

The Second Annual Protection Project Symposium:  
“Incorporating Trafficking in Persons in Human Rights Curricula in Universities in the United States and Abroad”

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1.

Thank you Dean Jessica, for the kind words and for your support of the Protection Project.

And on behalf of the Protection Project at The Johns Hopkins University–SAIS, I would like to welcome all of you to our 2nd annual symposium.

Last year our issue was child trafficking, child sex tourism, and child pornography on the Internet.

This year I want to shift the focus from the status of trafficking to the status of teaching trafficking in our academic institutions here in the United States and abroad.

I believe in a role for colleges and universities to educate our future generations. The hundreds of thousands of students who will be lawyers, doctors, legislators, and policy makers should know something about trafficking in persons.

In fact, any comprehensive approach to combat the problem of trafficking in persons must include prevention, and prevention always starts with understanding.

And for us to understand the problem we need research, we need scholars of human trafficking to explain to us the scope of the problem and what should be done about it.

2.

And that is why if you ask me, “What is your favorite provision of the United States Trafficking Victims Protection Act?”

I would say section 112.

It is what I call the research provision of the act.

It was added in 2003, and it states that we must “... carry out research, which furthers the purpose of this division and provides data to address the problems identified in the findings of this division. Such research initiatives shall, to the maximum extent practicable, include,

- the economic causes and consequences of trafficking in persons,

- the effectiveness of programs and initiatives funded or administered by Federal agencies to prevent trafficking in persons and to protect and assist victims of trafficking.
- The interrelationship between trafficking in persons and global health.”

In 2005, section 112 was expanded to include:

- Interrelationship between Trafficking in persons and terrorism, including the use of profits from TIP to finance terrorism,
- An effective mechanism for quantifying the number of victims of trafficking on a national, regional, and international basis,
- The abduction and enslavement of children for use as soldiers, including steps taken to eliminate the abduction and enslavement of children for use as soldiers and recommendations for such further steps as may be necessary to rapidly end the abduction and enslavement of children for use as soldiers.

### 3.

And that is why I like the Brussels Declaration on Preventing and Combating Trafficking in Human Beings, which was adopted in November 29, 2002, and explicitly states:

“Closer links should be developed with educators and Ministries of Education with a view to elaborating and including relevant and realistic teaching modules in school and college curricula and to informing pupils and students of human rights and gender issues.

These subjects should specifically be linked to teaching young people about the modus operandi and dangers presented by trafficking crime, the opportunities for legal migration and foreign employment and of the grave risks involved in irregular migration”

### 4.

Obviously not everyone believes so.

I sent a set of recommendations to the USAID in Cairo to improve the situation there in human trafficking.

I made the case that in Egypt now, and in accordance with an April 29, 2004 decision by the Egyptian Supreme Council of Universities, that required teaching human rights to university students, students should study trafficking in persons as part of human rights courses.

I got this comment back, “Including Trafficking in Persons in human rights curricula at universities is not effective public outreach. Is that really going to have an impact on Trafficking in Persons?”

### 5.

Let us turn the page now to what is really happening on American campuses, are we educating our students on the issue of trafficking?

The Protection Project sent out surveys to 468 university professors, and received 91 responses.

The good news is that trafficking is covered all over the educational map, but in tiny spots.

And if you have questions about these findings, don't ask me; ask those who organized the whole thing, Katie, Rita, Sam, Theresa and Elizabeth. Our research associates, our interns here at the Protection Project, and I am proud of our internship program. This fall 2007 semester we have 27 interns from 14 universities, including the University of Norway, and I am proud of every one of them.

## 6.

To be sure, there are courses that cover trafficking in all its aspects. Let me give an example or two

I have to start with the course I teach myself with the founder of the Protection Project, Laura Lederer 'International Trafficking in Persons' at Georgetown University.

229 students have taken our course, Dr. Laura.

- The first semester in Fall 2002 we had twenty (20) students
- In Spring 2004 there were twenty (20) students,
- In Spring 2005 there were thirty three (33) students,
- In Spring 2006 there were fifty two (52) students,
- In Spring 2007 fifty eight (58) students took the course.

At SAIS the course on International Trafficking in Persons attracted 79 students.

- In Fall 2004 twenty (20) students were enrolled,
- In Fall 2005 seventeen (17) students,
- In Fall 2006 eight (8) students,
- In Fall 2007 fourteen (14) students,
- In Summer 2006 four (4) students
- In summer 2007 six students were enrolled.

At American University 218 students have taken the course,

- In Spring 2004 seventy-eight (78) students took the course
- In Spring 2005 thirty-five (35)
- In Spring 2006 fifty-three (53)
- Spring 2007 fifty-two (52)

To date, 470 students have taken my course on trafficking in persons.

So, there is a demand for a course on Trafficking in Persons.

However, most of the courses we surveyed cover issues related to trafficking, and a class or two is devoted to the issue of trafficking.

In fact, the first time I taught trafficking in persons it was part of my course on comparative law which I taught in the spring of 2002 with 19 students and in the spring of 2003 with 20 students. I spent a week on issues, such as the death penalty, judicial review and constitutionalism, and inheritance and wills.

And the question I was struggling with was whether the issue of trafficking should be addressed differently depending upon whether the legal system is based upon common law or civil law.

- Is there a common law on trafficking?
- Is there a civil law on trafficking in persons?
- Or are there basic legislative principles in any model law on combating trafficking that must exist in every legal system?

These are the questions that we got from our colleagues in Taiwan during the video conference that Ambassador Mark Lagon kindly organized recently.

The same question was addressed during the last session of the United Nations drafting committee on model law to combat trafficking in persons.

## 7.

But there are many examples of courses that cover issues of trafficking. Our survey included the following:

- Political science
  - Global Health
  - Government
  - History
  - International Relations
  - Globalization
  - Women's Studies
  - Organized Crime
  - Social Work
  - Anthropology
  - Sociology
  - Geography
  - Business
  - Slavery
  - International Human Rights
  - Global sex and Global Families
  - Illicit International Markets
  - Biotechnology and Social Policy
  - Women as objects: Supermodels and Sex Workers
  - Philosophical aspects of War and Peace
  - Prostitution and Human Rights
  - Civil Society and Human Rights
  - National Security Issues
  - International
  - Children at Risk
- 
- Trans-nationalism and Global Governance
  - Slavery

## 8.

We will be hearing throughout the day from many professors who kindly accepted our invitation to share with us their experience in teaching these different courses in American universities.

We are honored today to have Ambassador John Miller with us, I should say Professor John Miller, who framed the issue of trafficking during his tenure at the State Department as a form of modern day slavery and now he is teaching a course on international slavery and international trafficking.

I was on the phone with Professor Karen Bravo of Indiana University Law School, who teaches a fascinating course on Illicit International Markets that covers internet gambling, money laundering, and trafficking.

I am glad that Indiana University Law School is offering a Master's in Law in Alexandria Law School, and I am very pleased that I will be going back home to teach a course on comparative contracts and obligations this coming spring.

## 9.

Perhaps that is not the case in other countries, where there is starting to be a focus on human rights courses but trafficking is still a new subject.

A couple of years ago, I signed an MOU with American University in Central Asia and I supplied them with different materials that enabled them to teach a course on trafficking. The course was taught by two American professors and the course was a success.

I am also pleased with the partnership that we are having with the Middle East Technical University in Ankara, Turkey. Last summer, we had a successful conference on violence against children, and this spring we are having a conference on human rights education.

I am happy to welcome Professor Recep who is joining us today to talk about the Turkish model of teaching human rights. I was about to say the Turkish model of Islam. I understand we are all interested in the Turkish model of Islam.

It is always a good idea to explore comparative models.

Next month, we will be traveling to Morocco to address comparative family law in a workshop that will cover trafficking as a form of violence against the family.

And in May, right after the SAIS graduation, we are hoping to organize a workshop on Business and Human Rights in our campus in China. I just got approval from our partners in SAIS China, although we have to work on how do we address issues of human rights.

## 10.

And this is the purpose of this conference.

We come together to connect, communicate, and exchange ideas.

And that is why I am pleased to announce today the birth of the Protection Project Association of Scholars of Trafficking in Persons.

I welcome your membership.

The association will be meeting once a year.

I also cannot close my opening remarks without making references to our activities in research and teaching.

In addition to the association of scholars The Protection Project has several programs that are devoted to research, scholarly work, and international exchange.

I will mention three:

- First, the protection project Human Rights Prize: It enables our students to attend major events on trafficking, such as the upcoming UN Global initiative that will take place in Vienna on February 13–15, 2008.

I am pleased that The Protection Project was chosen to write the handbook on strategies to combat trafficking that will serve as a guide for parliamentarians around the world.

I am also pleased that the Protection Project will moderate the sessions on legislation

- Secondly, the Protection Project International Human Rights Fellowship.

We will be receiving our third fellow, Ms. Mai Galal who will join us for the spring 2008.

- Third, the Protection Project Applied Research Program Next month, one of our own Ms. Hilary Wehr will conduct research at the Alexandria Library, in Alexandria, Egypt.

Hilary, we expect you to be back before the beginning of the spring semester.

I am not making these references for the purpose of publicity. But I will take this opportunity anyway to call for papers for our spring 2008 issue of the Protection Project Journal of Human Rights and Civil Society.

## 11.

So, let us promote education of trafficking in persons as an effective method to combat the problem, and let us do that not only in the United States, but abroad.

And I am here appealing to our keynote speaker Ambassador Mark Lagon, not only as the director of the Office to Monitor and Combat Trafficking in Persons, but as a former professor at The Institute of World Politics and Georgetown University School of Foreign Service.

And I want to thank you Mr. Ambassador for your continued support for our work here at The Protection Project.

I understand, Mr. Ambassador, that under your leadership, your office conducts workshops all over the world, for law enforcement and NGOs. I believe that similar workshops should be conducted for educators and teachers in academic institutions on Trafficking in Persons.

Especially Mr. Ambassador, our survey showed that the most cited source of information on trafficking in persons in colleges and universities is the TIP report that you publish in June of every year.

So, when we educate about trafficking, we will be educating on the Trafficking in Persons report.

Let me conclude by saying that there has been a legislative movement all over the world to combat trafficking.

At least 81 countries amended their criminal laws to criminalize trafficking in persons and 36 countries adopted a more comprehensive law to also protect victims of trafficking.

Now it is time for an educational movement that will engage our scholars and professors, and raise awareness among our students, our future generation.

A movement that is designed to educate and inform.

**12.**

I wish all of you a constructive symposium.

Thank you.