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SECHABA COMMUNITY CARE ORIENTATION STAFF MEMBERS MANUAL

**PREVENTION OF GENDER BASED VIOLENCE IN THE
SCHOOLS, CLINICS, AND THE COMMUNITY AT LARGE**

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1. ABOUT THE ORGANISATION

Basically, Sechaba Community Care is a community development welfare organization that provides Victim Empowerment programme through psychosocial Support services to Men and boys including their families.

Sechaba Community Care was officially registered in the Non-Profit Organisation registry with the Department of Social Development in the year 2010. After the process of registration, Sechaba community Care meets its objectives towards helping the community to live an improved quality life by helping in family restoration values that ensure a safe and healthy environment.

In viewing the gender-based violence in communities that it affects the smooth functioning of families, as men feel that they are not protected by the policies and the programmes of Government. While others ended up being victims of Gender Based Violence and have no place to report and share the challenges in relation to problems they are facing. The negative influence of Culture and the upbringing of the male in families has also impacted to the current societal status.

Sechaba Community Care having been serving families in the community have decided to bring a Victim Empowerment services and Perpetrators intervention that will focus on Early intervention, prevention of the Gender Based violence, that affects the families especially women and children through Fathers and Sons Men's Voices a man and boys' programme.

As it will prepare the future men to be able to protect and support their families without any form of abuse. The programme will also focus on the Prevention such as Awareness/Campaign for Men, Women and children to be able to share their feelings and change of behaviour.

1.1 VISION

Empowering, creative open participation continuum of care and support system

1.2 MISSION

Establishment of an efficient and sustainable strategy that provides an integrated approach in collaboration with existing community resources for prevention, early intervention care and support5 services for victims.

1.3 VICTIM EMPOWERMENT PROGRAMME

Victim Empowerment Centre

- Trauma counselling
- Support groups
- Therapeutic services

Perpetrator of Intimate Partner Violence

- Individual counselling intervention
- Group guidance
- Trainings and workshops

Fathers and sons

- Therapeutic services
- Early Intervention
- Education, awareness and prevention
- Men's Forum

2. PURPOSE OF THE MANUAL

The material in this manual is designed in consideration to the broader approach in creating a safer space against Gender Based Violence and other social illnesses in our schools, clinics, and the community as a whole. This is done through prevention, awareness and education campaigns that are conducted by the victim supporters of the organisation.

3. APPROACHES AND CONCEPT

The manual is designed to orientate, empower the staff members of the organisation to be informed and enquired about the services that are provided by the organisation. This also includes other related social ills of the local community. The staff members do not only focus on GBV but they are exposed to other social challenges in the society.

4. VICTIM SUPPORTERS' TIPS

Listen – if possible, find a time and place that is safe and confidential

Offer support – let them know they are not alone and that no one deserves to be hurt

Provide guideline/direction – to resources, encourage them to reach out to community resources

5. MODULE 1: GENDER BASED VIOLENCE

5.1 DEFINITION

Gender-Based-Violence refers to **harmful acts directed at an individual based on their gender**. It is rooted in gender inequality, the abuse of power and harmful norms. Gender-based-violence (GBV) is a serious violation of human rights and a life-threatening health and protection issue.

Gender-based-violence (GBV) refers to violence directed towards an individual or group on the basis of their gender. Gender-based violence was traditionally conceptualized as violence by men against women, but is now increasingly taken to include a wider range of hostilities based on sexual identity and sexual orientation, including certain forms of violence against men who do not embody the dominant forms of masculinity.

5.2 TYPES OF GENDER BASED VIOLENCE

Gender-based-violence is enacted under many different manifestations, from its most widespread form, intimate partner violence, to acts of violence carried out in online spaces. These different forms are not mutually exclusive and multiple incidences of violence can be happening at once and reinforcing each other. Inequalities experienced by a person related to their race, (dis)ability, age, social class, religion, sexuality can also drive acts of violence. This means that while women face violence and discrimination based on gender, some women experience multiple and interlocking forms of violence.

As a life-threatening and protection issue, GBV comes in many forms but can be grouped as follows:

Physical

This is anything that causes pain, physical harm or injury through physical force to limit someone's self-determination. It includes restraining a person against their will or limiting their physical freedom.

Sexual

Any sexual act enacted without express consent against a person, or forcing someone else to engage in non-consensual acts. South African government defines sexual harassment as, 'any form of unwanted verbal, non-verbal or physical conduct of a sexual nature with the purpose or effect of violating the dignity of a person, in particular when creating an intimidating, hostile, degrading, humiliating or offensive environment.'

Psychological

Also known as mental and emotional violence. This is the most common form of intimate partner violence (IPV), but also the hardest to identify. Psychological aggression covers belittling, yelling, gaslighting and insults, to more severe abuse such as intensive coercion or coercive control, threats, blackmail, and isolation. This type of interpersonal trauma leads to post-traumatic stress disorder (PTSD), depression, substance abuse, anxiety, suicidality, and sleep disturbance.

Economic

Because of things like access to education, the pay gap and so on, women are already economically vulnerable. This imbalance means that many women are economically dependent on their partners, leaving them defenseless against abusive partners.

In abusive situations, socio-economic violence can look like sabotaging or putting barriers that stop someone from earning money, controlling how someone earns e.g., making them work in a family business without a salary, or dictating that they do not work at all. This happens to some women who are forced into housewife roles. It can also involve making a person unfit for work through physical abuse or restraint.

5.3 SIGNS THAT YOU ARE IN AN ABUSIVE RELATIONSHIP

1. Violence

Violence is the most obvious sign of abuse. Moreover, threats of violence can be just as bad as physical violence and should be seen as a warning of future abuse. If your partner ever becomes physically violent, you should consider ending the relationship immediately or visiting a Social Worker and seek professional help. Adopt a zero-tolerance policy for intimidation. No matter how much you love your partner, if you're afraid of them, there is a problem.

2. Unpredictability

The inability to predict your partner's behavior, or uncertainty about where you stand in relation to them, is a sign of abuse. If your partner undergoes severe mood swings – being gentle and caring one moment and threatening and angry the next – there's a problem. They might try to make you believe these mood swings are your fault, and if you just did something differently, they would be a gentler and more caring person. You might end up staying with them, hoping to see the side you love while spending most of your time being hurt.

3. Coercion

Coercion often begins as early as your relationship does. Your partner might pressure you to become more involved with them faster than you are comfortable with or ready for. Granted, sometimes your partner may feel more for you sooner than you do, but if they are disrespectful towards your feelings, trying to force you into something you're not ready for, this should set off alarm bells. Later, such coercion may lead to demands that you change things about yourself that they don't like. Or they might force you to do things you don't want to do – anything from how you spend your time together to what clothes you wear. Such coercion is a sign of emotional manipulation and abuse.

4. Possessiveness

A little jealousy is cute at times, but it can easily turn into something ugly. A possessive partner may make you feel guilty for spending time with friends or family, will call or text you an excessive number of times throughout the day and may often accuse you of flirting or cheating without reason. All of these are signs that they feel an abusive sense of possession over you. Soon, you may be asking for approval for every decision you make, and control over your own life will slip away as their power over you grows.

5. Isolation

A relationship should open your soul, not bring about an intense feeling of isolation. If you are avoiding bringing your partner around friends or family because you're afraid they will humiliate you, or if your partner has tried to cut you off from loved ones in an attempt to control your life, this isolation is a sign of abuse.

6. Verbal Abuse

Verbal abuse is abuse and should not be tolerated. If your partner constantly criticizes you or says cruel things to you, insults you, curses, calls you ugly names, or uses your vulnerabilities to hurt you – it's abuse.

7. They make you overly dependent

Be wary of partners who begin taking over your responsibilities in order to make you more dependent on them. Dependence means control, and a partner who attempts to control you – either physically or psychologically – is an abusive person. Does your partner often disappear at times without explanation, wreaking havoc on your mind and throwing your life into disarray? This is a sign that you have become overly dependent and that your partner is using that dependence in an abusive way.

8. Declining sense of self-worth

Does your partner make you feel bad about yourself, often putting you down or making you feel stupid? Have you begun to see yourself as worthless, or even crazy because of them, as though you're the one with a problem? If you try to fight back, does your partner blame you for their behavior, claiming you're the reason they're acting the way they're acting? This abusive behavior may extend to all aspects of your partner's conception of themselves – blaming you, for example, for work problems or for their unhappy or unfulfilled lives, making you feel responsible for their failures. Don't put up with it. Take action!

6. MODULE 2: DEVELOPMENTAL CHILD CARE AND CHILD PROTECTION

6.1 INTRODUCTION

The developmental approach defines child care and protection as the full continuum of care, support and protection that all children need for their well-being, to develop and to thrive to their full potential. One of the dimensions of this spectrum concerns the **care and protection of children who are deprived of parental care and who suffer violence, abuse, neglect and exploitation**. This, however, is only one of many elements of care and support.

The developmental child care and protection approach is asset-based AND rights-based

The developmental child care and protection approach is family-focused and child-centered

A system grounded in this approach seeks to encourage the opportunities for children to **thrive, to support their optimal development and well-being** and, in so doing, avoid their exposure to risks to their well-being, development and protection. Secondly, where risks are present, the system seeks to address them by building the resilience of parents, caregivers and children themselves to minimize and limit the impact of these

risks on the well-being, development and safety of the child.

-Parents and family members, or alternative legal guardians, are the primary providers for the care, development and protection of their children

-All parents and families have the capacity and desire to provide the care and protection their children need to develop to their full potential.

-However, to do this effectively, they all need access to public services and support

-The Government is duty-bound to provide, such as health care, clean water, sanitation, electricity, play facilities, early education facilities, and schools.

In addition, there are families and households whose circumstances limit their capacity to meet their duty of care and protection and pose a risk to the development of their children. They are entitled to, and must, receive support through public programmes to build their resilience to risks and maintain the care, development and protection of their children.

6.2 CHAPTER 10 CHILD PROTECTION

In South Africa the underpinnings for child protection measures can be found in sections 28(1)(d) to (g) of the Constitution. These sections spell out the child's right to protection from abuse, neglect, premature or exploitative employment, unnecessary detention and - exposure to conditions which are unsuitable for children. The constitutional provisions refer to the right to protection from abuse and neglect and to special protection if deprived of a family environment, as well as protection from child labor and various forms of exploitation, trafficking, 'cruel, inhuman or degrading treatment or punishment', and deprivation of liberty.

6.3 CIRCUMSTANCES IN WHICH PROTECTIVE INTERVENTION MAY REQUIRE;

Situations where protective measures may come into play generally fall into one or both of the following categories:

- **Neglect**

Here we are dealing with failure to meet the child's basic physical, intellectual, emotional, and social needs. A distinction is often cast between neglect which occurs because caregivers lack the resources to meet the child's needs, and neglect which occurs despite such resources being available. Especially in the latter case, neglect may be regarded as a form of abuse, depending on the type of definition used.

- **Abuse**

Child abuse is typically understood as occurring when some form of harm is actively perpetrated against a child. Abuse may be physical – involving assault and possible injury; sexual – involving the use of a child for the gratification of an older or more powerful person; or emotional involving e.g., constant attacks on the child's self-esteem, or terrifying threats.

6.4 SUB-CATEGORIES AND COMBINED FORMS OF ABUSE AND NEGLECT

Many children experience combinations of physical, sexual and/or emotional abuse and/or neglect. These may take on patterns which are deeply embedded in the child's socio-economic circumstances and/or the surrounding culture.

Categories include:

- **Abandonment**

This involves a complete withdrawal from the child and is therefore sometimes regarded as the most extreme form of neglect. It may or may not involve leaving the child destitute or in life threatening circumstances.

- **Child labor**

Children who are exploited for their labor are, to varying degrees, denied their right to education, rest and leisure. They are at risk of physical, emotional and sometimes sexual abuse depending on the work environment involved. Such children are often

caught up in a cycle of poverty which is repeated in the next generation. Commercial sexual exploitation is recognized as a particularly damaging form of child labor.

- **Harmful cultural practices**

While children, along with the rest of the population, have a right to respect for their religion and culture, some religious and cultural practices involve physical harm and potential emotional damage.

- **Children in need of special protection**

These are children who are continuously exposed to multiple forms of abuse and deprivation, i.e. those 'whose lives are lived daily in circumstances which place their survival, protection and development at risk' or 'those in circumstance which deny them their most basic human rights'.⁵ Subcategories would include orphans, those involved in commercial sexual exploitation and child labor generally, children living on the street, children in out-of-home care, children with disabilities, poverty-stricken children, displaced or refugee children, children caught up in violence or armed conflict, children in conflict with the law, and children infected with and affected by HIV/AIDS.

6.5 PROTECTIVE MEASURES AND MECHANISMS

- **Statutory protection of the child within the home**

Where it appears that safeguards can be built into the home environment to protect the child, but that these require the force of law behind them rather than being dependent on the voluntary cooperation of all concerned, a court or some other authority may issue an order which binds those concerned to adhere to certain requirements. For example, parents may be ordered to attend regular counselling and allow free access to a protective agency to visit, or they could be required to refrain from certain types of behavior, and/or involve themselves in counselling or treatment for an alcohol problem.

- **Removal of an offender**

Where a specific person has been identified as a threat to the wellbeing of a child, the most appropriate way to safeguard that child might be for this person to leave the home. Most typically this is a person who is physically or sexually abusing either his or her adult partner, or the child concerned, or both. Such a person might be arrested and incarcerated, or be formally ordered by a competent authority to stay away from the premises, with the prospect of criminal sanctions if such order is breached.

- **Placement of the child in substitute care: by order of court or by voluntary agreement**

Where the child's safety cannot be assured through support of the family or removal of a perpetrator, removal of the child in terms of a court order may be the option of choice. Substitute family care - usually foster care - tends to be the preferred option.¹³ However, some children need a more structured group care environment provided by a residential care facility, at least in the early stages of placement. Also, substitute family care may not be available and residential care may be the only option.

- **Combinations of criminal justice and protective measures**

Care arrangements to ensure the safety of a child may occur in tandem with arrangements to prosecute a person who has committed a crime against the children. Criminal sanctions can be applied in such a way as to promote the rehabilitation of the offender, where possible, as well as the recovery of the child and the family as a whole. The risk of 'secondary abuse'¹⁴ is, however, particularly high in situations of this kind, both because the number of role players increases and because of the particular risks which the criminal justice system involves for children.¹⁵ Special arrangements are needed to coordinate the activities of practitioners from the justice and social service sectors as well as others who may be involved – e.g., practitioners in the health, welfare, education and correctional service fields

6.6 RISK FACTORS

Economic Pressures and Poverty

Poverty limits the availability of the material resources parents need to meet children's basic needs and support their development. In addition, children in poverty are at a greater risk than others of exposure to community violence, commercial and sexual exploitation, and abuse. Poverty increases the risk of children's participation in potentially exploitative and dangerous activities such as child labor or early marriage to supplement the family income and exerts pressure on them not to disclose these violations of their protection rights. Men from poorer households are at a significantly higher risk of perpetrating violence; they are also likely to have been exposed to trauma or abuse in childhood. Poverty is also associated with low employment and educational status, both of which are determinants of violence against children.

Substance Abuse

Substance abuse amongst parents and caregivers, as well as children themselves, presents a significant risk to their survival, safety and development. Alcohol and substance abuse by children is strongly associated with a higher risk of violence and abuse, including sexual assault, rape, physical violence, and rebellious and discriminatory behavior, both as victims and perpetrators.

Lack of Adequate Substitute Care in the Temporary Absence of Parents

A common risk in low-income and under-serviced areas is inadequate care of children in the absence of adults, for instance while they (adults) are away from home whilst at work. As a result of poverty and the lack of appropriate day-care, children are left either unsupervised or in the care of unsuitable adults or other young children. This means they run the risk of receiving low-quality developmentally supportive care or succumbing to neglect, abuse and violence.

Disrupted Families and Caregiving

Absent parents, the death of a parent, abandonment by parents, and parental separation or divorce pose developmental risks and increase the likelihood of children being exposed to violence, abuse, neglect and exploitation. Children living in households where neither parent is present are at a higher risk than others of violence; those living with one parent are a moderate risk; and those living with both parents at a much lower risk. 'Having both parents at home to look out for children is a strong defense against their becoming victims of violence, as well as against their perpetrating violence.

Parental Characteristics

Parents of a very young age and/or with low education, single parents, and parents with large numbers of dependent children present as risks to the provision of responsive caregiving and the development and protection of children.

Parental Lack of Understanding of Children's Development Needs

Parents who lack an understanding of children's developmental needs are more likely than others to engage in neglectful or harmful practices.

Mental-Health Issues

Untreated mental-health issues in the family, including maternal depression, present a significant risk to children's cognitive, social and emotional development as well as increase their risk exposure to abuse, neglect and violence. These issues could also indicate that the child is at risk of mental illness.

Societal Attitudes, Official Attitudes, and Harmful Cultural Practices

Widespread societal, cultural or religious acceptance of the use of violence against children, especially for the purported purpose of discipline, significantly raises the risk of abuse of children in their homes, communities and residential care facilities. It also

potentially limits children's rights of access to information and to participation in decisions that affect them.

Gender

Girls are at a higher risk than boys of sexual assault; boys, on the other hand, are at a higher risk of physical violence. They also experience higher levels of bullying than girls, both as victims and perpetrators.

Disability

Children with disabilities are significantly more at risk than other children to adversities such as high levels of poverty, poor access to health services and early learning opportunities, inadequate responsive care from caregivers, and abuse and neglect.

6.7 PREVENTION AND EARLY INTERVENTION SERVICES

- Material assistance, including cash transfers, free and/or subsidized day-care and education services, and assistive devices and rehabilitation services for children with disabilities;
- Community based prevention and early intervention programmes for targeted vulnerable children and households;
- Skills development and employment programmes;
- Psychosocial support for parents and children;
- Parental education programmes, especially for parents of vulnerable children;
- Peer support programmes;
- Services for victims of domestic violence that cater for the needs of women with children;
- Diversion programmes to keep children out of the criminal justice system; and

7. MODULE 3: BULLYING

7.1 WHAT IS BULLYING?

Bullying is an offence, a violation of a child's right to physical and psychological safety. Bullying is being teased, called names, having your money taken, being beaten up, being left out and ignored, and other behaviors. Bullies are found in most schools and communities. Even in the most disciplined or positive schools there may be isolated incidents of bullying. Both girls and boys can be bullied and be bullies. Bullying has led to children committing suicide or dropping out of school because of the stress of being bullied.

7.2 WHY ARE CHILDREN BULLIED?

Any child can be bullied, but some are more vulnerable to bullying than others. Many children are bullied because of:

Their age - younger children are often picked on by older ones;

Their race (from a minority or ethnic group); How they look - fat, skinny, short, tall the colour of their skin; Their religion; Obvious physical characteristic such as spectacles;

Ability - academically bright or struggling children are often teased;

Early or late sexual development;

The way they dress;

How much money they have;

Disability; and/or Factors relating to their parents, such as having a caretaker who is obese, or occupies a particular position in the community.

7.3 WHAT IS THE DIFFERENCE BETWEEN TEASING AND BULLYING?

A bullying child will often claim that he or she is 'only teasing' but there is a big difference. Here are some definitions that children have come up with:

Teasing

Teasing is being made fun of in a good-humored way. It is not serious and one can sometimes laugh about it. Teasing is usually done by someone who cares about you, like a family member or friend. If you are a bit upset about being teased, it's not a strong feeling and it soon goes away. In teasing everyone has a turn - you will tease others, yourself, sometimes. You are not being picked on. If teasing really hurts someone, it is by mistake, as the person teasing does not mean to hurt, and he or she will stop.

Bullying

Bullying is cruel and is meant to hurt. Bullying is one-sided. The same person is always being picked on, and the same person does the bullying. Bullies want to show how powerful they are by hurting others, taking their things or making them do things that they don't want to do.

7.4 THE ROLE OF EDUCATORS WITH REGARDS TO BULLYING

Bullying gangs often become violent gangs that are involved in crime, so schools need to respond pro-actively to bullying to prevent it becoming gangsterism. Research shows that most children believe that when they report the bullying to an educator nothing is going to be done to stop the bullying.

Educators have to help eliminate bullying. Following are some ideas:

Set an example by treating all children with respect.

Never pick on a physical characteristic or a difference when disciplining a child.

Teaching children to be assertive and boosting every child's self-confidence will help them deal with bullies.

All schools should have an anti-bullying policy that seeks to protect all children.

It is very important that learners know that all forms of bullying are totally unacceptable within the school.

It is also important to be aware of the needs of a child who is a bully

Bullying behavior is sometimes a sign that the bully is experiencing problems at home.

Indicate to a bully, that their behavior is unacceptable

In addition, be prepared to work with the bully to help them find alternative ways of behaving.

Advice you can give your child if they are being bullied

Bullying hurts and sometimes it makes one want to hurt others. One may even blame oneself but it is the behavior of the bully that is wrong. Here are a few points to discuss with your child/children regarding bullying:

Tell someone

Do not feel embarrassed, ashamed, afraid to tell someone that you are being hurt or teased, or that your lunch is being stolen. Don't be silent.

Talk to your parents, teachers, big brother or another adult that you trust. Keep on talking until someone listens and you get help.

Ask the bully to stop

Someone might not know that their behavior is hurting you.

Avoid being alone with the bully.

Try to make friends and hang out as a group. Bullies are more likely to trouble you if you are alone. Believe in yourself. Know that you are a special person.

Victims and Perpetrators Need Help

Assistance for Victims of Bullying In spite of what most adults think, bullying should be taken seriously. Both physical and verbal attacks by one child on another, intending to hurt, are a form of violence and can cause permanent harm to the victim. Bullying can make the victim depressed, anxious and even fearful.

In coping with on-going violence like this, victims need help. Family members, educators and friends can help them by:

preventing bullying, but be careful as intervention can just make bullying worse as the child is targeted as a 'mummy's baby';

Discuss alternatives with the victim to prevent bullying;

Help with recovery from the hurtful and often brutal experience; and

Help a victimized child to gain confidence and inner power.

8. MODULE 4: HUMAN TRAFFICKING

8.1 WHAT IS HUMAN TRAFFICKING

Human trafficking is a recruitment, transportation, or obtaining of a person for several services through the use of force, for the purpose of subjection to involuntary (sex acts, sale of body organs, or slavery).

8.2 TYPES OF HUMAN TRAFFICKING

Forced labour

forced child labour

sex trafficking

child soldiers

sale of body parts

Smuggling vs human trafficking

Smuggling is the illegal movement of a person across a border with his or her consent, however in human trafficking there is no consent given by the victim.

Domestic minor sex trafficking

Occurs when someone under the age of 18 is trafficked for sex and forcibly used for prostitution, pornography, and stripping.

Child trafficking

Children who are victims of human trafficking are usually used for sex. On average there are about 100 000 children trafficked each year who are under the age of twelve. Child victims can experience effects from trafficking the rest of their lives.

8.3 VICTIMS

Who?

Many people who lack financial stability are likely to become victims, however, human trafficking does include a vast demographic of victims; men, women, adults, and children, educated and uneducated people. Undocumented and documented immigrants, anyone can be a victim.

8.4 HUMAN TRAFFICKERS AND HOW THEY OPERATE

What human traffickers look for:

Human traffickers search for people who show vulnerabilities that will allow them to control the future victims. The most common vulnerabilities include runaways', dependency on drugs, homelessness, and undocumented status.

Where human traffickers operate:

On telephone chat lines
in clubs
in homes
social media
shopping malls
on dates
schools

Who are human traffickers

Men and women of all ages
people of any ethnicity/race
people of any financial background