

STUDENTS' HANDBOOK
ON MIGRATION
AND

**HUMAN
TRAFFICKING**



COMPILED AND EDITED BY
GRACE OSAKUE
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**GRACE OSAKUE
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FOR

EDO STATE NGO COALITION AGAINST TRAFFICKING IN PERSONS
(ENCATIP)

ENLARGED AND REPRODUCED WITH PERMISSION BY
GIRLS' POWER INITIATIVE (GPI) EDO STATE, NIGERIA
WITH SUPPORT FROM
BELGIUM IMMIGRATION AUTHORITY
PROJECT NGA59 - PREVENTION CAMPAIGN IN NIGERIA

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DEVELOPMENT.

UNDER THE PROJECT:
DON'T PAY WITH YOUR LIFE

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GIRLS' POWER INITIATIVE
GPI NIGERIA
TOWARDS AN EMPOWERED

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PROJECT NGA59 - PREVENTION CAMPAIGN IN NIGERIA
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UNDER THE PROJECT:

'PACKING: protection of migrants and asylum seekers especially
children and women coming from Nigeria and victims of
trafficking

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PREFACE AND ACKNOWLEDGEMENTS

Edo state NGO Coalition against Trafficking in Persons (ENCATIP) is a coalition of six NGOs which was formed in 2003 with support from the United Nations office on Drugs and Crime (UNODC) Nigeria, United Nations Interregional Crime and Justice Research Institute (UNICRI) Italy and the Federal Government of Nigeria (FGN) to campaign against the trafficking in girls from Nigeria to Europe especially Italy.

This handbook is part of ENCATIP's second project for the empowerment of in-school children to recognise and resist human traffickers and their agents both individually and collectively. It is being executed by two organisations within the coalition: African Women Empowerment Guild (AWEG) and Girls' Power Initiative (GPI).

The handbook is an adaptation of the 2004 International Organisation for Migration (IOM) Trafficking and HIV/AIDS Handbook for students and Curriculum for teachers produced for use in Edo State schools. Other organisations and individuals whose materials were used in the course of this work are Girls' Power Initiative (GPI) Sexuality Education training manuals, research report on *Trafficking in Girls: The Way Forward*; IRRRAG & WOCON book *Italios and Sponsors*.

UNODC/UNICRI/FGN is hereby appreciated for financing the trafficking in person's prevention project and the printing of this hand book for students.

GRACE OSAKUE
MARIA OBAZUWA
NOSAALADESELU

For ENCATIP
September 2009

ENLARGED EDITION PREFACE AND ACKNOWLEDGEMENTS

Girls' Power Initiative (GPI) is a non-profit, non-governmental, youth development organization founded in 1993 which began activities in July 1994, with centres in Edo, Cross River, Akwa Ibom and Delta States. Registered with the Corporate Affairs Commission (1995) THE organisation has since inception been committed to its mission of empowering girls for the realisation of a future where women are visible and valued actors in society.

This enlarged Handbook which is produced with permission from ENCATIP is part of a project titled '**Preventive Actions Against Trafficking in Human Beings and Irregular Migration from Edo State, Nigeria**' which GPI is executing in Edo South Senatorial district with the support of the Belgium Immigration Authority to raise awareness on safe migration while preventing smuggling of migrants and human trafficking through awareness raising among stakeholders and skills building among in-school children.

The 2009 ENCATIP Handbook has been enlarged to include a chapter on Saying NO effectively to trafficking and the phenomenon of children on the move which has become a huge issue driving irregular migration and human trafficking in recent years.

We thank ENCATIP for permitting GPI to reproduce her handbook and appreciate the Belgium Immigration Authority who through **PROJECT NGA59 - PREVENTION CAMPAIGN IN NIGERIA** has given GPI all the needed support to realize the seven month campaign project of which this publication forms a part. Appreciation also goes to Blessing Ehiagwina who wrote the additional chapter in this enlarged edition, and all the Edo State arms of Agencies and organisations that sent representatives to the Project Management Committee that co-ordinated the project namely: National Agency for the prohibition of Traffic in Persons (NAPTIP), Nigeria Immigration Service, Ministry of Basic Education, Ministry of Women Affairs and Social Development, Edo State NGO Coalition against Trafficking in Persons (ENCATIP), National Coalition against Child Trafficking and Labour (NACTAL), Child Protection Network (CPN), The Nigeria Observer, Evbuotubu Community and all the LGA structures that co-operated with us to realise the goals of this project,

*Grace Osakue
Blessing Ehiagwina
For GPI
July, 2015*

2020 ENLARGED EDITION PREFACE AND ACKNOWLEDGEMENTS

GPI is executing the “Don't Pay With Your Life” (DPWYL) Project in Edo Central and Edo North Senatorial Districts in partnership with ECPAT France, ECPAT Luxembourg and JDPCI from July 2019 to July 2022 with sponsorship from Agence Francaise de Development, Ministry of Foreign and European affairs of Luxembourg and other private donors, including Air France.

This edition of the Students Handbook on Human trafficking has pictorial illustrations in every chapter and has been enlarged with additional information on Stigmatisation of Persons Living With HIV and AIDS and Stigmatisation of Trafficked Persons.

We appreciate our partners from ECPAT for their input and the sponsors of the DPWYL Project for funding GPI to enlarge and reprint this edition of the handbook. Appreciation also goes to the PACKING Project Management Committee members whose suggestions and input made the PACKING project such a huge success that replicating it in Edo North with additional activities as DPWYL became necessary.

We also appreciate the GPI team who edited the handbook: Grace Osakue, May Ekido, Anderson Aisagbonbuomwan and Toyin Bakare. They suggested the pictures to be added, wrote the additional modules and ensured that all the i's are dotted, and t's are crossed.

We look forward to successful awareness raising and sensitization in all the nooks and crannies of Edo North Senatorial District using this handbook and other DPWYL Project activities

Grace Osakue
Chairperson GPI Executive Board
April 2020

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1.1: VALUES

Values:

Values are those beliefs, standards, principles, qualities that we attach a lot of importance to which fashion our behaviour and attitudes.

Attitudes:

This refers to the way we think and feel about something/somebody.

Behaviours

The way we do things or conduct ourselves especially towards other people.



Sources of Values, Attitudes and Behaviors:

Our values shape how we think about things (attitude) and are visible in what we do about things (behavior). We start to form

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our values from childhood and some or all of the following usually influence the values we hold by adulthood:

- **The Family:** The examples of family members, admonitions of parents and what they teach the child as important family values shape who the child becomes.
- **Religion:** This is an important source of value formation both for the individual and the family as it is the main source for our moral beliefs and outlook.
- **Friends/Peers:** The friends we keep and our peers help to shape what our beliefs, attitudes and behaviour are.
- **Personality Traits:** Qualities that are inherent in us at birth play a role in our value formation as they often influence how we function and what we find comfort in.
- **Media:** Children spend considerable length of time learning new things and reinforcing old learning through both the electronic and print media.
- **Community Norms:** The desire to belong and conform to the norms that are important to our communities make these to influence our values.
- **School:** The traditions of the school and learning activities organised by the school greatly influence the attitudes and behaviours of children.
- **Experience:** Irrespective of what we have been told, we sometimes begin to hold something to be important because our experience has proven it to be important.

Values Clarification

This is the process of sorting out our values from those of others and the outside world. It is deciding what qualities, principles, beliefs, we hold to be very important irrespective of what our family friends and outside world hold to be important.

It is normal and healthy to have values that may not be the same as those of others around us for as long as our values are positive and would help us to achieve our goods for ourselves.

Clarifying our values

- guide us in making good decisions,

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- help us to be less confused and more focused about things,
- makes us the most important person in the decisions we make
- helps us affect other people's lives positively

Steps in Values Clarification

1. Identify an issue.
2. List the values of others in respect of the issue
3. Identify your own values on the issue:
4. Use such values to guide your actions and behaviour.
5. Stand up in defence of your value when necessary.

1.2: SELF-ESTEEM

Meaning of Self Esteem

This is the value that we place on ourselves, the way we feel about ourselves, and how we handle our world. Our sense of self-esteem influences everything from what we think to what we say and do. It is the sense of pride we have in ourselves which enables us to accept our imperfections and acknowledge and cherish our strengths and positive qualities.

In the extreme, lack of self-esteem can manifest in feelings of unworthiness and not being good enough for anything while at the other extreme, it can degenerate to conceit and feeling of being too good for everything and everyone.

Types of Self Esteem

High Self Esteem: This is when someone feels important, accepts his/her own weaknesses, sees his or her strengths as achievements and still has regard for other people's feelings.

Low Self Esteem: This is when someone feels inferior, worthless or not worthy enough to contribute anything.

Characteristics of High Self Esteem

People with high self-esteem exhibit many of the following characteristics most of the time.

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- **Self confidence:** They are sure of who they are, what they can and cannot do.
- **Discuss Issues Openly -** They do not take interest in gossiping about people.
- **Give and Take Criticism Constructively.** They express their opinions about others openly and give suggestions for change easily. They are also able to accept other peoples' opinions about their own actions and try to learn from such criticisms.
- **Humility:** They are humble in disposition and not boastful.
- **Caring Attitude:** They look out for the interests of others.
- **Respect for Constituted Authority**
- **Goal Oriented:** They have an idea of who they want to become, where they want to be, what they have to do and set goals that they aspire to achieve.
- **Concern about character:** They are concerned about their behaviour and example.
- **Assertiveness:** Speak clearly and honestly about feelings without hurting others.
- **Willingness to accept Responsibility:** volunteer to do tasks and accept to help make a positive difference when given the opportunity
- **Motivation from Present Achievement:** they are able to appreciate what they have been able to achieve and move on to do better all the time
- **Assertion of one's rights:** Willingness to inform others of one's entitlements in any given situation especially when such rights are threatened.

Characteristics OF Low Self Esteem

- **Lack of Self Confidence:** Feeling that one cannot contribute much to anything
- **Gossiping -** Discussion of people in their absence rather than ideas.
- **Inability to Accept Constructive Criticism and getting defensive of your action.**

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- **Arrogance:** Feeling that one knows it all and cannot learn from others
- **Rebellious Against Constituted Authority.** Never satisfied with the actions of those in authority and taking action to undermine such authority without expressing dissatisfaction or proffering alternatives.
- **Lack of personal goals -** Drifting along the path of life without discernable goals and aspirations.
- **Concern About Reputation** rather than concern about his/her character.
- **Aggressiveness or Passiveness:** bullies others, gives in without argument or tells lies to get his/her way and retain his/her reputation.
- **Continued refusal of responsibility:** Hardly volunteers to be of service and never accepts responsibility.
- **Feeling of inferiority/ incapability:** The feeling that others are acting from position of superiority and feeling incapable of truly being at their level.
- **Withdrawal and Isolation:** The desire to hide ones imperfections by being apart.
- **Drug use is common** among those with sense of low self-esteem.
- **Inability To Resist Pressure From Others:** They are willingly give in to pressure from those with whom they wish to have a good reputation.

One person can exhibit characteristics of both low and high self-esteem at different times. The rating of the person is determined by which characteristics are dominant for most of the time.

Factors that Promote High Sense of Self Esteem

- **Family Stability:** A family environment that is devoid of quarrel, anger, where members look out for each other and there is no fear that the parents will break up.
- **Supportive Environment:** an environment where one feels loved, needed and important and where one is not afraid that making a mistake will lead to rejection.

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- **Setting Achievable Goals:** When the goals you set for yourself are achieved, you feel a sense of achievement and get motivated to work towards achieving other goals.
- **Respect from Others:** When those around you respect you, listen to your opinion, give you space for action, one feels more confident.
- **Healthy Relationship with others** promotes high sense of self worth.
- **Positive reinforcement** for our achievements and encouragement not to give up when we do not do so well also increases our sense of being able to achieve.

Factors that Contribute to Low Sense of Self Esteem

- Lack of Supportive Environment.
- Instability in the Family.
- Inability to set achievable goals.
- Constant criticism from others without suggestions of other alternative actions.
- Rejection by others reduces young people's sense of self worth.
- Repeated failures lead to feelings of being incompetent, poorly talented and inferior.
- Drug dependence makes one believe that one cannot do anything well except under the influence of the affected drug.

Improving on one's sense of self Esteem

- Be patient with yourself
- Never compare yourself with others
- Recognise your special talents
- Be realistic in setting your goals
- Always strive to improve on your best and worst qualities and traits
- Spend more time with people that appreciate you

1.3: VISION AND GOAL SETTING

Definition of Vision

This is the mind's picture or image of what you desire to become, what position you would love to occupy usually in a distant future.

Goal

These are achievements that you make effort to accomplish in order to achieve your vision. Goals are concrete, specific, realistic and measurable in terms of what is to be done and how long it will take to achieve them.

Types of Goals

Long term goals are meant to be achieved over a long period of time.

Medium term goals are meant to be achieved not too soon but midway to your long term goal.

Short term goals are meant to be achieved very soon - within days or months.

Activities

These are exact statements of what we hope to do to achieve our goals. They break down our goals into smaller achievable and measurable portions.

Reasons for Setting Goals

- To identify early those things that are important to us, our potentials and interests.
- To help us control and properly use our time, energy and resources.
- To guide and motivate one towards the realization of one's vision
- To help us know from time to time exactly where we are and where we should be.
- To prevent us from taking on habits and interests simply because they are fashionable

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Importance of goal setting

- Serves as a guide or framework for decision making
- Provides meaning and direction for activities
- Serves as a motivation
- Serves as an action plan,
- Helps in understanding self better
- Achievement of goals increases self esteem etc.

Steps in Setting Goals

1. Think about and decide on what exactly you want to achieve, try to imagine it.
2. Decide when you want to achieve the vision i.e. set a time limit for yourself
3. Look again at your vision and the time limit to be certain that it is realistic
4. Set goals for yourself that will lead to the attainment of the vision. Divide them into long term, medium and short term.
5. Decide on the objectives that will help you to achieve the short term goals
6. Take action and henceforth spend time, thought and resources only on your set goals.
7. From time to time, check to be sure you are on course, tick the activities and goals you have accomplished, assess what is left to be done and what you are going to do next.

How to Evaluate your Goals

1. Bring out your sheet of paper or document that contains your goals, activities and your time frame that you set earlier.
2. Tick what you have accomplished on your list.
3. List other things that you have spent time and resources doing within the period that are not in line with your set goals.
4. List and decide on your next set of short term goals, identify the activities to achieve them and set time frames for them.

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5. Take action to make your next evaluation reveal a greater percentage of success than the last one.

Barriers to Goal Setting

- Inadequate information
- Negative Peer pressure
- Family/societal pressure
- Consequences of previous mistakes like drug addiction, teenage pregnancy, slavery.

Steps necessary for achieving goals:

1. Identify the goals
2. Set time limit-to achieve the goal
3. Set achievable goals/ realistic goals
4. Always try to achieve, set-goals.
5. Be courageous / positive
6. Do not give up trying to achieve goals.

Obstacles to achieving goals

- Changes in one's life circumstances (change)
- Changes in one's values and how one feels
- Discouragement 1.4: DECISION MAKING

Definition of Decision Making

This is the process of taking a definite position on a particular issue or deciding what action to take to achieve an objective.

To make a good decision, one has to:

1. Be clear about what values one holds dear
2. Have relevant information about the issue
3. Be able to think very clearly about all the possible options to choose from
4. Be able to identify the good and bad sides or effects of the options.

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Importance of Decision Making

- Identifying various options helps us to learn more about yourselves
- Helps us to set goals
- Helps us to minimize making of mistakes
- Makes us responsible to the outcomes of our actions
- Good decisions enhance our self esteem

Steps in Decision Making

- Step1: Be clear about the problem that needs solution, what you want to achieve and what is most important to you.
- Step2: Consider all the choices or possible ways of solving the problem. Make a list of them and consult other people to be sure that you have not left out any major option.
- Step3: Consider the positive and negative implications of each option.
- Step4: Identify which options are consistent with your personal values, how they would affect you and others.
- Step5: Make a choice by deciding on the best option that fits with your values, moral and religious upbringing, present and future goals.
- Step6: Implement the decision by doing what is necessary for the decision to be implemented
- Step7: Evaluate your decision to know if it was the best alternative after all.

Difficulties in Making Decisions on Migration, Trafficking and Forced Prostitution

1. We are often not given the true information about the issues.
2. The decision we make sometimes leads to conflicts between our personal goals, our family desires, our religious upbringing etc.
3. We are sometimes put under pressure to decide on a particular line of action.
4. Oftentimes, the best decisions are those that can have positive effects on others e.g. our family. In migration, trafficking and forced prostitution issues, the best

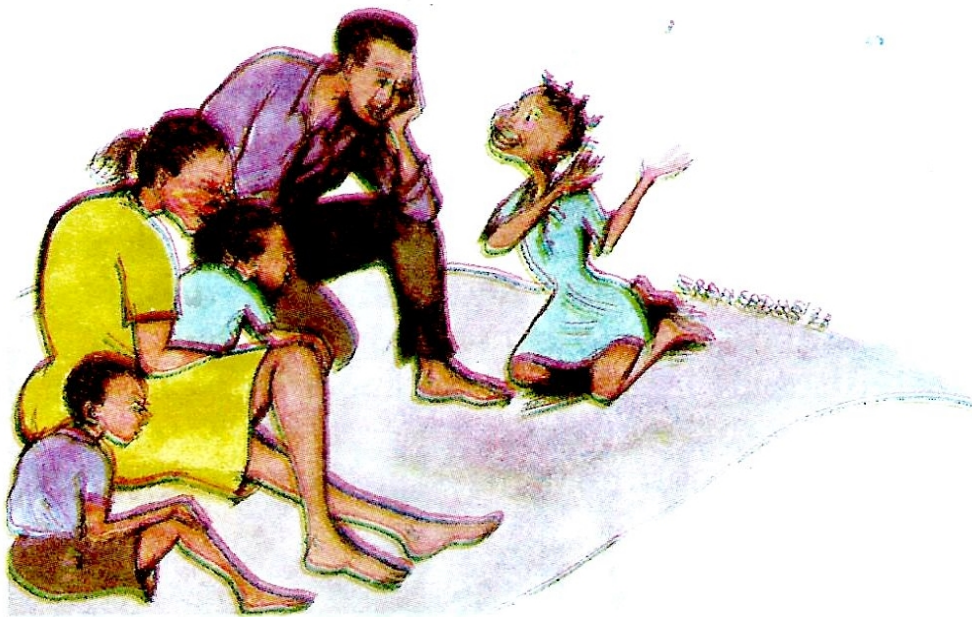
decisions are not necessarily the ones with short term monetary returns for our family but the ones that promote our personal goals and values and would have positive effects on our families in the long run.

5. Peer pressure: The pressure to make a decision not because it is correct but because it will help us to conform to what others are doing
6. Lack of decision making skills also poses a difficulty.
7. Lack of access to sources of help sometimes limits us in deciding on issues especially when the pressure is from our family members.

1.5: COMMUNICATION

Definition of Communication

Communication is the process of making ones thoughts, ideas, feelings, opinions or decisions known to others. Communication is said to be good or effective when the receiver understands your message and is able to respond confirming that the message he/she got is exactly what you wished to pass on to him/her.



Negotiation

This refers to ways of communicating one's feelings in resolving a matter in a manner that one's needs are met without the use of guilt, anger, intimidation. It requires giving and taking from the parties involved.

Types of Communication

Verbal communication: This is when we use spoken words to pass our message to others.

Non-verbal communication: This is when we use means other than spoken words to pass our messages to others.

Elements of Effective Communication

- Proper use of verbal and non-verbal skills. Our non verbal expressions should always confirm our verbal messages.
- Active and attentive listening by the receiver helps communication to be effective.
- Simple and clear message.

Behaviours that hinder communication

- Inattentiveness of the listener
- Manner of speech - long talking, whispering, speed (too fast or too slow), yelling.
- Wrong choice of words: Insulting language, name calling, blaming.
- Making the other person feel guilty
- Interrupting the speaker
- Not completing sentences: leaving sentences hanging as if the receiver knows your mind on the issue and can understand what you left unsaid.
- Inconsistency between simultaneously expressed verbal and non-verbal messages.
- Speaker not confirming message through feedback.

Ways of Improving Communication

- Be a good listener: Pay attention, maintain eye contact,

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- do not interrupt.
- The listener should respond clearly stating what he/she understood.
- The speaker should speak clearly, use appropriate and reinforcing body language
- The speaker should respect the listener and ask for feedback
- Avoid being shy
- Practice speaking, listening, and other communication skills among your peers
- Practice before a mirror to see and assess yourself

1.6: ASSERTIVENESS

Passive Behaviour:

This is when we allow the desires, needs and rights of others to be more important than ours. It is giving in to the wishes of another when you do not wish to, or lying about your feelings.

Aggressive behaviours:

This is when you put your desires, needs and rights above those of others and communicate in a way that offends or does not respect the rights of others.

Assertive behaviour:

This is the middle course between passive and aggressive behaviours. It is the best and most effective way of communicating our feelings. An assertive person is direct, honest, respectful, expresses feelings in a firm but respectful manner without lying or attacking the other person.

Assertive skills

- Say what you want/mean to say even when others will not accept your point of view
- Be direct
- Be honest
- Be polite
- Do not wait until too late
- Your body language should align with your verbal

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- statements
- Take responsibility for the expression of your feelings
- Dialogue or a compromise if need be
- Expect fair treatment not intimidation
- Refuse a request when not convenient
- Walk away if it not convenient to continue the discussion/dialogue

Consequences of Non-Assertive Behaviours

- Conflict both between the two persons immediately concerned and possibly others.
- Feelings of guilt especially when one tells lies or disregards the feelings of another.
- Insensitivity to the needs and desires of the other especially by aggressive behaviour.
- Exploitation of the receivers of aggressive actions and passive people because they are subjugated not to express their true feelings.
- Unhappiness and dissatisfaction both by the person who responds passively, the receiver of aggressive actions and even the aggressor.
- Hurt by the other party, which sometimes leads to negative future actions.

Refusal Skills

Things people have to learn to do to protect their interests and say NO to negative pressures.

Effective refusal is only possible when you:

- address the problem early.
- express your feelings honestly.
- have sufficient information on the issue.

Refusal skills include the ability to

- listen attentively to the request being made
- carefully observe the other person as he/she speaks

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- use appropriate verbal and non verbal communication methods when responding
- imagine yourself in the other person's position, so as to be able to respond well.
- identify all the options, quickly assess their pros and cons, and proffer alternatives
- reach agreement that favours you but does not make the other person feel a loser.

Refusal Techniques

In order to resist and refuse effectively, always apply the following technique when someone is putting pressure on you to say yes to something that would be harmful to you.

- S- Say NO firmly both verbally and non verbally but in a respectful manner
- W- Explain why. Give clear reasons for your decision remembering that you have the right to say NO because you are the one to be affected by your decision
- A- Suggest alternative line of action so that the person does not feel he/she is a loser
- T- Talk it out with the person. Remember to do this assertively not aggressively

CHAPTER 2

GENDER, SOCIETY AND CULTURE

2.1: CULTURE

Meaning of Culture

Culture is the totality of a people's way of life: their beliefs, language, works, dressing, activities, technology, religion, dance, stories, laws, government, etc

Characteristics of Positive Culture

Culture is said to be positive when it promotes what will help us to realize our belief in a better future. Such culture should promote the following:

1. Preservation of the earth and its resources
2. Well-being of all human beings: men, women and children
3. Equality of rights of all and dignity of the human person.
4. Fairness to and humanness of all groups
5. Efficiency
6. Specificity and sensitivity to language
7. Continuity of the human race.

Dynamism of Culture

Culture is said to be dynamic because it varies from time to time and from place to place. This is because

- Every community has what it regards as its culture at any given time. It is not constant
- It is not universal but it may coincide or differ from community to community

2.2: GENDER ROLES

Sex:

This is the biological determination of who we are as males and

females based on our genetic and anatomical characteristics e.g. at birth, children are said to be male or female on the basis of their sex organs.

Gender:

This refers to socially learned behaviour and expectations that identify us as masculine or feminine in a given society e.g. in most part of Nigeria, you are identified as feminine when you stay at home to take care of children while you are identified as masculine when you engaged in such professions as auto engineering and road construction.



Sex Roles:

This refers to the roles we perform as a result of our biological characteristics. Sex roles are natural i.e. not learnt, they are the same the world over and unchangeable e.g. men produce sperm and impregnate women while women carry pregnancy, produce milk and breast-feed babies.

Gender Roles:

These are the culturally and politically defined roles and responsibilities that men and women are socialized into

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performing or conforming to. Gender roles are learnt, they are changeable and do change over time, between communities and also change as a result of other changes e.g. whereas in Nigeria prior to the SAPs of 1980s bread winning was a male responsibility while domestic work was female responsibility, the SAP years saw massive retrenchment of males in employment as a result of which most females started working outside their homes to earn a living as well. Thus since SAP, bread winning has become a responsibility for men and women though domestic chores are still seen as women's responsibility.

Social Roles:

This is the assigning of roles in society on the basis of ability and competence rather than sex. It makes for more efficient running of society and less conflicts in relationships e.g. no role that is learnt should be considered masculine or feminine rather who plays what role should be based on skill and convenience.

Productive Roles:

Those roles that directly lead to the generation of income and wealth e.g. cash crop farming, salaried work, factory work. It is generally work outside one's home.

Reproductive Roles:

Those roles that directly lead to the maintenance and enhancement of family life that are done in one's home and are non-remunerated. E.g. food crop farming, domestic chores, child care.

2.3: GENDER DISCRIMINATION

This is when males and females are treated differently in the family, workplace or wider society as a result of their biological differences and socialization patterns. E.g. giving your children responsibilities or opportunities simply on the basis of their sex.

The person discriminated against is placed in an unequal and subordinate or disadvantaged position in relation to the other e.g. telling the girl child to work in the kitchen while the brother

reads his books, places the girl at a disadvantage because the work in the kitchen hardly ever ends as a result of which the girl hardly finds time to read. Eventually, she may become a low achiever at school and lose the opportunity of going into academic pursuits in later years.

Another example is asking a girl to leave school and go to Europe to work for the family's survival. Often times, the girl is chosen for no other reason than she is a girl hence it is gender discrimination. It is also discriminatory treatment because it prevents her from developing herself and pushes her into the job market not for herself but for the sustenance of her family. Family financial sustenance is the primary responsibility of adults not children. The children only help to sustain the family when they are young through performance of domestic chores and when they are adults through the incomes they earn. The fact that the girl is treated differently from her siblings who are placed at an advantage over her makes it discriminatory.

Put simply, gender discrimination is when you are prevented from accessing resources and opportunities or made to do something simply because of the fact of your sex or gender.



CHAPTER 3

RELATIONSHIPS

3.1: RELATIONSHIP

Meaning of Relationship

This is the way in which people or groups behave towards each other or deal with each other. Human nature predispose people to interacting at various levels with each other and such constant interaction leads to development of varying degrees of ties. This link between individuals is what is known as relationship.

The three main types of relationships are familial relationship (between family members), friendship and romantic relationships.

Basis of good Relationship

- Commitment
- Similarity of goals

Components/Elements of a good Relationship

- Mutual respect for one another
- Mutual support of one another
- Understanding and being able to look at things from the other persons point of view
- Honesty about feelings and actions
- Trust and being able to depend on each other
- Effort - Relationship takes effort, you have to give it attention
- Caring- being concerned for each other.

Steps for enjoying a healthy relationship

- Always maintain self respect
- Learn to ask questions that allow the other person to share ideas and information
- Listen and communicate your thoughts, feelings and needs honestly to minimize and resolve conflict.
- Always set a limit in order to prevent exploitation.
- Be open and honest: treat others as you would want to be treated.

3.2 FAMILY

Definition of Family:

A family consists of two or more adults married to each other and their children if any.



Types of Family

Nuclear family: This consists only of parents and their children whether biological or adopted. It may be monogamous or polygamous.

Extended Family: This comprises a nuclear family and their relatives e.g. uncles, aunts, cousins, parents, nephews and nieces, etc. Every nuclear family is actually part of an extended family whether they live together or are separated by distance. The factor that links them is their blood relationship.

The Role of Family Members:

- Each family member is a unique individual in terms of personality, talents, interests, strengths, weaknesses and even in terms of physical characteristics.
- Each family member has to play a supportive role to sustain the family as a unit of society.
- Parents provide for the needs of children, direct, advice and look out for them, provide them security, love and always act in the best interests of the children.
- Children support their parents especially in keeping the home orderly and clean; respect, trust and obey, their parents.
- Parents also pass on the family values and societal norms to the children and act as their first role models.
- Children communicate to their parents their feelings about issues, their plans and aspirations and help their parents to update their knowledge and skills in areas where the children are better exposed.
- Parents and children act to promote and protect the integrity and good name of their family.

Importance of Family to Society

- As the smallest unit of society, the family is the first agent of socialization of the young. It provides them the opportunity to learn to be intimate, trusting, co-operative and how to be useful members of society.

- It is the source not only of morals but also of religion as children are assisted by parents to identify with a religion and are taught the precepts relatively early.

3.3: PARENTAL EXPECTATIONS

Meaning of Parental Expectation

This refers to how parents expect their children to behave, what they expect of their children both in terms of attitudes, behaviours and actions.

Cultural Perspective on Parental Expectation before the 1980s

In most Nigerian cultures, the child was seen as a blessing from God and parental expectation from them in childhood did not go beyond expecting them to be well behaved, supportive in carrying out domestic duties and smart at learning the knowledge and skills that would be useful to them in earning a living in future.

Stealing, lying, prostitution were considered vices and parents did not expect their children to be found anywhere near involvement in them. Parents also expected that when their children became adults, they would in turn take care of them especially when they become too old to earn a living.

Cultural Perspective on Parental Expectation Today

Presently, in many Nigerian cultures,

- Children are only paid lip service when they are referred to as blessing.
- At childhood, children are now expected to contribute to their upkeep rather than learn the skills and knowledge for future living.
- Parents expect that as soon as children are wise enough to cross major roads, they should work to support the family both at the domestic level and by working outside the home.
- While paying lip service to their expectation of good behaviour, many parents now pretend not to know that their children lie, cheat, steal and prostitute to support them as

RELATIONSHIPS

parents while many actively support their children to maximize the use of these means to earn money.

Human Rights Perspective on Parental Expectation: Past and Present.

- The child is viewed as an asset around whom the continuation of society depends. As such, all actions and expectations should be in the best interest of the child not parents.
- Parents are expected to pass every expectation they have of their children through the screen “in whose best interest” and only hold the child to the realization of such expectations for which the answer to the above question is “the child”.
- The child's rights as contained in the Convention on 'The Rights of the Child' include:
 - Right to life and the development of mind and body
 - Right to free and compulsory primary education
 - Freedom from all forms of discrimination
 - Right to parental upkeep and upbringing
 - Freedom from sexual abuse, neglect or economic exploitation
 - Right not to be forcefully separated from their parents unless by the order of a court of law.

Parental expectations therefore that negate any of these rights are not in the best interests of the child in which case the child is not obliged to co-operate in the realization of such expectations.

3.4 SOCIETY AND INDIVIDUAL SELF RESPONSIBILITY

Responsibility

This is the duty to deal with or take care of somebody or something so that you may be blamed if something goes wrong.

Individual Self Responsibility

This involves accountability for one's actions, being able to act independently and make decisions.

Societal Standards for Responsibility

Reflect on what it takes to be responsible in today's society i.e. what does society look for to bestow on you the title responsible?

Our Responsibilities

Every African is expected to fulfil the following responsibilities as imposed by the African Charter on Human and Peoples Rights:

- Socialisation of the young on the values of society
- Respect for the rights of others, collective security, morality and common interest in the exercise of our rights.
- Preservation of the harmonious development of the family, respect of parents at all times and their maintenance in case of need.
- Preservation of your national community by placing your physical and intellectual abilities at its service
- Work to the best of your ability and competence and to pay taxes imposed by law in the interests of society
- Preservation and strengthening of positive African cultural values in your relations with other members of the society in the spirit of tolerance, dialogue and consultation and in general to contribute to the promotion of the moral well being of society.



Standards/Elements of Responsible Behaviour/Actions

Our behaviour/actions are considered to be responsible when they have the following:

- They are within and not against the law
- Promote our humanity and those of others without discrimination
- Promote the common good of all above personal interests
- Promote our national interests and preserve the resources of our planet
- Pass on positive culture and make us healthy role models to others
- Conform to the responsibilities enunciated in the African Charter.

Gender Based Violence

This is violence involving males and females in which the female is usually the victim; violence which is derived from unequal power relationships between females and males.

The UN defines it as any act of gender based violence that results in physical sexual or psychological harm or suffering to women and girls including threats of such acts, coercion or arbitrary deprivation of liberty whether occurring in public or private life.

Sexual violence

This refers to the forms of gender based violence that are sexual in nature though their consequences extend beyond the sexual to all other spheres e.g. sexual abuse, rape, trafficking in persons for prostitution, forced prostitution.



TYPES OF GENDER BASED VIOLENCE

- **Sexist bias in infancy and childhood:** This is when sons get better treatment than daughters simply because the girls are

GENDER BASED VIOLENCE

less valued by parents and society. Examples of situations of sexist bias in upbringing are unequal access to nutrition, education, recreation; discrimination in the sharing of domestic chores and family assets.

- **Sexual abuse of children and adolescents:** This is very common but hardly spoken about. Examples include rape, incest, forced prostitution, use of children in pornography and sexual harassment.
- **Female Genital Mutilation:** This is the partial or total removal of the clitoris and external female genitalia in an attempt to control female expression of sexuality.
- **Trafficking in Girls:** Especially for purposes of prostitution *and forced marriage and in situations where it is the girl that is trafficked simply because she is of less worth and is dispensable to the family.*
- **Child Marriage:** Marrying out of girls under 18 years of age because of the notion that investing in them would be a waste.
- **Rape:** *This is any act of sexual intercourse without consent* or sex with girls under the age of 18 years. Girls are very susceptible to this form of violence both from family members and friends whom they trust and strangers as in when they are made to hawk wares.
- **Battering** or beating by those in whose care the girls are, is also a common occurrence as this is resorted to as a means of keeping them in line.

Health Consequences of Gender Based Violence (by WHO)

Physical

- Injury, Unwanted pregnancy, Gynaecological problems, STIs including HIV/AIDS, Pelvic inflammatory disease, Headaches, Permanent disability, Chronic pelvic pain, Asthma, Self injurious behaviour (smoking, unprotected sex), Suicide, Homicide, Death.

Mental

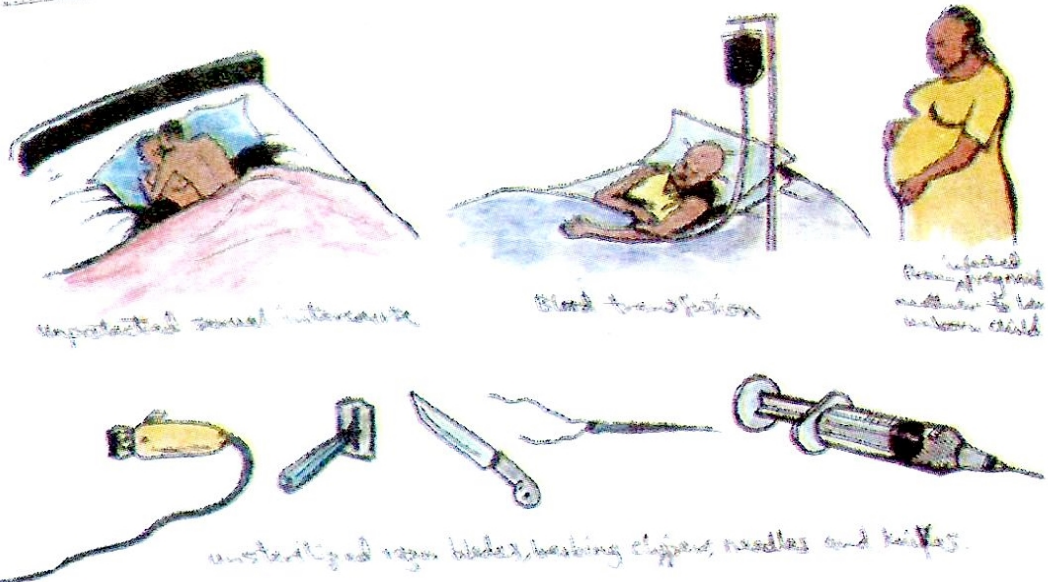
- Depression, Fear, Anxiety, Low self esteem, Sexual dysfunction, Eating problems, Obsessive compulsive disorder, Post - traumatic stress disorder.

CHAPTER 5 HIV/AIDS

Meaning of HIV/AIDS:

HIV stands for Human Immunodeficiency Virus. It leads to AIDS, which is Acquired Immune Deficiency Syndrome. AIDS means that the body's immunity gets weakened and can no longer fight infection. The person who develops AIDS gets ill with different infections and finally dies because the body cannot properly recover from the infection.

H.I.V: Various Means of transmission



Symptoms of HIV/AIDS

HIV has no external symptoms. You can only know you have it through relevant blood tests. When it has become full blown AIDS, the symptoms depend on the particular infection that is ravaging the body at any one point. Generally however, Persons Living With AIDS (PLWAs) show several of the following symptoms:

- Weight loss greater than 10% of body weight
- Persistent and severe tiredness for no reason and progressive shortness of breath
- Continued and dry coughing for more than one month,

HIV/AIDS

- Cold sores/rashes all over the body, Swollen lymph glands in two or more places
- Persistent headaches, Chronic Diarrhoea, Bruising more easily than usual, Pneumonia.

Modes of Transmission

HIV is present in the body fluids of an infected person: blood, semen and vaginal secretions have the highest concentrations. The exchange of these fluids through the following leads to HIV.

- Blood transfusion
- Sharing of equipment or sharp objects that allow the transfer of HIV infected blood
- Unprotected oral, anal or vaginal sex
- Mother to child transmission during pregnancy and childbirth

Prevention

- Abstain from sex, Use only blood screened for HIV, Use disposable needles and syringes
- Do not share razors and other sharp body piercing objects
- If sexually active, practice safer sex techniques (be faithful or use condoms)

Care of People Living With HIV/AIDS (PLWA)

- HIV is not transmitted by hugging, touching, sharing clothes, food, toilet, work spaces, mosquito bite or non-deep kissing
- Anyone can become infected depending on what they do, not who they are.
- Discriminating against someone on the basis of his or her HIV status is wrong.
- People who have HIV need to take good care of themselves in terms of diet, medication, rest and stress control. Emotional and social support from others is very important.

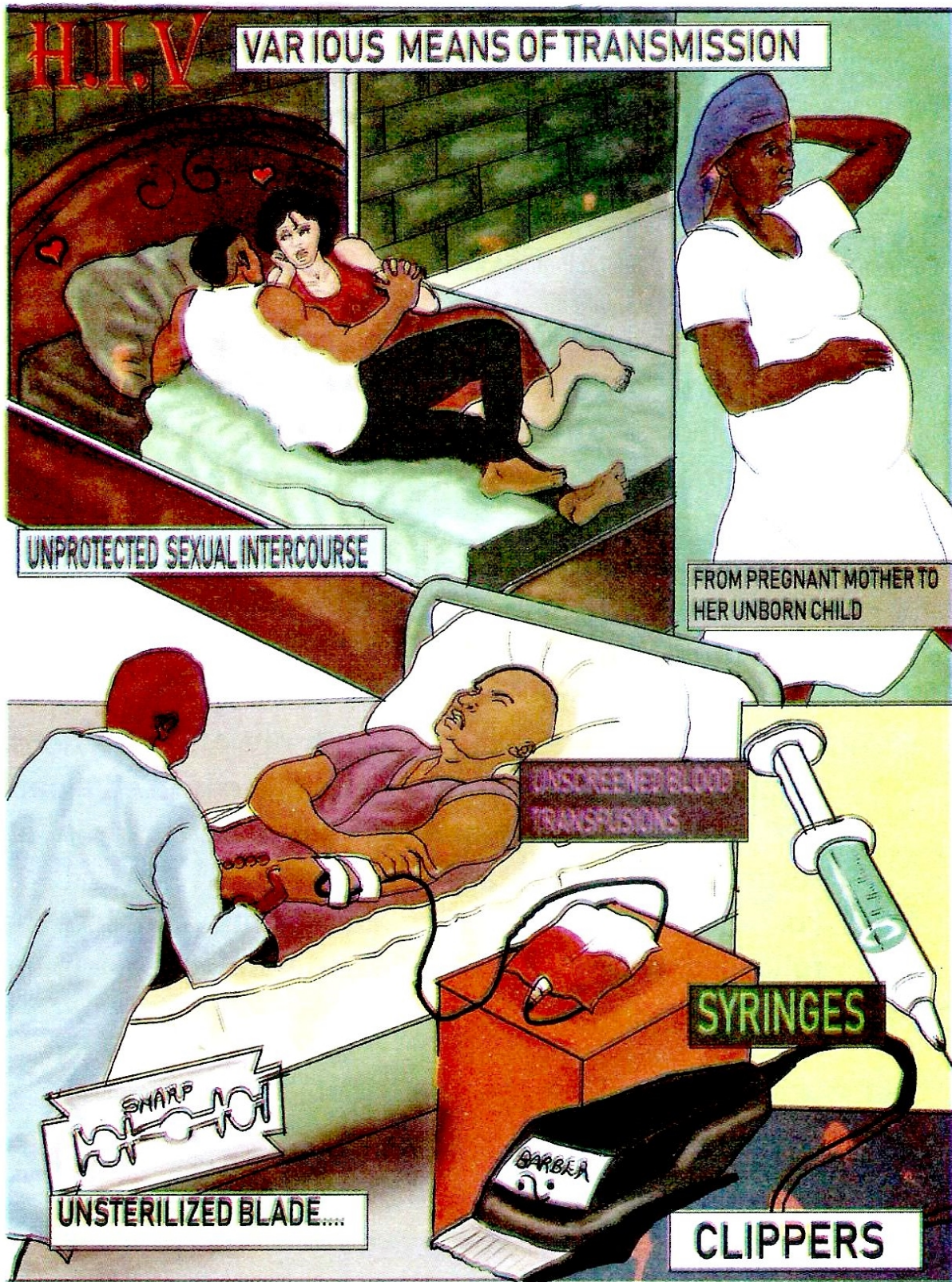
Consequences of HIV/AIDS

Effects on PLWAs: Loss of self esteem and stigma, Shattered dreams, Feeling of disappointment with self, Dropping out of

HIV/AIDS

LAWS AGAINST STIGMATISATION AND DISCRIMINATION.

- All Nigerians have a mutual responsibility to prevent HIV discrimination in society. Discrimination includes: denying treatment to people living with HIV/AIDS, refusal to admit to school. Denial of access to places of worship, credit or marriage.
- Privacy: it is your right as a person living with HIV to confidentiality about your status at all times including when accessing services or employment opportunities.
- Disclosure to a partner: it is your responsibility as a person living with HIV to inform your partner in marriage or cohabiting when you know that he/she can be at risk of being infected.
- Unlawful disclosure of people living with HIV and AIDS will attract a penalty of 500,000 naira in the case of individuals and 1,000,000 naira in the case of institutions, imprisonment of 2 years or both
- Protect rights of people living with HIV. All institutions, employers and community shall take steps to eliminate HIV related discrimination at all times and in all settings.
- For more information or complaints contact the following: AHF Nigeria 09050837511 and NACA Helpline 6222



6.1 MIGRATION

Meaning of migration

This involves movement from one place to go to live or work in another. Sometimes it is done solely or with the help of a third party.

Illegal Migration

This involves movement from one place to another without the possession of documents indicative of the permission of the destination country for such movement.

Irregular Migration

Information necessary for legal migration

- Name, location of destination country and its policies on migration and work
- Name of school or workplace where you have been admitted/accepted and direct contact with them for confirmation
- A contact person in the destination country other than the person helping you to migrate
- The entitlements of migrants in the destination country.



Steps for legal migration

If interested in migrating to any country, the following steps will be useful

- A visit to the internet to learn about the country, its peoples, cultures and attitudes to foreigners, and its economy
- Visit to the embassy of the country to know the regulations for migration, policies on migrants' schooling/work in that country.
- Go personally to the Nigerian Immigration Service to apply for a Nigerian passport
- Make contact with the addresses supplied by the Embassy and adhere to the prescribed procedures
- Where there is somebody helping you, check out the person and always check with the addresses on the documents you are given to confirm authenticity.
- Do not sign any contracts without reading through properly
- Learn simple words that will be useful in asking for help such as: help, police, and embassy in the local language.
- Keep photocopies of your passport and other documents safe in a place known to you alone.
- Memorize the phone numbers of three key persons in case you lose your phone and documents.
- Contact a family member or friend at home as soon as you reach your destination.
- Register with your embassy or consulate in the destination country.

Characteristics of Illegal Migration

- You may get your travel documents without ever going for any interviews
- Your travel documents may bear names that are not your own
- The school/work documents may never really be given to you before the journey
- Your helper may not give you sufficient information to check out the authenticity of the process
- You may end up stranded in a country other than that you were told you were going to.

Consequences of illegal migration

MIGRATION

- It poses population, planning and economic problems on the destination country
- Any illegal migrant faces the risk of being repatriated/deported anytime
- The stress caused by fear of deportation could cause ill health and prevent long term planning for the migrant.
- Inability to do choice jobs because of lack of documents
- Exploitation by employees who knowing that you are an irregular migrant are confident you will not report their sharp practices.

6.2 CHILDREN ON THE MOVE

Meaning:

By the term children on the move is meant the movement of children (both males and females) out of their homes to alternative residences often times unaccompanied and the residences are unknown to their parents and guardians.

Stages of Movement:

The movement of children out of their homes often takes place in stages:

1. They may start by dropping out of school or places of apprenticeship to take up work on the street whereby they spend the whole day outside and only come back home to sleep.
2. They may after some time come back home to sleep once in a while spending most of their time working and sleeping on the street or in alternative sleeping places unknown most times to their parents and guardians.
3. They stop coming home altogether and work and live fully on the street. This could be within the same town or village where their parents and guardians live.
4. The children leave their towns and villages altogether and move with their peers to other towns and cities to live and work on the streets often times losing contact fully with their parents and guardians
5. Sometimes children move out to live on the street without going through these stages. They just run away

MIGRATION

from home and settle into the life they meet in the streets, doing all that they can to survive and not return home to whatever propelled them out into the streets.

Incidence:

This is a phenomenon that has become rather rampant and increases the vulnerability of the children involved the farther away they move from home and the longer the time they spend on the street. Many of them become irregular migrants and sometimes victims of trafficking. It is not uncommon for them to also find themselves in situations of conflict with the law as they get influenced by their peers and older children living on the street and even adults who are out to exploit them.

The West Africa Network For the Protection of Children (WAN)
In West Africa, thousands of children and young people leave their homes each year driven by a lack of access to education and basic health care or in order to seek a better future. Often they are fleeing economic, social, cultural, political or climatic conditions that prevent them from growing up in a way that guarantees their rights and from envisioning a future. Vulnerable and lacking protection from a family member or guardian, they are often victims of the violence of traffickers or of people having bad intentions who exploit them for their bodies or labor. Many of these children are isolated and have no way to return to their families. Despite their growing numbers, regional measures for the protection of these children are still insufficient to meet their needs and ensure their rights

WAN: A regional effort for the protection of children

Recognizing the need to act, the countries of West Africa decided to unite and work together to improve the support provided to these children. Since 2005, the operational cooperation between three countries of the sub-region has gradually developed to establish a regional network of protection, which currently includes all the 15 member countries of ECOWAS and Mauritania. The primary mission of the West Africa Network for the protection of children (WAN) is the transnational protection of

MIGRATION

vulnerable children moving between countries of West Africa, and the goal is their social reintegration, accompanied by measures enabling them to develop prospects for the future.

To achieve this goal, WAN develops regional mechanisms of cooperation between States and civil society actors of ECOWAS. Key principles of this cooperation include networking between the social actors, complementarity and the pooling of human, material and financial resources of States, civil society and international partners. WAN is a functional tool made available for the countries of West Africa enabling coordination between the national systems of child protection. It provides a framework and instruments to guarantee quality transnational support of children in need of reintegration, facilitating coordination between the host country and country of origin or third countries.



The first criterion for the intervention of WAN is the identification of the child or young migrant in a vulnerable situation. Through the established cooperation mechanisms between actors, WAN can conduct family tracing and subsequent social evaluations, an essential precondition before any return of

a child in the family environment.

WAN STANDARDS: A common procedure for support.

WAN uses a common method and document called the WAN Standards in the facilitation of support to vulnerable children on the move. The procedure of support and the standards are based on national and transnational practices of countries in the sub-region and on the experience of the individual reintegration of almost 5,000 children since 2005.

The WAN Standard is a practical tool that supports professionals in their daily work, providing guidance for listening to and working with children. It gets the children to be participants in their own solutions. Finally, it emphasizes the responsibility and duty of all parties in society to ensure the welfare of children, whether they are families, communities, teachers, traditional or religious authorities, and entrepreneurs, NGOs or the State. The procedure has eight steps for supporting the child, starting with the identification and protection of the child, to the follow-up of his/her reintegration, through the reinforcement of the socio-economic capacity of the family. Each step includes a standard to ensure the quality of support provided to the child.

WAN NIGERIA

WAN in Nigeria has two co-ordination points:

Save the Child Initiative (STCI) Sokoto for Nigeria-North and Girls' Power Initiative (GPI) Edo State for Nigeria- South.

Their mandate is to support every unaccompanied vulnerable child on the move from any of the ECOWAS States found in Nigeria who desires to return home achieve the purpose through linkages with WAN in their home countries who would ensure their proper rehabilitation and reintegration on return. The organizations also have the mandate to receive from their ECOWAS counterparts any Nigerian unaccompanied child on the move who desires to return to Nigeria, following which they are rehabilitated and reintegrated back into their families. The best interest of the child is the primary guiding principle of all the actions of WAN members.

CHAPTER 7

TRAFFICKING IN PERSONS

Definition of Trafficking in Persons (UNO)

This is the recruitment, transportation, transfer, harbouring or receipt of persons by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or of a position of vulnerability, or the giving or receiving of payment or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. In the case of children, consent is void.

Prostitution

This is the offering of sexual services in exchange for money. It is one of the types of work that victims of trafficking are engaged in, in destination countries.



Types of Trafficking in Persons

Internal Trafficking: This is when the victims are not transported across national borders.

TRAFFICKING IN PERSONS

External Trafficking: This is when the victims are transported across national borders and taken to a country other than that in which they were recruited

Recruitment Methods

- Direct recruitment by traffickers;
- Recruitment by agents of traffickers
- Pressure by parents, guardians or relations on their children / wards to agree to the request of traffickers or their agents;
- Abduction or kidnapping

Pre-requisites for Trafficking in Persons

A combination of some of the following must be present for a situation to qualify as trafficking.

- Recruitment; Transfer;
- Transportation within or between borders
- Harboursing or receipt of persons;
- Use of threat or force or other forms of coercion
- Abduction;
- Deception or fraud to achieve consent
- Abuse of power or position of vulnerability to achieve consent
- Involvement of a third party who makes profit from the process
- Exploitation of the victim;
- Bondage or enslavement of the person

Consequences of Trafficking in Persons

- Assault and battery;
- Torture;
- Loss of body organ(s) to organ harvesters
- Abduction and enslavement;
- Morbidity (ill health) and death;
- Exploitation and deprivation;
- Mental, psychological and health consequences;
- Addiction to drugs;
- Over work: long hours, no rest;
- Poor image for country of origin;

TRAFFICKING IN PERSONS

- Deprivation of the right to education and freedom from exploitation;
- Break up of families;
- Slows down development.

The Nature of Work that Victims Engage in

- Sex work;
- Domestic labour;
- Forced marriage;
- Forced labour in farms/factories;
- Street begging
- Baby factory

How to say *No* to trafficking

Saying No to strangers pressuring you may not be as difficult as saying No to family members who are acting as agents to the traffickers.

- Learn all you can about the issue of trafficking in persons
- Say No effectively both verbally and with your body language
- Give reasons for your decision
- Suggest other alternatives that are more viable
- Talk about it both with your parents or others who are supportive of your decision.

TRAFFICKING Stigma

Meaning: Stigma is an attribute, behavior, or reputation which is socially discrediting in a particular way: it causes an individual to be mentally classified by others in an undesirable, rejected stereotype rather than in an accepted, normal one. --Goffman's theory of social stigma

Definition of Human Trafficking

“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.” -United Nations Office on Drugs and Crime

Meaning of stigma in trafficking in person

It is a process that attempts to discredit or disgrace a person or group based on an identity or a circumstance as victims of trafficking.

Many migrants who are compelled to return to their countries of origin suffer Stigma and shame, for different reasons.

Unmet expectations lie at the root of families' resentment towards returnees; migrants who return too soon and empty-handed are not always welcome, which can lead to psychosocial issues.

What does stigma look like, as it applies to trafficking?

- Blame-family members humiliate them because they returned without fulfilling the expectation of the family and without money.
- Discrimination-when there are opportunities, they are

TRAFFICKING IN PERSONS

the last to be considered if at all they are considered.

- Loss of Status -they are seen as undignified person, it is worse in cases where the victims have contracted HIV, as they are rejected by their own families
- Isolation-People isolate themselves from them.
- Shame-they are seen in their communities as vectors of deadly sexually transmitted diseases contracted abroad.
- Resentment -they experience resentment because of their involvement in prostitution.

Steps to cope with stigma

1. Don't let stigma create self-doubt and shame. Stigma doesn't just come from others. ...
2. Don't isolate yourself.
3. Get help
4. Speak out against stigma.

CHAPTER 8

SAYING NO EFFECTIVELY TO HUMAN TRAFFICKING

Saying NO to Negative Requests:

Irrespective of what culture has taught us, boys and girls have the right to express their true feelings. This is because their human rights include:

- the right to hold views and express them,
- the right to refuse a request,
- the right to be treated fairly and not be intimidated or abused.



How to say NO to Negative Requests:

- listen attentively to the request being made,
- carefully observe the other person as he/she speaks,
- imagine yourself in the other person's position, so as to be able to respond appropriately,
- use appropriate verbal and non-verbal communication

TRAFFICKING IN PERSONS

- methods when you are responding,
- identify all the options in the situation, assess their pros and cons, and proffer alternatives,
- reach mutual agreement that favours you and yet does not make the other person feel a loser.

Effective refusal is possible when YOU:

- address the problem early.
- express your feelings honestly.
- View all the available options,
- have sufficient information on the issue.

How to say NO to trafficking and forced prostitution:

Saying *No* to strangers pressuring you may not be as difficult as saying *No* to family members who are acting as agents to the traffickers.

- Learn all you can about the issue of trafficking in persons.
- Say *No* effectively both verbally and with your body language in a respectful manner
- Explain why. Give clear reasons for your decision remembering that you have the right to say NO because you are the one to be affected by your decision.
- Suggest other alternatives that are more viable. E.g., convince your parents that you can take care of them in their old age if they train you now, that you will do better abroad if you go as an adult with a good education
- Where they insist on you travelling, talk about it with other people who they respect that are supportive of your decision and can speak to them on your behalf.
- Where they insist even after they have been spoken to by others, report the matter to your teacher, principal, religious leader, NAPTIP, NGOs, Ministry of Education or Social Welfare for help

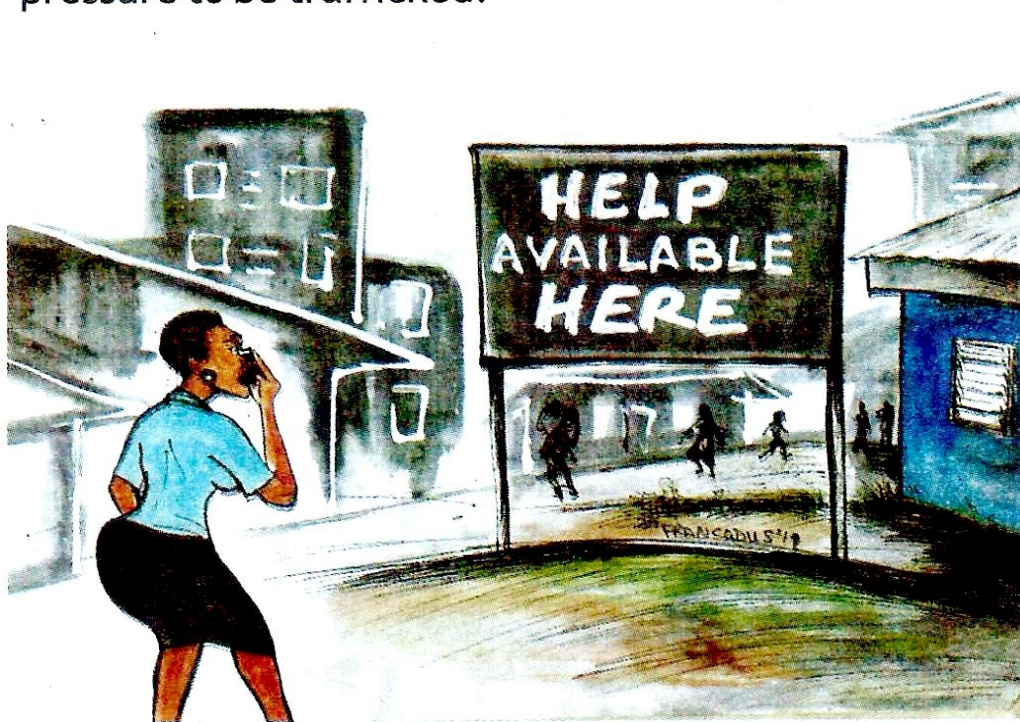
Teach others lessons learnt

Dear Readers, we hope that this Chapter has enabled you to

CHAPTER 9 FINDING HELP

Situations when Children and Adolescents should Seek Help

- When they are confused as a result of conflicting messages (e.g. societal/family values)
- When they have concerns about changes in their bodies
- Emotional concerns
- Peer pressure
- Pressure from significant others e.g. parents, relations, teachers to do what they are convinced is wrong e.g. pressure to be trafficked.



People who can help children and adolescents

- Counsellors
- Religious leaders
- Health practitioners
- Teachers
- Specialized institutions e.g. NGOs, the Police,
- Trusted, experienced adults
- Ministry of Education, health, Youth, Social Development,

FINDING HELP

and Women Affairs

Steps to take in seeking help

- Keep calm and stay focused. Don't panic
- Try to think and recollect
- If possible seek help in company of trusted friends
- Go straight to help centre

Agencies where children and adolescents can find help

- Government hospitals
- Big private hospitals
- The Ministries of Health, Education, Youth, Women Affairs
- International Agencies e.g. UNICEF, UNODC, WHO, UNIFEM, IOM
- Local and National organisations.
- Coalitions and networks e.g. ENCATIP
- Government owned schools and institutions
- Social Workers in all Government owned establishments

Agencies where help can be found for migration and trafficking related concerns in Edo State

1. National Agency for the prohibition of Traffick in Persons and Other Related Matters, 42 Adesuwa College Rd, GRA Benin City
Naptip Hot line-07080601802 Toll Free from Airtel line.
2. Ministry of Women Affairs and Social Development, Humphrey Edo-Osagie Street, Near Govt House, GRA Benin City
3. Ministry of Youth and Sports, Ezoti Street, Benin City
4. Edo State NGO Coalition against Trafficking in Persons (ENCATIP), c/o International Reproductive Rights Research Action Group (IRRRAG-Nigeria) Edo State. 43, Ehaekpen Street, Uzebu Quarters, Benin City.
5. Nigeria Immigration Service, Ramat Park Ikpoba Hill Benin City

Facebook: Girls' power Initiative (GPI)

Twitter: Girls power initiative (@girlspowerinit) Dr Nosa Aladeselu African Women Empowerment Guild (AWEG)

29, Airport Road, Benin City.

Tel: 234-8023060147.

Email nosaaladeselu@yahoo.co.uk Roland Nwohaldia Renaissance

4, Ihama Road, G.R.A Benin City.

Tel: 234-8056128927

Email idiarenaissance@hotmail.com

7. West Africa Network for the protection of Children (WAN) Co-ordinations in Nigeria:

A. Save the child Initiative (STCI) for Nigeria-North,

Co-ordinator: Abdulganiyu Abubakar, 234-8025186175

Email: abdulabu2000@yahoo.com website: www.stcinigeria.org

B . Girls Power Initiative (GPI) Edo State for Nigeria-South

Co-ordinator: Grace Osakue

Tel: 234-8073042499, 234-8088883070

Email: gpibenin@gpinigeria.org,

Website www.gpinigeria.org

ABOUT GIRLS' POWER INITIATIVE (GPI)

PHILOSOPHY

GPI recognizes the right of children especially girls to survival, effective protection, development and participation. The Organisation believes that these rights cannot be achieved in the present circumstance where the Nigerian society hardly acknowledges their relevance.

We further believe that achievement of the over-all goal of women's' emancipation from their present problems of poverty, ignorance, disease and subjugation can only be fully realized if the rights of girls are protected, girls are healthy and mobilized for development.

VISION

A sustainable feminist institution leading transformation of patriarchal values in Nigeria

MISSION

To empower children and young females with accurate information and skills from a gender perspective for social action

VALUES

A team working with passion and commitment, upholding feminist ideology with integrity and responsiveness while providing equal opportunities for all.

AIMS

To promote the rights of children especially girls and mobilize them for development and participation through Research, Education, and Action oriented programmes directed towards their empowerment.

OBJECTIVES

- a. Increased capacity for behaviour change that is supportive of an environment where girls and young females are visible and valuable actors in the society
- b. Enhanced skills and attitude of girls, young females and other stake holders to effect social change at individual, community and societal levels
- c. Increased access of children and young females to SRH, legal, rehabilitative and other strategic support services that enable them live healthy and productive lives
- d. Improved enabling policy, legal, school, community and family environment for the protection of girls and young females for self-actualization
- e. Increased capacity of GPI as a prime resource for the promotion of Sexual and Reproductive Health and Rights (SRHR) for adolescent girls from a gender and rights perspective in Nigeria.

MEANS AND METHODS

The above objectives shall be carried out through the following means and methods.

- a. Strategic Communication for Social Change
- b. Capacity Development
- c. Service Delivery
- d. Strategic Advocacy
- e. Operations Research

GPI ADDRESSES

Website: www.gpinigeria.org

Facebook: Girls' Power Initiative (GPI)

Twitter: Girls' Power Initiative (@girlspowerinit)

EDO STATE

67 New Road, Off Amadasun Street, Upper Ekewan Road,
Ugbiyoko

P.O. Box 7400, Benin City, Nigeria.

Tel 234-8073042499, 234-8088883070

Email: gpibenin@gpinigeria.org,

DELTA STATE

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Tel: 234-8036335215

Email: gpiasaba@gpinigeria.org

AKWAIBOM STATE

215 Abak Road, Uyo.

Tel: 234-8058961486, 234-8028235212

Email: gpiuyo@gpinigeria.org, auntyaima4real@yahoo.com

CROSS RIVER STATE

Anyamurua Estate, Atimboh Road, P.O. Box 3663 Unical Post
Office

Calabar, Nigeria

Tel: 234-8033578595

Email: gpi_hqcal@yahoo.co.uk gpicalabar@gpinigeria.org

ABUJA LIAISON OFFICE

Flat 3, Block 52, Agbede Close, Off 311 Road,
Off Igueben Road, Federal Housing, Phase 2, Kubwa.
Tel: 08062428386

STEPS FOR LEGAL MIGRATION

- Visit the internet to learn about the country, its people, cultures and Attitudes to foreigners and its economy
- Visit the embassy of the country to know the regulations for migration, Policies on migrants' schooling/work in that country.
- Go personally to the nigerian immigration service to apply for a nigerian passport.
- Make contact with the addresses supplied by the embassy and adhere to the prescribed procedures
- Where there is somebody helping you, check out the person and always check with the addresses
- On the documents you are given to confirm authenticity
- Do not sign any contracts without reading through properly
- Learn simple words that will be useful in asking for help such as help, police and Embassy in the local language
- Keep photocopies of your passport and other documents safe in a place known to you alone
- Memorize the phone numbers of three key persons in case you lose your phone documents
- Contact a family member or friend at home as soon as you reach your destination.
- Register with your embassy or consulate in the destination country

CHARACTERISTICS OF IRREGULAR MIGRATION

- You may get your travel documents without ever going for any interviews
- Your travel documents may bear names that are not your own
- The school/work documents may never really be given to you before the journey
- Your helper may not give you sufficient information check out the authenticity of the process
- You may end up stranded in a country other than that you were told you were going to

CONSEQUENCES OF IRREGULAR MIGRATION

- It poses population, planning and economic problems on the destination country
- Any illegal migrant faces the risk of being repatriated/deported anytime
- The fear of deportation causes stress, ill health and prevents long term planning for the migrant.
- Inability to do choice jobs because of lacks of documents
- Exploitation by employees who knowing that you are an illegal migrant are confident you will not report the abuse

ADDRESS OF GPI OFFICE

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