the municipalities of Tetovo and Struga, school has often become a place for segregation and division with further negative consequence in the sustainable democratic development of local society. The increase in division of adults and young people across “ethnic” communities has resulted in generating further discrimination. While a major attention of public agenda is imposed to this conflict and politicized issue, social exclusion and discrimination are characterizing yet several other aspects of everyday life.

A recent study conducted in Macedonian Republic (“*Mapping of VET educational policies and practices for social inclusion and social cohesion*”, University American College-Skopje, August 2013), reveals the very narrow concepts on **social inclusion, antidiscrimination and equal access** prevailing in Macedonian national policies and educational strategies: *social inclusion was most often related to some form of disability, or pupils with special needs, and in recent time, to the “ethnicity” of pupils.* **Social Inclusion** is a multidimensional and complicated process; social exclusion can influence the relationship of individuals, groups and communities with the society. Different dimensions of social exclusion should be considered: economic, social, cultural, political exclusion. In the past years Macedonian policies has been developed to address multicultural issues in the country and, in the school system as well as in other sectors of public life, ethnicity has been considered in many cases the sole risk of social exclusion.

The action which is necessary for realizing this Model will be propose to secondary schools, public and private stakeholders in the target areas to adopt a **human rights’**

perspective proved extraordinary effective in addressing discrimination and exclusion. To address social exclusion and discrimination it is very important to create a new culture of human rights, i.e. a new environment in which every human being is accepted and holds equal chances in every spectrum of living, and the society enables every citizen to express his potentials, knowledge, skills and capabilities.

We direct this paper at *introducing intercultural human rights education and anti-discrimination tools in the curricular and extracurricular education system of secondary schools* by promoting an experimental path to enable the students from different religious, cultural, socio-economic and linguistic background to play the “role” of human rights defenders in their own schools.

Macedonian civil society is very active in promoting social inclusion, equality and cohesion in the country. Local civil society groups such as CDIPL - *Centre for Development and Improvement of Public Life*, have been able to propose alternative education methodologies with a strong accent on cultural dialogue. By taking part, civil society organizations will increase their networking capacities with public decentralized services and with the school system; this will contribute to enlarge the impact of their initiatives. Civil society organizations will have moreover the opportunity to enhance their skills in pursuing a public agenda based on a rights-based approach rather than on a need-based analysis; this factor will support them in the formulation of more effective programming and interventions.

3. Participants benefits from the MHRD

According to mainstreaming definition, Human Rights Defenders (HRDs) are those individuals, groups and organs of society that promote and protect universally recognized human rights and fundamental freedoms. Human rights defenders seek the promotion and protection of civil and political rights as well as the promotion, protection and realization of economic, social and cultural rights. Human rights defenders also promote and protect the rights of members of specific groups such as indigenous communities. The definition does not include those individuals or groups who commit or propagate violence. The activities will be addressed to upper classes of the target secondary schools, because it is at this stage that adolescents and youths develop the first symptoms of hate speech, intolerance towards others, support to the raising of national, social and economic barriers and lack of desire to understand the other from another religion, nationality or social-economic status. Thanks to the “Model” role-playing, participants will:

- gain knowledge about and respect for human rights and fundamental freedoms;

- develop a sense of individual self-respect and respect for others; they will be able to value human dignity;
- have the opportunity to demonstrate attitudes and behaviors that show respect for the rights of others;
- practice gender equality;
- have the opportunity to show respect, understanding and appreciation of cultural diversity, particularly towards different national, religious, linguistic and other minorities and communities;
- They will be empowered as active citizens;

They will learn the basic principles of labour and economic rights;

- They will learn to promote democracy, social justice, communal harmony, solidarity and friendship between people.

Participants will have the opportunity to experience and reflect upon activities and concepts central to human rights education based on experiential learning approaches. They will develop an analysis of the **competencies, skills and values of trainers working with human rights**.

Thanks to the experience of the Applicant in development cooperation, the team of trainers will be introduced to **human rights-based approach** (HRBA) Rights-based approaches have only recently become a focus within the education sector. Applying a HRBA to rights to education and rights within education requires reaching all marginalized groups but also imposing some important challenges. However, the approach can be more effective of a need-based approach in promoting social cohesion, integration, building respect for peace and non-violent resolution and being more cost-effective. Rights-based approach is particular consistent with the laboratory experience that the team of trainers will have to build with the target group of teachers. In order to claim rights, people need to know what their rights are and how they are being addressed, how decisions are made and by whom, and what mechanisms, if any, exist to seek redress in cases of violations.

4. Methodology - Model Human Rights Defenders Laboratory

The main activity that is core of this paper – the Model Human Rights Defenders Laboratory, will be based on Intercultural and Active Citizenship methodology. If the traditional citizenship can be defined as the system of various rights and duties that governs the relationship among the citizens, the Active Citizenship Education is the exercise of powers and responsibilities of the citizen in the daily life of democracy. The intercultural and citizenship education is a continuous process, not a goal in itself. In the

Macedonian multicultural context, some of the main elements of this process are: culture, identity, and citizenship.

In this scenario the notion of participation of young people in the society is in continuous evolution and relevant issues in citizenship education are:

- how to facilitate the participation of young people,
- which activities promote and how to build partnerships,
- how informal education can become a tool for inclusion,
- how to connect the educational agencies (as a school system), families and the local community in an integrated educational system.

Events as a forum, workshops and laboratories are privileged contexts to experiment practices of citizenship education, considered as a social educational process through which people may become more aware of their own culture and of the interdependence between cultures, including a respect for the difference, whether this difference is due to culture, religion, ethnic background, sexual orientation, nationality, social status, disability, personal attitudes. Youth and adolescents can make sense of their own position and gain knowledge discovering the system of social relations and examining together the role of stereotypes, prejudice and ethnocentrism; discovering how to make sense of their world and to identify strategies for living peacefully in the intercultural perspective. Intercultural Education is a response to the challenge of providing quality education for all. It is strongly interconnected within a Human Rights perspective as expressed in the Universal Declaration of Human Rights (1948).

Through intercultural Education the following dimensions of “learning” process will be activated:

1. Learning to know,
2. Learning to do,
3. Learning to live together,
4. Learning to be.

Linked with intercultural education, the proposed Model will promote whenever it will be possible a multilinguistic approach. Considering that linguistic issues have had an influence on the level of integration between “ethnic” groups, studying in the own mother tongue was preferred by giving an opportunity of cultural exchange. For these reasons, translation and interpretation are expected to be provided to ensure an active participation and mutual understanding between teachers and students from different groups; human rights issues can be presented as a dynamic and integral concept with significant implications on both the individual and collective sphere.

The Action of the Model will promote networking methodologies and it will have a strong multi-stakeholder character. A segment of the local society will be involved in the activities: representatives of the different expressions of local civil society (NGOs, political activists, youth associations), representatives of local public bodies, officers responsible of managing education activities, teachers, university students, etc.

5. Why Model Human Rights Defenders in education?

Following the 2001 civil war, minority rights have been incorporated in the country national legislation and the commitment of the Macedonian society to establish a legal and institutional system based on the non-discrimination principle and the protection and respect of the rights of minorities has been significant and symbolically represented by the Ohrid Framework Agreements. However, the level of segregation and intolerance among the different communities still represents the main obstacle to the democratic development. The emergence of new episodes of inter-community violence in 2012 has dramatically demonstrated the difficulties of this process. Human rights are often at risk to be violated, especially among the young generations, particularly vulnerable. Generally, the education system supports multicultural societies in addressing these challenges and leads to improvements in interfaith and intercultural understanding if supported with appropriate policies; unfortunately in Macedonian Republic education is often a place for segregation and division. Continued efforts are needed in this field at national level. Provide a detailed analysis of the problems to be addressed by the action and how they are interrelated at all levels. Increased permeation of “ethnicity” is prevailing in the secondary and tertiary education system. Disparities are still evident at the secondary education level, mainly among students of the Roma and Turkish communities, while the segregation between Macedonian and Albanian groups is evident in many schools. Although in 2010 the Ministry of Education made great efforts to approve a *Strategy towards Integrated Education* in the Republic of Macedonia, no state budget was allocated to implement the strategy, segregation in schools along ethnic and language lines remains widespread and there have been repeated cases of inter-ethnic violence in secondary schools, as revealed by the *European Commission 2012 Progress Report*. Schools are still vulnerable; they do not have procedures in place to ensure democratic participation of students, parents and communities. Schools are still failing in providing opportunities for students from different ethnic groups to communicate and learn together, further increasing the risk for ethnic-based segregation. According to the *European Commission Against Racism and Intolerance* (ECRI 2010) the teaching materials and methods are inappropriate and the teaching in language other than Macedonian is of poor quality; an indicator of the

discrimination suffered especially by Roma people is the high level of drop out of Roma children and their overrepresentation in educational facilities directed to persons with disabilities. The right to education especially for Roma girls and women is consistently violated.

There is an urgent need to raise the awareness of the citizens on the importance of building plural and democratic education and learning process and a deep institutional change in the national education system is urgent. In fact, some elements of ethnocentrism are still present in the curricula and there is a lack of content about “the others”, especially in subjects such as history and the literature. These problems are interrelated with the low quality of teaching provision; the insufficient number of teachers able to address the complexity of the Macedonian education system and the very low number of well-trained teachers. In these conditions, there is an urgent need for compulsory, free and quality secondary education for everybody, able to fight discrimination and racism in and through the school education (ECRI Recommendation n. 10).

6. Analysis of the problems and their interrelation at all levels

Although geographically small, Europe appears to be a different region in terms of trafficking flows; while Western, Southern and Northern European countries are mostly trafficking destinations, the Central and South West regions are both origin and destination for trafficking. The particular placement of **Balkans** made these countries, in fact one of the **main transit zones** for traffic of human beings from East Europe and Asia to Western Europe. Today there are two important **smuggling paths** in East Europe and both of them include the **Republic of Macedonia**. The **traffic of human beings** is in part the result of the **migration** processes affecting the region. The European Committee on Migration stated that in FYR Macedonia, even if population is increasing, there is a substantial population loss owing to net migration. Migration is mainly illegal, increasing the traffic of human beings, above all women and children for sexual exploitation. Thus trafficking is strictly related to the increasing presence of **organised crime**, considered by the United Nations Report on “Crime and its impact on the Balkans” as the real problem of South East Europe. This phenomenon has been grown up since last decade; the conflicts and the transition to democracy led to a lack of control on economic and social changes and reforms, creating great opportunities for organized crime groups to create and strengthen their links with some members of politic elite who stated to keep their power in the region. The organised crime may be considered also an effect of the increased level of **corruption** spread in these countries. Human trafficking is particular present in the areas affected by the recent conflicts, due to the flow of refugees and IDPs concentrating in these

areas.

Nowadays the **border between FYR MACEDONIA and Albania**, as consequence of the 2001 conflict, is the most permeable line in the Balkans feeding trafficking of women and children for prostitution. The phenomena described above, are indeed consequence of wider processes leading to the marginalization of the most vulnerable groups and especially affecting the young generations. The recent decrease of the Macedonian GDP and the rise of the inflation rate and, above all, the alarming increase of the **unemployment rate** have contributed to enlarge the gap between rich and poor classes, rural and urban population is increasing; in the South of the country a lot of peasants or young women leave their fields and house hoping to find new opportunities, but they usually enter in illegal paths, in trafficking and prostitution. The same processes have been registered in Albania, where the unemployment condition concerns about 38% of inhabitants. In the last years, both countries have developed and **institutional framework** on which make converge the efforts in contrasting human trafficking; the Republic of Macedonia and Albania have adopted the UN Convention against transnational crime respectively in 2002 and 2005. Other provisions against the human trafficking have been included in the criminal codes; other than the legislative framework, the **law enforcement** is essential to guarantee the traffickers' punishment. The trafficking phenomena break the law and favour organised crime, but above all deny the human rights of the victims, whose reintegration in the society is long and difficult and need to be strongly supported; even if some forms of **assistance to the victims** have been introduced in the target countries, the widespread lack of information and a distrust on institutions prevent their employment.

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7.Addressing specific problems by the action

In the latest years both FYR Macedonia and Albania has ratified almost all of the international conventions on transnational traffic of human beings and are introducing laws and harder punishments. But human trafficking, is not decreasing. The macro-economic and social living conditions of many youths, boost them to leave the country, searching for new income opportunities, often falling in the networks of the organised crime or even being involving in illicit activities. While the capacities of national governments to control and fight the trafficking paths are still weak, there is a lack of common understanding of the negative impact of Human Trafficking or smuggling in the region. In particular, the adoption of a **multi-level approach**, incorporating prevention, protection of victims and potential ones, prosecution of traffickers, should be achieved

through the involvement of different actors (Ministry of Interiors, of Education and Sciences, the Municipalities and other institutions). It means that it is a priority, first of all, to **involve civil society** and to develop **local level of self-government** producing suitable forms of action against trafficking; the **lack of specific skills and information** at local level need to be contrasted at this aim. The lack of dialogue between local actors at **cross-border level**, among the Republic of Macedonia and Albania, together with the absence of national or regional **monitoring and evaluation systems** have also to be addressed.

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Expected results

In order to achieve the proposed aim, the action will be directed to fulfill two **Specific Objectives**:

1. Promoting the cooperation and creating new partnerships between main local actors in FYR Macedonia, Albania and Bosnia Herzegovina, and reinforcing their joint action capacity against the crime of Human Trafficking;
2. Raising the awareness and improving the knowledge on human rights, illegal migration and trafficking of human beings, among most vulnerable groups in the Albanian-Macedonian border area.

Expected Results:

1. A network of main local stakeholders is established;
2. Information and in-depth material on HT crime in the Albanian-Macedonian border area are created and disseminated;
3. The knowledge on the crime of HT among the young population of the area is improved;
4. A widespread coverage awareness campaign is launched through the main local media (newspapers and radio);
5. A thematic website and a monthly thematic newsletter are created and disseminated.

Conclusion

The proposal Model or this paper have the aims at supporting the civil society in its ability in organizing activities focusing on MHR, expanding attention, participation and support in the specific social sector formed by young people, students and teachers of secondary schools, considered as a useful platform to disseminate awareness on HR into broader parts of the society. The proposed action will give support the introduction of Human Rights Education in the intercultural perspective of an integrated education system. According to European mainstreaming the threats to social cohesion that multiculturalism may bring, have to be counter-acted by education for intercultural dialogue that depends

on intercultural competence (*Council of Europe, 2009*). Through the realization of the Model *the capacity of the civil society* will build competences among young generations as its will be improved too. Through its effects on education system, the paper will contribute at *enhancing respect for human rights and fundamental freedoms* in the country. Protection and respect of diversity, non-discrimination and the recognition of social inclusion and social and economic rights and of the rights of minority groups are central issues to be addressed for the fulfillment of inclusion and pluralism and schools represent one of the crucial places in this sense. The paper will strengthen the partnerships of civil society and public institutions in the planning and implementation of programmes for human rights in the secondary school system. Inside the school system, it will enhance the monitoring of all forms of discrimination based on culture, language, gender, disability, age, religion, etc. Specifically, the paper is directed to promote a new interactive didactical tool “Model Human Rights Defenders” fostering interethnic, inter-religious and intercultural tolerance and understanding. At the same time a local civil society organization with a multicultural composition will increase its capacity to influence the public opinion, especially youths, and will carry out the responsibility to propose further editions of the simulation.

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