



Revista Brasileira de Bioética

Bárbara Rodrigues

Instituto de Ciências Biomédicas de
Abel Salazar e Faculdade de Medicina
da Universidade do Porto, Porto,
Portugal
rodrigues.barbara4@hotmail.com

Rui Nunes

Faculdade de Medicina da
Universidade do Porto, Porto, Portugal
ruinunes@med.up.pt

Cristina Santos

Faculdade de Medicina da
Universidade do Porto, Porto, Portugal
csantos.cristina@gmail.com

Carla Serrão

Escola Superior de Educação do
Instituto Politécnico do Porto, Porto,
Portugal
carlaserrao@ese.ipp.pt

Ivone Duarte

Faculdade de Medicina da
Universidade do Porto, Porto, Portugal
iduarte@med.up.pt

What young people know about human trafficking?

O que é que os jovens sabem sobre tráfico de seres humanos?

Abstract: Human Trafficking (HT) affects much of the world's population, including children. The need to (in)form young people about this crime highlights the crucial role of schools and families as major sources of knowledge transmission. This study is to evaluate the knowledge of HT and identify the sources of information on this phenomenon from a sample of young people spread over 14 public schools in the Municipality of Porto, 7 of which are covered by Educational Territories of Priority Intervention (ETPI). A self-assessment questionnaire was applied in the classroom. It becomes clear that the (in)formation on this subject is sparse. In this regard, we suggest that more visibility should be given to this phenomenon, through the integration of this issue in health/ sexual education projects in schools. Actions covering preventive interventions of universal character, but also more specific interventions in priority groups identified as most vulnerable.

Keywords: Human Trafficking (HT), education, young people, knowledge, forms of acquisition.

Resumo: O Tráfico de Seres Humanos (TSH) afeta grande parte da população mundial, incluindo crianças. A necessidade de (in)formar jovens sobre este crime acentua a emergência do papel das escolas e das famílias como maior fonte de transmissão de conhecimentos. O estudo visa avaliar o conhecimento em TSH e identificar as fontes de informação deste fenómeno de uma amostra de jovens de 14 escolas públicas do município do Porto, 7 das quais estão abrangidas pelo programa TEIP (Territórios Educativos de Intervenção Prioritária). Foi aplicado um questionário de autorrelato na sala de aula. Tornou-se evidente que a (in)formação neste tema é escassa. A este respeito, sugerimos que seja dada mais visibilidade a este fenómeno, através da integração da temática em projetos de educação para a saúde/ sexual nas escolas. Ações que abrangem intervenções preventivas de carácter universal, mas também intervenções mais específicas, em grupos identificados como prioritários e mais vulneráveis.

Palavras-chave: Tráfico de Seres Humanos (TSH), educação, jovens, conhecimento, fontes de informação.

Approved by the Ethics Committee of the Department of Social Sciences and Health of the Faculty of Medicine, University of Porto

Introduction

The crime of human trafficking has been considered a “*new form of slavery*” (United Nations Office on Drugs and Crime, 2009, p.6), proving to be a complex reality, not only because of the sensitivity of the type of crime in question but also because of the amount of dark figures. The new form of slavery goes beyond racial lines, it is transient and occasionally temporary. Bales (2004) defines contemporary slavery as a “social and economic relationship in which a person is controlled through violence or paid nothing, and economically exploited.”. It involves the act of offering, delivering, recruiting, enticing, transporting, harbouring or receiving a person by resorting to threats, force or other forms of coercion, trickery or by other means, for the purpose of exploitation. (Additional Protocol to the United Nations Convention against Transnational Organized Crime to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children Adopted in New York on November 15, 2000)

The crime of HT is an intrinsic reality in today’s society that has gained increased proliferation in the wake of the phenomenon of globalization. In this perspective, globalization presents positive aspects, for example, in the development of interpersonal relationships, but also negative aspects, particularly with regard to facilitating human trafficking internationally (Méndez, 2015; Nazemi, 2012).

HT does not just affect adults. A growing and disturbing number of trafficked children has been alerting the European and the international community. At European level, “*Child trafficking is reported by Member States as one of the trends that is increasing most sharply in the EU. The statistical data for the years 2013-2014 show that, out of the 15 846 registered victims of trafficking in the EU during this time period, at least 2 375 were children*” (Commission to the European Parliament and the Council, 2016, p. 19). In a United Nations Children’s Fund (UNICEF) press release it was revealed that about 1.2 million children are trafficked worldwide every year (United Nations Children’s Fund, 2007). Also, The Global Report on Trafficking in Persons from 2016 from the United Nations Office on Drugs and Crime (UNODC) shows that 28% of all trafficking victims are children, and “*In Sub-Saharan Africa and Central America and the Caribbean, a majority of the detected victims are children*”. (United Nations Office on Drugs and Crime, 2016, p.11). It should also be noted that trafficking in children (anyone under 18 years of age) differs from other forms of HT since it is not necessary to have existed the use of force or ruse to prove that a child has been a

victim of trafficking. This distinction falls on the fact that it is considered that the child is not able to give informed consent and thus the combination of any action for any kind of exploitation constitutes a crime of trafficking in human beings (Article 3º of the Additional Protocol to the United Nations Convention against Transnational Organized Crime to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children).

The fight against HT is more effective through international cooperation. Prevention is an important tool that is also a priority in the European Union. *“The final objective of eradication of trafficking in human beings can only be achieved if the crime is prevented from happening in the first place and using the wide range of available tools at EU and national level.”* (Commission to the European Parliament and the Council, 2016, p. 55). There are several Directives that show that importance of prevention, for example, Directive 2011/36/EU of the European Parliament and the Council of 5 April 2011, on preventing and combating HT (trafficking in human beings) and protecting its victims, replacing Council Framework Decision 2002/629/JAI, of 19 July. However, the existence of internal preventive measures is essential to assist the European and International measures. Data from the Observatory on Trafficking in Human Beings (OTSH – Portugal) show that in 2016 a total of 264 victims were registered (228 victims were flagged in Portugal, both of Portuguese and foreign nationality, and 33 Portuguese flagged abroad). Regarding the number of child victims signalled in Portugal, in 2016, we found a total of 26 child victims (*Ministério da Administração Interna, Observatório do Tráfico de Seres Humanos, 2016*). *Intervention at the level of young populations needs more effectiveness and persistence.* Furthermore, this intervention needs to be adapted to the special needs of the target audience, taking into account the particular vulnerability of young people (Perista & Brázia, s.d.).

HT is a global reality, a violation of human rights, affecting physical and psycho-emotional levels, particularly depression, anxiety and post-traumatic stress (Abas, Ostrovschi, Prince, Gorceag et al., 2013; George & Sabarwal, 2013; Hossain, Zimmerman, Abas, Light, et al., 2010; Oram, Khondoker, Abas, Broadbent et al., 2015; Turner-Moss, Zimmerman, Howard & Oram, 2014) and, therefore, tools have been developed to improve and harmonize the methods and procedures or signaling victims of trafficking within the European Union as well as intervention projects to combat and raise international awareness about this crime. On the other hand, the increasing number of trafficked minors should serve as an impetus for greater introduction of this

subject in the education of young people. This gap can easily be filled by integrating the theme in the school environment, because this is an environment of training and qualification of citizens.

A study conducted by Raboteg-Šarić and Marinović (2005), carried out in Croatia, with secondary school students which aimed to identify their knowledge about HT for sexual and labour exploitation, evaluating their attitudes towards victims and traffickers and identifying the risks of victimization, concluded that, although young people are familiar with the problem, the information they have is superficial and incomplete. Results highlight the need to introduce this theme in youth education (Raboteg-Šarić & Marinović, 2005).

On the other hand, it is also evident the existence of communities which are more vulnerable to trafficking situations, i.e., regions heavily affected by unemployment, low income, among other factors. In this regard, Omorodion (2009), in the Nigerian context, intended to evaluate the knowledge and awareness of students, as well as their attitudes towards trafficking for sexual exploitation, in order to understand the individual perception of vulnerability / risk that each one had. The results revealed that the vulnerability factors associated with HT included poverty, unemployment, illiteracy and low social status, and that students who attend mixed schools demonstrated increased knowledge and awareness of trafficking issues (Omorodion, 2009).

Given the complexity of this crime, it is essential to develop information mechanisms and raise community awareness about the risks and elements that constitute trafficking, acting both at preventing new cases and by increasing the detection of fraudulent, deceptive and exploitation practices.

Although, in general, communities are more familiar with this phenomenon, the awareness-raising / information / training actions aimed at children and young people appear to still be in deficit, and is, therefore, essential to realize what knowledge young people do have about HT so that they can act effectively. Thus, the aim of our study is to characterize the knowledge of young people in the 9th grade in the Municipality of Porto about HT and their sources of information.

Deepening the knowledge that young people have about this phenomenon and about the information sources that served this purpose, we can assist in developing action guidance for the prevention and detection of situations, causing young people to be able to defend themselves from any sort of enticement, thus becoming themselves information transmission vehicles for friends and family.

Furthermore, and as previously stated, it is essential to pay special attention to the most vulnerable communities, where recruitment is frequent. In Portugal, the ETPI Program groups together schools that are in contexts marked by poverty, unemployment and social exclusion and aims to prevent and reduce early school drop-out, reduce indiscipline and promote educational success (Abrantes, Roldão & Mauritti, 2011). This study has focused the attention in particular on schools in these territories since they require more recurrent, active and increased interventions.

Material and methods

Participants

The study encompassed 305 students attending the 9th grade in public schools from the Municipality of Porto, Portugal. The sample consists of students from one of the 9th grade classes from 14 public schools in the Municipality of Porto, 7 of which are Educational Territories of Priority Intervention schools.

Regarding age, the sample includes young people between the age of 13 and 18 (median=14 years old): 136 (45%) male and 169 (55%) female. Of the 305 young people who are part of the study, 134 attend Educational Territories of Priority Intervention schools.

Material

For this study a questionnaire was constructed and previously tested in 8 young people from the 8th and 9th grades. The questionnaire is structured in two parts. The first part presents the objectives of the study and requests the student's participation, then a set of socio-demographic questions are presented (gender, age and school). The second part presents 14 questions (multiple choice closed-ended questions, multiple choice single answer questions and semi-open questions).

The questionnaire was administered between February and May 2015. To each questionnaire was subsequently assigned an identification number, facilitating the processing of data.

Statistical analysis

Absolute and relative frequencies were used to describe the variables studied. To compare the answers between female and male genders, and between schools under

Educational Territories of Priority Intervention Program and schools not covered by that program, we used the chi-square test, considering a 0.05 significance level. We used the statistical analysis software IBM® SPSS® Statistics version 21.

Ethical considerations

This study was approved by the Ethics Committee of the Department of Social Sciences and Health of the Faculty of Medicine, University of Porto. Informed consent of the guardians was obtained (because the age of the participants is between 13 and 18 years old). Moreover, consent was also asked to the participants. Students were informed about the nature of the study, procedures and objectives. They were also informed about the voluntary, confidential and unpaid features of the study. The possibility of withdrawal at any stage of the investigation was highlighted.

Results

In total, 305 of 345 students participated in the study. The remaining 40 students did not participate because they were not present on the day and time scheduled for the questionnaire.

As can be seen from Table 1, 95% of students claims to have heard of HT, however only 24% (n=74) state to know the definition of this crime. From these 74 students only 7 (10%) correctly pointed out that HT involves: sexual exploitation, labor exploitation, begging, slavery, extraction of organs, child adoption, servitude and exposure to other criminal activities.

Of the 74 students who claim to know the definition of HT, only slightly more than half (69%) answered correctly to all the alternative questions as to the types of people who may be potential victims of this crime (men, women, children and young people). Comparing the number of students who stated to know the definition of HT with the answers given to the questions regarding types of HT and potential victims, we verified that only 6 students answered correctly to all options. However, of these 6 students, 1 believed that HT only occurs internationally. This means that of the 74 students who claim to know the definition of HT, only 5 know, in fact, the correct definition of this crime and its contours.

From the students who stated to have heard about this crime, 94% obtained that information through television and 21% heard about this theme in lectures at school. It should also be noted that only 19 students indicated to have attended awareness-raising / training activities on this subject.

Moreover, approximately half of the students (49%) reported that they had already been contacted through social networks by unknown persons and 22% told that they had already received dubious proposals through social networks.

When comparing the differences between genders, young women have heard more about this crime in their family than their male peers ($p=0,016$). There is also a significantly higher percentage of young women who say they have only an idea of the definition of HT. However, there is significantly higher number of young men stating to know the definition of HT ($p=0,010$).

We also found the existence of significant gender differences regarding child adoption. In this regard, we verified that 52% of girls considers that HT encompasses child adoption, compared to only 35% of boys ($p=0,002$). In addition, young men consider, in greater percentage than girls, that HT can have male ($p=0,049$) and female ($p=0,021$) victims.

Finally, it is noteworthy that there is a significantly higher percentage of girls that indicate that they have been contacted on social networks by unknown persons and have received dubious proposals through social networks, when compared to young men ($p=0,003$ and $p=0,014$, respectively) (Table No 1).

Table 1. Results of the questionnaire applied to 305 young people and comparison between genders.

	Total	Male	Female	p
	n (%)	n (%)	n (%)	
Have you heard of "Trafficking in Human Beings".	291 (95)	127 (93)	164 (97)	0.129
If so, where:				
Television	273 (94)	119 (94)	154 (94)	0.944
Internet	165 (57)	72 (57)	93 (57)	0.998
Among Family	78 (27)	25 (20)	53 (32)	0.016
Lectures in school	61 (21)	21 (16)	40 (24)	0.103
Among colleagues	58 (20)	26 (20)	32 (20)	0.839
Did you receive training on this issue outside school	19 (6)	6 (7)	10 (6)	0.786
Do you know the definition of "Trafficking in Human Beings"				
Yes	74 (24)	43 (32)	31 (18)	
No	20 (7)	11 (8)	9 (5)	
Have an idea	211 (69)	82 (60)	129 (76)	
Types of Trafficking in Human Beings that you think exist:				

Sexual exploitation	285 (93)	125 (92)	160 (95)	0.333
Labour exploitation	150 (49)	71 (52)	79 (47)	0.242
Begging	62 (20)	25 (18)	37 (22)	0,449
Slavery	272 (89)	120 (88)	152 (90)	0.634
Organ extraction	261 (86)	115 (85)	146 (86)	0.651
To adopt children	135 (44)	47 (35)	88 (52)	0.002
Servitude	158 (52)	73 (54)	85 (50)	0.557
Exploitation for other criminal activities	187 (61)	78 (57)	109 (64)	0.203
Do you think this crime affects Portugal	247 (83)	105 (79)	142 (85)	0.135
Do you think this crime occurs:				
at an international level	63 (21)	26 (19)	37 (22)	
at a national and international level	240 (79)	108 (81)	132 (78)	
Who do you think may be a victim of Trafficking:				
Men	204 (67)	99 (73)	105 (62)	0.049
Women	288 (94)	133 (98)	155 (92)	0.021
Children	291 (95)	130 (96)	161 (95)	0.894
Young people	269 (88)	119 (87)	150 (89)	0.735
Have you ever been contacted on social networks by unknown persons	149 (49)	54 (40)	95 (57)	0.003
Have you ever received any proposal that you consider dubious in social networks				
Do you know someone who has been deceived with job offers	30 (10)	12 (9)	18 (11)	0.585
Do you think it is important to disclose information on the subject				0.188
Yes	294 (96)	129 (95)	165 (97)	
No	6 (2)	5 (4)	1 (1)	
Maybe	5 (2)	2 (1)	3 (2)	

Table No. 2 describes the results of the questionnaire applied to the students, comparing schools covered by the Educational Territories of Priority Intervention Program and schools not covered by this program (not-ETPI). We verified that all students from ETPI schools referred to have heard about HT ($p=0,001$). There is also significantly more ETPI schools students referring to have acquired this information through television (94%) and lectures at school (25%) ($p=0,023$ and $p=0,038$, respectively).

On the other hand, 31% of the students who attend ETPI schools, admitted to know the definition of HT, revealing a significant difference compared to students attending not- ETPI schools ($p=0,002$).

Regarding a specific type of HT – sexual exploitation – we found that students from not-ETPI schools signalled a higher awareness with regard to this kind of trafficking (55%) (p=0,022).

85% of ETPI schools students consider that this crime occurs both internationally and nationally, while 75% of students from not- ETPI schools consider the same (p=0,025).

Regarding the type of victims, we found that significantly more students from not-ETPI schools identified men (72%) (p=0,034).

Finally, we found that significantly more students from ETPI schools admit having received proposals they consider questionable, through social networks (p=0,035) (Table No 2).

Table 2. Questionnaire results comparing not- ETPI schools with ETPI schools.

	Not-ETPI	ETPI	p
	n (%)	n (%)	
Have you heard of “Trafficking in Human Beings”	157 (92)	134 (100)	0.001
If yes, where:			
Television	147 (86)	126 (94)	0.023
Internet	87 (51)	78 (58)	0,202
Among Family	42 (25)	36 (27)	0.647
Lectures in school	27 (16)	34 (25)	0.038
Among colleagues	31 (18)	27 (20)	0.655
Have you already attended training actions on this subject outside school	10 (6)	9 (7)	0.717
Do you know the definition of “Trafficking in Human Beings”			
Yes	32 (19)	42 (31)	
No	17 (10)	3 (2)	
Have an idea	122 (71)	89 (66)	
Types of Trafficking in Human Beings you think exist			
Sexual exploitation	160 (94)	125 (93)	0.921
Labor exploitation	94 (55)	56 (42)	0.022
Begging	33 (19)	29 (22)	0.614
Slavery	154 (90)	118 (88)	0.577
Organ extraction	142 (83)	119 (89)	0.155
For child adoption	69 (40)	66 (49)	0.120
Servitude	91 (53)	67 (50)	0.577
Exploration for other criminal activities	109 (64)	78 (58)	0.325

Do you think this crime affects Portugal	141 (83)	106 (81)	0.668
Do you think this crime occurs:			0.025
Internationally	43 (25)	20 (15)	
At national and international level	126 (75)	114 (85)	
Who do you think may be a victim of trafficking:			
Men	123 (72)	81 (60)	0.034
Women	159 (93)	129 (96)	0.214
Children	161 (94)	130 (97)	0.236
Young people	153 (89)	116 (87)	0.435
Have you already been contacted on social networks by unknown persons	81 (48)	68 (51)	0.548
Have you already received any dubious proposal on social networks	30 (17)	37 (28)	0.035
Do you know someone who has been deceived with job offers	20 (12)	10 (8)	0.213
Do you think it is important to disclose information on the subject			0.089
Yes	166 (97)	128 (95)	
No	1 (1)	5 (4)	
Maybe	4 (2)	1 (1)	

Discussion

Despite the fact that the results of this study cannot be extrapolated to the national reality, they emphasize the lack of knowledge young people have about the HT, constituting a somewhat invisible thematic. Several reasons may help to explain this situation, namely its complexity and conceptual evolution. Despite its complexity, this issue has characteristics of its own, differentiating it from other phenomena with which it can be confused. It is of great importance to carefully identify this problem; know what it is and how trafficking in human beings occurs, and differentiate it from other phenomena with which it can be confused, as for example migration, migrant smuggling, prostitution and sex tourism. It is imperative that government authorities and organized civil society possess correct and complete knowledge of this crime, so that appropriate actions can be developed and implemented, i.e. actions aimed at preventing and combating human trafficking with necessary rigor so as to restrain an illegal affront to the dignity of the human person.

Several steps can be taken to promote awareness, information and training of this group, but also of the entire civil community.

This study documents that only 20% of the students approached this subject at school and only 6 students have a correct understanding of the phenomenon. These data indicate the urgency of the school to assume the role of an active partner in awareness raising and training, *“A escola, na medida em que reúne uma enorme diversidade social e cultural, permite uma intervenção transversal, representando ainda um local privilegiado de desenvolvimento de ideias para melhor prevenção.”* (Associação Portuguesa de Apoio à Vítima, 2011, p.79). Thus, it seems important to sensitize the educational community for the integration of this content in the context of sex education/ health / citizenship projects. This intervention should promote a general level of knowledge about these phenomena, provide detection skills and encourage mobilization capacity and local activism around the cause of preventing and combating HT.

On the other hand, it is evident the need for further studies to deepen the understanding of the situations of vulnerability that young people are prone to and understand more clearly the information published in the media on this subject, in order to intervene in a more appropriate and proportional manner to the inherent needs of each group.

In general, the high percentage of young people who claims to have heard about the crime of HT, obtained such information through television and internet, while a lower percentage revealed to have received information on the subject at school. Thus, it seems that a wide disparity has emerged at this level. It is known that young people spend much of their time in the school environment, and yet, dissemination of information on this crime in this environment seems to be insufficient. Therefore, once again we reinforce that the school represents the space and time for building citizenship, and that the various subjects of the formal curriculum should contribute to the development of the critical thinking skills. Critical thinking skills are the ability to think clearly and rationally about what to do or what to believe. It includes the ability to engage in reflective and independent thinking. Thus, it is necessary to develop practices that encourage dialogue, questioning, reflection and reasoning about social phenomena, contributing to the formation of autonomous and empowered citizens (e.g., Freire, 1996; Silveira, Gewehr, Bonin & Bulgacov, 2008).

We point out that despite the efforts that have been undertaken by various institutions and non-governmental organizations, such as the United Nations Office on Drugs and Crime and Global Alliance Against Traffic in Women, on the prevention and combating of HT, much remains to be done. It seems to be more important that

young people receive information in person and not just through Information and Communication Technologies (ICT). In a face-to face intervention, doubts can be clarified immediately.

Although some students indicate to know the definition of HT in theory, very few seem to know the definition in fact, since they weren't able to answer the questions related to this theme correctly. These results show insufficient knowledge and a lack of support in the introduction of new knowledge and concepts in their continuous learning, corroborating the results of Raboteg-Šarić and Marinović's study (2005), which showed the lack of information obtained by young people about this crime and revealed a need to introduce the theme in youth education. It becomes evident the need to adapt the dialogue to a better understanding among young people about this issue. Advertising campaigns contribute to publicize this type of crime to young people, but apparently they do not bring to the foreknowledge about the risks and implications of the crime.

Today, with the progress of ICT and cyber globalization, the proliferation of social networks have a great impact on the lives of young people. With globalization, also largely achieved through the internet, approximation of people and places has become evident, but the internet brings as well great risks and the exposure of young people on social networks should be monitored and performed consciously. We verified that nearly half of the students involved in this study have been contacted by strangers on social networks and some of them even received proposals considered doubtful. The need to alert young people to the risks inherent to social networks should be combined with the alert to the risk of contact for HT purposes.

Contrary to the study by Raboteg-Šarić & Marinović (2005), which concluded that young people see the crime of HT as a problem that affects other countries, we found that 83% of the students surveyed knew that this crime directly affects Portugal. We can then conclude that Portuguese youth are more aware of the inherent fragility of this type of crime, taking into account the current situation of the country, namely unemployment, which may lead to an increase in fraudulent or misleading proposals to vulnerable people.

The results of this study also suggest that girls are more aware that HT is a complex crime and that all the information available/received on this subject is reduced.

A significant higher percentage of girls have heard about HT in the family context when compared with the group of boys. These data seem to reflect social representa-

tions of gender, in the sense of a greater concern regarding the safety of girls, because girls are thought to be more vulnerable to this recruitment / enticement. However, danger is effective for young people of both genders, being necessary to change the stigma of differentiated education based on gender. We also found a significant percentage of girls being contacted by strangers and receiving dubious proposals on social networks. Despite all efforts to equal rights, the female gender is still characterized by its greater vulnerability, and it is therefore considered normal that enticement and deceit attempts to people of this gender is greater.

In our study, we also found significant differences between students attending schools covered by the ETPI Program and students attending schools which are not covered by this program. When questioned if they have heard about the crime of HT, we found that a significant higher number of ETPI schools students say yes. This difference can be explained by reference to the higher number of family weaknesses that can be found in this group of students. Furthermore, a significant higher number of ETPI schools students say they have acquired information about this crime on television and lectures at school. In this respect, ETPI schools show greater concern about (in)forming their students on this matter, drawing a parallel with the universe in which these schools are inserted. This need to promote new perceptions in young people with obvious vulnerabilities is also supported by Omorodion (2009).

A significantly greater number of ETPI schools students claim to know the definition of this crime, which does not mean they effectively know it, because by not identifying labor exploitation as a possibility, they can be in danger. In fact, and if we consider that these territories are more vulnerable to trafficking situations, because they are affected by unemployment and social disruption, it seems urgent to clarify that the successful migration myth can be one of the tools used by recruiters.

We also found a significant number of ETPI schools students identifying that this crime can happen both internationally and internally, showing knowledge of the disparities in Portugal and how it may be related to this crime. On the other hand, a significantly larger number of not- ETPI schools students identified men as possible victims, which shows that, ETPI schools students are not aware of the dangers to which men may be subjected and the possibility of them being victims.

Finally, we found that a significantly higher number of ETPI schools students received proposals considered doubtful on social networks. Given that the internet is easily available, there is also the possibility that this group of students lack monitoring of their internet accesses.

In short, this study suggests that the knowledge of young people on the subject is scarce and that the most important sources of information have been television and the internet. However, it seems essential that this knowledge is mostly provided by the school and, despite the efforts that have been made to integrate this subject in the school context, particularly in ETPI schools, it seems to be insufficient.

Conclusion

As we can see, it seems to exist a high deficit of knowledge about the crime of HT in the studied group. Few young people responded correctly to the questions posed on HT. This suggests that efforts to (in)form young people have been insufficient, corroborated by the fact that most young people only have a general idea of the definition and not a thorough understanding. In fact, without adequate and realistic information, young people do not learn to protect themselves and to be alert to situations of particular danger. On the other hand, it seems that young people would not know how to act in a dubious situation or which authorities to contact.

A large part of young people acquired information on this type of crime through television and internet. However, it seems necessary that the information is also transmitted in person, both at school and at extracurricular levels, in order to eliminate doubts that may arise instantly and immediately clarify them. A very low percentage of young people acquired information about HT in school lectures, which is worrying since the school has an important role in educating and introducing topics of high importance to young people. The need to strengthen this theme in the school environment is essential, both to clarify doubts and wrong pre-established ideas, and to provide a thorough understanding with broad enough distribution capacity to reach also the families of students. It is important that families know that all members can be a victim.

It is necessary to develop new projects or that there is an extension of the recipients of the existing projects against HT. Young people are an important information transport vehicle as well as an acute vulnerability group that has to be alerted to possible cases of enticement, for example, by virtual contacts. The alert to the danger in social networks must go through drawing attention to the crime of HT. Although, there is a significant difference of girls being contacted by strangers on social networks and receiving dubious proposals, we cannot neglect that boys are the target of an increase in demand from traffickers. The alert level for risk situations on social networks needs

to be high for all young people, of both genders, attending ETPI schools as well as not- ETPI schools.

We gratefully thank the students and schools who participated in this study. We also appreciate the support and collaboration of the City Hall of Porto (Portugal).

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Submitted: 15/05/2018. Accepted: 13/12/2018.