

PEDAGOGICAL RELATIONS OF THE PREVENTION OF PROSTITUTION AND HUMAN TRAFFICKING

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Prostitution and human trafficking – unfortunately – is an actual problem among youngsters. Prevention is specifically important among those who are endangered of becoming victims of prostitution and human trafficking. The aim of the research which was made in 2009 is to count the possibilities and tools with pedagogy is able to fight with efficiency to prevent prostitution and human trafficking. In this study the results of semi-structured deep-interviews are exposted which were made during the research. In these interviews I examined the effects of socialization, family and socio-cultural background, health-oriented behaviour, value-orientation, education, friends and contemporaries arise, which, in different grade and way, but surely influence the chance of entry into prostitution and human trafficking.

Keywords: prostitution, becoming victim, prevention, free choice, decision, responsibility

Prostitution and human trafficking is a serious and a rather timely issue. Human trafficking is a severe crime and a complex problem. This phenomenon has bearing on:

- society and moral;
- criminal law;
- economy;
- public health;
- criminology;
- migration;
- last but not least education

Until the last decade, as a consequence of economic-, social-, political changes and globalization we can hardly say that prostitution affects only a tight layer of society, since the phenomena has developed a globalized branch of industry (Fehér, 1996). Of course, it is not a less deviant behaviour, because of this, what is more, the fact that there are more and more participants (both on demand and supply side) is a worrisome phenomena. The number of prostitutes is rated to 15000-20000 people in Hungary. Approximately 500 000 women and children fall into hands of European criminals yearly. 120 000 people is transported to the west from East- and Central Europe yearly. Other, not governmental organizations refer to higher numbers (Forrai, 2009).

Legal questions

The prostitution and human trafficking raise legal and regulation questions as well. The different social adjudications in connection with the topic are punctually reflected in those regulation models, which have been trying to handle the problem of prostitution. In different historic eras the reaction and sensibility of the society for the problem of prostitution differed a lot depending on social values, attitude, morality, traditions and other factors. The pogrom, regret or toleration of prostitution has changed depending on these as well. The trio of forbid, forbear and foster has been changing until today in the legal regulation models (Fehér, 1997). All these system that should handle the phenomena of prostitution are unable to stop it, as the experiences show that. Although, all these systems compound in forbidding child-prostitution and forced prostitution. Nowadays, we can meet with different variations of reglementation and abolitionist systems in each countries.

Hygienic questions

The prostitution and human trafficking is an important public hygienic problem, which demands urgent and effective solution both on personal and social level.

Problems of migration

The migration question of trafficking in human beings with prostitution aims has become a severe problem world-wide. Alongside with trade from Southeast-Asia, Latin-America and Africa, women-trade in Europe assumes considerable proportions from the 90's, especially from the economically poorer regions to the richer ones in Central-, and West-Europe. Besides this, the existence of buffer zones, the concentration of soldiers in these regions and the demand for traded sexual service significantly influences the direction of migration (Fehér, 2002).

Pedagogical questions

Viewpoint-system

Macro surroundings, general social effects and trends. The global social and ambience changes of the millenary generate determinative changes. The traditional way of reaching adulthood has transformed. Parents spend more and more time in the world of work- on one side because of their carrier, on the other to make ends meet- and the post material values -e.g. individualization and values connected to personal franchise- transform the traditional frames of the institution of family. Youngsters become goodwill of markets sooner, while with the shift of reaching adulthood, the involvement into decisions has not become easier. The effects of traditional control factors have decreased significantly; many social norms have got into crisis. All these get over a change of value, while new influencing factors occur, such as the recruitment of mass-media and contemporary group's effects, as a consequence of which new vulnerabilities can eventuate (Buda, 2003). In this dimension, the emergence possibilities are unreachable

for the youth of the shadowy side, and this emergence is obstructed by social immobility in many cases.

The world that is surrounding us has changed a lot in the last decades. However, not only the world's, but also the new generation's socialization differs from the earlier ages, as a consequence of which the youth of today look themselves and their surroundings in a disparately way. Since the beginning of the 90's the social, economical and cultural characteristics of the Hungarian youth has altered significantly as a consequence of democratization and conversion of market economy. Lately, it has become even more significant with the expansion of informational society and globalization, and with the change of demographical indexes, situation of manpower, family relations, personal and collective behaviour, with the individualism's becoming more and more significant and with the appearance of virtual existence. Further characteristics of these changes are the elongation of time spent at school – this tendency is not true for the undereducated layers of course-, and the transformation of transition into the world of work, which, from the 90's has become complicated and confused compared to earlier generations (Nagy, 2008).

Changes of values

In our postmodern age, we experience the plurality, relativization and crisis of values and patterns. Traditional lifestyles unsettle, traditional communities vanish. Sexual patterns also unsettle. These tendencies mean dangerous circumstances in general, but in the cases of the endangered youth it is specifically dangerous from the viewpoint of the possibility of become a victim of prostitution and human trafficking. Under such conditions it is very hard to assign the right path of moral values, which can not be relativised, and the value of which has to be accept and represent as one, or else the society lacking in fixed norms will become unserviceable.

Principle of responsibility

Amidst the pluralized and heavily relativised values of today, our society can be characterized by inconsequentiality of behaviour and by the eclipse of the principle of responsibility. Values are configured individually. Everyone has to construct themselves, define personal aims and create their own connection-system. Everyone creates their own personal etiquette, only they can find the meaning of their life. Pedagogy can win back its legitimacy here, it has imperishable and irretrievable task here (Schaffhauser, 2000). It has to help to find the way amidst these eclipsed and strongly changed values, by showing the students the widest spectrum of values possible. But what can, and what can not be shown for them? Who decides and what is that decision based on?

The role and place of pedagogy

No one else can decide instead of the pedagogue, it is their decision what to show to their students. Although this decision can not be only personal, notwithstanding that all pedagogical decision is based on series of subjective elements. We have to show the widest spectrum of values possible. We can not do anything else, since today the school is not the one and only place where children get information from. What is more, in most of the cases the school and the pedagogue have to face with colourful impressions and effects with different values coming from other tunnels, they have to reflect them as they cannot pass by these questions that are formatting and influencing the students.

Nevertheless, it has to say clearly, which are those “negative values” that cannot be classified among positive, humanistic, anthropocentric values. It is important to notice that the prostitution and human trafficking is not the problem of girls only, but of boys as well. They have to know about the processes weltering in the background, the consequence of which is the exploitation of prostitutes. Those men, who draw on the services of prostitution, also participate in the upholding, regeneration and intensification of these processes. At these points – and against other extremities of course- the pedagogue has to object with correct explanations and reasons.

The most important thing is that everybody should make it clear, that according to their values what is correct in each situation. For the fulfilment of this expectation youngsters must have an own, inner template! This is the task and obligation of the pedagogy of the present: the refinement of conscience. Education can, and it also has to give pivots for youngsters. Unlike the postmodern conception, pedagogy cannot leave youngsters to themselves in the questions of value-choosing, refinement and civilization of conscience.

The ability of choice

In this process the most important element is the choice, the ability of choosing between revealing, quested, attained alternatives. The task of education is the preparation for this existential choice, decision. Furthermore, it is the promotion of the process of the maturation for decision-making and the creation, acquirement and fortification of decision-competency.

The responsibility of education and pedagogy

For the growing adult and for the creation of a self-sufficient, constructive lifestyle – which is useful both for the society and person himself – the stabile and harmonic family background is indispensable. The specially endangered youngsters have to live with social handicap, without love and proper, organized and well-functioning family background.

It would be important to tell them that even the mostly impossible lives have reason, meaning. We can help them to find this meaning. For this, the refinement of conscience is necessary so that the person will be receptive enough to understand the notice of each situation (Frankl, 2009). The recognition of notice is an extremely hard task. Youngsters have to be helped in that possibly by their instructors, educators. However, for this a change of paradigms is needed in the pedagogical mentality! They should not always be faced with what they really are, because with it we blow them, but we should face them with what they should be, since with it we can make them like that. We should not give an alibi for these youngsters by referring to their bad family background, handicapped situation. With this, we only deepen their apathy and we ensure them that they can not do anything to change their lives.

Youngsters' attention has to be called for free choice and the importance of decision and responsibility. People, of course are not free of their circumstances; he is only free to have opinion about it. Finally, the decision is up to him – whether he knows about it or not- whether he can fight with the circumstances, or those will be victorious over him. Human behaviour is not dictated by those circumstances, among which the person lives, but by the decision the person makes (Frankl, 2004). The freedom of human is not else but the ability of making decision of themselves.

It is very important to know, how these youngsters interpret their handicapped situation. As a base-state, in which they are impotently crabbing and are totally naked by their surroundings. By this they obviate all solutions for their problems explaining by this reason. However, with this conception he is going towards a destructive, criminal lifestyle and is missing all possibilities offered by his life full with suffering. Anyway, if he/she considers his/her situation as the most appropriate possibility, he/she is getting closer and closer to a meaningful and valuable life, which offers a rich developing possibility for themselves and for their surroundings.

The questions of research:

- Can pedagogy do anything for the prevention of prostitution and men transport?
- On which fields of prostitution and men transport can pedagogy reach aims?
- What kind of theoretical-philosophical, anthropological, pedagogical viewpoint is necessary for the appropriate pedagogical approach of prostitution and men transport?
- What sort of pedagogical tools and methods are useable for the handling of the problem within the limitations of institutional education?

Methods of the research

The complexity of prostitution and human trafficking, the diverse characteristic of the topic and the complexity of data collecting reasoned the simultaneous usage of several data-collecting methods. The combination of the used data-collecting methods:

- Questionnaire method
- *Semi-structured deep-interview*
- Logo-test inquiry
- Conversation with the focus group

The aim of the data-collecting in the first phase of the research was the awareness of the above mentioned relations of prostitution and human trafficking and the cognition an exploration of the peculiarities of the target group.

During the disquisition awareness of the target group, importance of family relationship, health conscious behaviour, role of intrinsic attitude, in case of preventing prostitution and human trafficking will be discovered. For the cognition of the peculiarities the semi-structured deep-interviews method proved to be the most effective. The sampling happened between March to November, 2007, in four institutions that deal with socially handicapped youngsters. The focus group of the inquiry was the group of those youngsters who are specially endangered with prostitution and man transport.

We regard specially endangered those groups who live in family, but have significant social handicaps, and those who live without family in approved schools or aftercare institutions.

Results of the semi- structured interviews

The aim of the interview is the more effective recognition of the interviewed people. How long have you been in the given institution? What do you prefer dealing with, according to you what are your best characteristics and what about those, which you would have to change. What are your family and friendly relationships? How many best friends do you have? Do you have any relations with adults who you can rely on, you can ask advice? Further questions are concerning to learning and school: do you like learning, going to school? How are your studies going? What are your favorite subjects, and what are the less preferred ones? Have you got any plans to further study? What are your relations with your tutors like? According to you what is the ideal teacher-student relationship like? The next topic is dealing with risk behaviour: do you smoke? Do you consume alcohol or drugs? If yes, why? What do you like in it? Do you usually have fights? Have you ever been injured? Have they ever injured somebody?

Questions about the sexual risk behaviour are: the first sexual intercourse, sexual partners' number, questions of protection and contraception and with whom they can discuss the sexual-like questions and problems?

One of the most important area of questions are aiming the youngsters' plans and prospects of the future, for example are they learning a trade, do they like that? Are they willing to work on that territory? What are the expectations about the salary per month with the given qualifications? Are they satisfied with that sum? Are they willing to work on abroad? What do they want to reach in life, and what is that they want to avoid in every possible way?

After analyzing the semi-structured deep interviews it can be said that these youngsters have extraordinary lust for love. They are long for every human word or human approach, the care for them, listen them. They are very vulnerable, sensitive and immensely defenceless. In most of the cases there are some familiar or social deficits in the problem's background and the negative effect of the contemporaries company are very significant. The phenomena of continuously, experienced several times failure of school and the different learning difficulties are not unknown by everyone.

In most of the cases the youngsters blamed their background (bad family background, the negative effects of the contemporaries and the inherited personalities) of their current situation. Even they mention their weak point of their characteristics as a reason; they did it as an entirely helpless outsider, exposed to their weak spot in their characters. There is no one among them who would search for the reasons of the apparent situation in herself or in his or her wrong decisions. Typically they felt themselves stubborn, angry, prejudiced because they were not beloved or were thrown away. They feel like they not deserved this situation. Sure not.

These youngsters- just with a few exception-all of them are drinking, taking drugs and they are very aggressive and violent. For their harmful passions and for their aggression they also blame their background and bad company most of the time; however it is obvious that there is no point in it. All the more we have to mention the refusal of meaningful life. If they found and achieved the significance of their lives, that would make them happy and they could leave their current situation and they wouldn't be declining. Instead they try to replace this happy-feeling in another way, with avoiding of every achievement of sense, with the help of alcohol or drugs. In the reality happiness – which is in normal case even not an aim of human ambition, much more, just the attending phenomena of running in – they are searching for this attending phenomena, this “effect”.

They all have been suffering a lot throughout their lives, although their sufferings give them energy to alter themselves, to exceed themselves. They are not here merely because passing the time. They current situation has a mission-like duty. From this situation they have to learn something certainly namely from themselves! Nevertheless there is some sense, aim of their current situation, where they are standing right now.

What can pedagogy solve?

The complex problem of prostitution and human trafficking cause a social and private problem at the same time. Means and possibilities of pedagogy not make possible dissolving the problem on the social level. However it has an emphasized rule and possibility on the private level especially and uniquely in the case of the mostly endangered youngsters to cope with the phenomena which is prevention, whit the proper methods and meanings, and with passing the necessary knowledge reducing the opportunity of becoming a victim.

Devices for the educational-developing programs work out

The basics of the educational- developing programs' work out are four done research made during the research which are based on the results of the research. Choosing the structure, summary and methods of the research the main groups characteristics and also their own knowledge serves as the main source of information. Moreover those abilities and possibilities stand on the centre, which are inevitable for not becoming exploited, defenceless or prostitute. This abilities and possibilities are for example responsible ability, decision-making ability, self-respect and communicational abilities.

The concrete aim of the program in the group:

- reflect the fact that their current lives have missions, meanings, what they have to admit and find;
- Mental hygienic development and also the development of their self respect and communicational skills;
- Spreading the adequate information and knowledge about prostitution and human trafficking;
- Creating a health conscious behaviour, development of healthcare.

The program's further and than the most important aim is reflecting and keeping attention to the essence and importance of "logos" and spreading further information concerning the above mentioned knowledge and the attitude formation based on this and achieving further durable and astronomically operated behaviour-transformations that are they should be able to use automatically the new information in the everyday life.

Types of the most important contents and possible task-types

The previous surveys suggest the use of the following contents in the educational-developing program:

- Possibility and importance of mind in the life, and they current situation
- Self-recognition and communicational skills;
- Information connected with the dangers of prostitution and human trafficking in: social, judicial, health and migration;
- Information connected with health conscious lifestyle: sexual importance of screenings, venereal diseases;
- Experience of privacy culture: first experiences, relationships, love, sex, protection, contraception, abortion, types of sexual interruption and prevention.

The task-types and the topics are different according to the originality of target group. According to the emerging didactical tasks the program contains:

- Warming-, tuning up exercises;
- Stress ceasing, relaxing type exercises;
- Touching exercises to the sequence and importance of life;
- Informative exercises;
- Rehearsal and controlling exercises;
- Deducing and finishing exercises.

Applicable methods, instruments

In the program such methods application is needed which ones are adequate to pass the proper ability, talent and attitude as the necessary quality and quantity of information and new experience, since possessing them can be expected the individual introducing positive attitudes and only with possessing this positive attitudes can be expected the wanted behaviour, the formation of the self-motivated activity and practice. Changing the attitude is important of high priority because in this case it's not only the given information and knowledge what we have to calculate but the emotional factors also. It is important that the program should contain such methods where emotions have a high rule where we can touch the youth with emotions.

In the program the reduction of existential frustration has to have an important rule to which the usage of special approach and adequate methods acceptable to the aim are needed.

If we are able to influence the attitude, the next step is the change of behaviour, which later on will appear in the action, but reaching this the youngsters must have to make decisions. So proper methods of decision making and going round problems constitute are important parts of the program.

On the contrary with the traditional education during the educational-developing program certain limits can be demolished. The program offer possibility to enrich the traditional methods with playful a little avant-garde methods. It is a very important aspect in the choice of the methods that those should gain a very wide range of possibility to the self-motivated, motivational, activity demanding exercises. The active, operative cooperation's assurance and insistence are not only serve the enrichment of methodical repertoire but have an important rule in the motivation of youngsters participating in the developing-educational program.

Main units of the content

Among the main units of the content are the sequence and possibility of finding a meaningful life and the experiences and dangers of prostitution and human trafficking are defined in details in the respect of the fact that self-knowledge and the development of ability of communicational skills with a variety of games can be chosen adequately according to the given study circle.

I am convinced that prostitution can be prevented with the means of pedagogy, If preventive worlds reach them in time, first of all from the view of the endangered regions, namely the eastwards of the country, the Primary schools of the High and dry regions and to foster homes and penitentiaries.

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