

by Elaina Loveland

Giving a Voice to the Powerless

THIS FALL hundreds of thousands of eager students will embark on university campuses with anticipation about their futures. Many of them believe that one of the greatest evils of the past no longer exists in the twenty-first century. As Seton Hall University law professor Bernard Freamon says in our cover story, “Most people think we have abolished slavery and we haven’t.”

The sad truth is that human trafficking, which can take the form of forced labor (including sexual labor) or forced human organ or tissue extraction, is still a pervasive force. It is so prevalent, that Mohamed Mattar, executive director of The Protection Project, based at the Johns Hopkins University School of Advanced International Studies (SAIS) in Washington, D.C., calls it “the human rights issue of our time.” Many professors believe that “education is a possible way to stop human trafficking.”

The cover story of this issue, “Stop Traffic!” by Susan Ladika, shows just how committed faculty are to educating students about how they can fight human trafficking. These faculty members have taken students at all levels and types—such undergraduate students (including community college students), graduate counseling students, and law students—to regions of the world where human trafficking is most prevalent to help with preventing this activity as well as helping its victims.

Even though the United Nations signed the Protocol to Prevent, Suppress, and Punish Trafficking in Persons, Especially Women and Children—commonly known as the Palermo Protocol—in 2000 and enacted it in 2003 with 117 countries signing on, human trafficking continues to be a scourge. An estimated 27 million victims of human trafficking worldwide were identified in 2012, according to the U.S. State Department’s annual *Trafficking in Persons Report*.

The stories of students in our cover story who have learned about the reality of human trafficking today provide hope that if more people are educated about the extent of this atrocity, eventually we can greatly decrease the number of victims and give past victims a voice to speak out against it.

Also in this Issue

International Educator’s annual International Enrollment Supplement includes an in-depth feature article about how agents are used in other countries—like Australia, China, and the United Kingdom—to either recruit international students or place them in foreign universities. The opinion piece in our Forum column, “The Agent Debate,” provides a balanced view about the misgivings of using and not using agents.

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