

Sex Trafficking and HIV Infection

1. Vocabulary Building

sexually transmitted diseases	性病		
forced	強制された	tricked	騙された
against their will	(人の)意志に反して	prevention	予防
victims	犠牲者	commercial	営業用
injure	傷つける、痛める	statistics	統計



2. Reading

Adapted and abridged from <http://www.phrusa.org/campaigns/aids/news062403.html>

Women who are most at risk of catching HIV are those who are trafficked – forced, or tricked into commercial sex. For several reasons, sex trafficking almost always leads to death for these women. First, victims cannot tell their partners to use condoms because they have no choice and no power. They often must participate in dangerous sexual activity that can give them sexually transmitted diseases (STDs). Second, trafficking victims are forced to have sex with many partners. And third, violence is common in commercial sex, particularly when women or children are forced to have sex when they do not want to.

Young girls' bodies are not yet fully grown and it is easy to injure them. This makes it easier for them to catch other STDs. Having one STD makes it up to 10 times easier to catch HIV. STDs are more common among women than men, and women often catch STDs at a younger age than men.

Trafficking is common many countries around the world, for example in Thailand and India. At the height of Thailand's AIDS epidemic, more than 80% of HIV/AIDS cases happened in women in the sex industry and their customers. It is difficult to get accurate statistics on how many women and girls work in the sex industry, but some studies show that there are 2.3 million women and girls held in prostitution against their will in India alone.

A study from Japan's National AIDS Surveillance Committee shows that female trafficking victims and other foreign women are at risk of catching HIV/AIDS in Japan: from 1985 through 1997, non-Japanese females total 34% of all HIV cases and 8% of all AIDS cases. [Today they total less than 16% of all HIV cases in Japan and 284 of 3,842 AIDS cases.¹]

Finally, it is also more difficult for trafficked women to receive medical testing, treatment, counseling, prevention services, or other health care. Often they cannot speak or understand the language in a foreign land, and they may not be able to get health care. Although Japanese citizens are able to receive government services for HIV/AIDS, trafficked foreign women and girls cannot receive such services.

Aklina's story*

Aklina Khatoon is a small, pretty 15-year-old girl from a village outside Calcutta. In a soft voice, she tells how a year ago a woman drugged her, kidnapped (誘拐) her and sold her to a madam (売春宿のおかみ) in Mumbai.

"I was then told that I would have to become a prostitute and I said that there was no way I would do that," she says. "But I was beaten so much, I was slapped, my whole body was covered in bruises, then they used hot iron rods to hit me - eventually I had to agree to it. My day began at six in the morning and I had about 12 to 14 customers on a daily basis and my day ended at 3am."

Aklina could not escape because she was guarded by the sister of the woman who sold her. Luckily, one day a customer let her call her parents from his phone. Finally she was rescued, but her terrible experience had not ended - there was the possibility of AIDS infection. Fortunately, she later tested negative.

According to one estimate, 70% of prostitutes in Mumbai (Bombay) are infected with the virus.



Aklina (left) with one of the women who helped her escape prostitution

¹ Ministry of Health, Labor, and Welfare <http://api-net.jfap.or.jp/mhw/survey/0608/coment.pdf>

* Aklina's story abridged and adapted from http://news.bbc.co.uk/2/hi/south_asia/4055143.stm

3. Song: That's What Friends Are For

(Carole Bayer Sager, Burt Bacharach) ©1989 Arista Records

sung by Dionne Warwick, Elton John, Gladys Knight and Stevie Wonder

Listen to the song and fill in the blanks. When you have finished, compare your answers with your partners'. Then answer the questions below.

THAT'S WHAT FRIENDS ARE FOR

And I never thought I'd _____ this way
And as far as I'm concerned I'm glad I got the _____
to say

That I do _____ I love you
And if I _____ ever go away
Well then close your eyes and try
To feel the way we do _____
And then if you can remember

Keep smiling, keep shining
Knowing you can always _____, for sure
That's what friends are for
For good times and bad times
I'll be _____ forever more
That's what friends are for

Well, you came and opened me
And now there's so much _____ I see
And so, by the way, I thank you
Oh, and then, for the times when we're _____
Well, then close your eyes and _____
The _____ are coming from my heart
And then if you can remember...

UNITED STATES:

"Dionne Warwick Receives US Award for AIDS Campaigning"
Agence France Presse (01.27.04)

On Tuesday, singer Dionne Warwick received the American Citizen Honor Award for her efforts in raising funds for AIDS research. US Ambassador to Singapore Frank Lavin presented the award to Warwick in recognition of her 20-year involvement in HIV/AIDS. "We have to make people aware, not just through writing but also verbally and through demonstrations," said Warwick, who was in Singapore for a concert on Thursday. At a press conference, Warwick likened her involvement in AIDS to a train journey. "I was on the train from the beginning and until the disease is stemmed, I will not get off," she said. Warwick teamed with numerous other artists for the 1985 fund-raising recording "That's What Friends Are For" and a 1990 AIDS benefit concert at New York's Radio City Music Hall.

DISCUSSION QUESTIONS

- This song was originally produced as a fund-raiser for an AIDS project (see article above right). Do you think the song is only for people with AIDS? Why or why not?
- Which of these words would you associate with this song? Circle them and say why. Why did you not circle some of these words?

hope	fear	support	friendship	lovers
difficulty	sisters	vacations	medicine	family
death	strength	danger	adolescent	future
- What are some ways that you can show people you care about them when they're going through tough times? Talk about this with a partner or in small groups.
- What are the qualities of a "good friend"?
- What do you think people with HIV/AIDS or other stigmatized (烙印を押された) illnesses need most?
- How is this different or similar to what people with other illnesses need?



4. Looking at YOU

Many times we are not aware of how much support we have from relatives, friends, teachers, or coworkers.

What are your sources of support? Think of all the areas of your life where you have support from the people around you. List them below. (You do NOT have to show this to anyone else.)

If I have a problem at home, I can always talk to _____.

If I have a problem at school, I can always talk to _____.

If I have a problem at work, I can always talk to _____.

If I have a problem with a close friend, I can always talk to _____.

If I have a problem in a romantic relationship, I can always talk to _____.

What kind of support?

When you have a problem, what kinds of things do you want someone to do for you?

	Yes	No
Tell me what I should do		
Change the subject / talk about something else		
Listen to me calmly		
Offer logical solutions		
Suggest a variety of choices that might solve my problem		
Not judge me		
Solve my problem for me		
Let me solve my problem in my own way		
Other:		

How do you support others?

If one of my family members came to me with a problem, I would support them by _____

_____.

If one of my classmates came to me with a problem, I would support them by _____

_____.

If one of my coworkers came to me with a problem, I would support them by _____

_____.

If one of my best friends came to me with a problem, I would support them by _____

_____.

If my girlfriend/boyfriend came to me with a problem, I would support them by _____

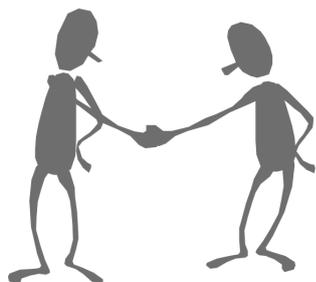
_____.

5. Putting it Together

What have you learned in this unit?

Review the reading passage. Discuss the following with a partner or in small groups.

1. Why do women or children who are trafficked have a higher risk of catching STDs or HIV?
2. Why are young girls especially at risk of catching STDs?
3. How many women have been forced to work in the sex industry just in India?
4. Why is it difficult for trafficked women in Japan to get help?
5. Why did Aklina agree to work in the sex industry?



Questions for discussion

Discuss the following questions with a partner or in small groups.

1. What are some things that can be done to help women and children who are trafficked?
2. What can countries do?
3. What can the police do?
4. What role does the media play in helping to end sex trafficking?
5. If you heard someone say that anyone who has HIV deserves what they get, what would you tell them about trafficking?
6. If you could make a short video to help stop sex trafficking, what kinds of things would you want to include in your video?
7. If you could design a poster to help stop sex trafficking, what kinds of things would you want to include in your poster? Where would you put your poster?
8. YOUR QUESTION:

EXTRA READING

According to a 2006 U.S. government report*, natural disasters increased the chances that children were forced to work in psychologically, physically, or sexually dangerous conditions. The earthquake and tsunami in Indonesia in December 2005 and the major earthquake in Pakistan in October 2005 created thousands of children who were separated from their families or who had become orphans. These children were at risk of being trafficked or forced to work rather than stay in school.

Millions of children around the world continued to engage in exploitative child labor in 2005. Children were involved in dangerous and illegal activities ranging from hazardous agriculture, mining and fireworks production, to prostitution, deep-sea diving or drug trafficking.

Children who worked in 2005 did so for a variety of reasons. Many worked in order to survive and earn income for themselves and their families. While some children performed light work for their parents in shops or on family farms, others worked under dangerous or abusive conditions, because they were discouraged or not allowed to go to school, did not have the money to do so, or could not find education programs they could attend. In 2005, new economic, social, environmental and political situations forced children to work. These included natural disasters, the death of a parent from HIV/AIDS, or armed conflict. These factors not only influenced whether children worked, and how often they worked, but what type of labor they did.