

## Chapter II

# PREVENTION SERVICES

### What are prevention services?

*The most effective prevention can be accomplished by attracting vulnerable beneficiaries to counseling, training and education activities out of their desire to improve their lives, rather than because they understand themselves to be at risk of trafficking.*

Prevention services assist children and adults who may be at risk of human trafficking to improve their skills and life conditions in order to reduce their vulnerability to traffickers' ploys. Awareness raising about human trafficking often accompanies these services. However, these services are understood to be distinct from general public awareness raising because they emphasize building personal skills and creating opportunities that enable vulnerable people to improve their life conditions.

The most effective prevention can be accomplished by attracting vulnerable beneficiaries to counseling, training and education activities because of their desire to improve their lives., rather than because they understand themselves to be at risk of trafficking. While prevention of human trafficking is the defining purpose for the services described in this chapter, not all people who receive prevention services will inevitably, otherwise, fall prey to human trafficking. But their vulnerability to this possibility would be far greater without these services. Care should be taken to avoid stigmatizing or unduly categorizing program participants as inherently likely to become trafficked.

Some key human trafficking prevention strategies include:

- building academic and vocational skills to increase the economic capacity of vulnerable youth and adults,
- mentoring and positive role modeling for vulnerable youth,
- enhancing beneficiaries' social skills to enable the development of strong self-images that lead to constructive life decisions,
- promoting good parenting skills to strengthen the family as the first defense against trafficking,
- enabling beneficiaries to access employment or small business opportunities, and
- supporting beneficiaries to secure their basic legal rights such as birth registration, civil registration, school enrollment, and access to public services.

### Prevention services tools

Prevention services are most effective when they are tailored to the specific needs of the individual beneficiary. No single approach works for everyone. Among adolescents and younger children, a comprehensive psychosocial approach emphasizing personal skills development, task-oriented training, and regular school attendance, can reduce the risk of the child being trafficked. Life skills and psychological counseling combined with remedial education, professional skills development and

*Prevention  
services' tools*

*include:*

- *remedial education*
- *vocational training*
- *awareness raising*
- *employment placement*
- *small business support, and*
- *legal support.*

employment equips adolescents and adults at significant risk to make safe and informed choices, increasing their potential to secure their futures in their communities of origin. Sensitivity to, and inclusion of, the cultural values of the beneficiary's community enhances effectiveness.

Most recipients of prevention assistance need a combination of services. These may include:

- remedial education
- vocational training
- awareness raising
- employment placement
- small business support, and
- legal support for procedures such as birth registration.

Service providers use various combinations of prevention services and tools to assist women and children they identify as vulnerable to becoming trafficked. Some of the most successful of these efforts are identified and described in this chapter. These tools are not unique to CAAHT – many of them were developed and implemented successfully by other organizations previously (and simultaneously) and may be equally useful for other types of beneficiaries. Similarly, they can provide effective assistance to other types of vulnerable people, even if they are not likely to be at risk of becoming trafficked.

Effective services seldom can be achieved by one organization alone. A combination of actors needs to support each other in order to achieve successful implementation of the activities. These usually include the organization staff, local community leaders, beneficiaries' family members, and local government representatives.

**What key factors contribute to effective prevention services?**

A thorough assessment of the beneficiary's personal abilities and the life situation should be made in order to design a comprehensive plan for their assistance. The beneficiary should participate in this effort, so that a realistic self-assessment can be developed. In this way, the beneficiary is motivated to take ownership of the goals and objectives the organization and s/he have set for the services to be provided. Set incremental and realistic goals that are clearly linked to the potential outcome of the activities in which the beneficiary will participate. For example, don't promise job placement just because a beneficiary attends vocational training.

Help beneficiaries identify achievements along the way and help them adjust their expectations and objectives in light of their achievements. The key is to maximize the autonomy of beneficiaries so that, in a reasonable period of time (which can vary from weeks to years, depending on the specific case), they have the skills and confidence to pursue their life plans without continued intervention from service providers.

## Defining success and measuring impact

*The success of prevention services is reflected directly in the improvements achieved in the life situation of the beneficiary.*

NPO partners strive to avoid providing duplicative services to those of the government. Through Memorandums of Understanding (MOUs) with specific government offices NPO partners are able to ensure access to services for their beneficiaries. This mutual cooperation helps to maximize use of limited financial and human resources, by matching the roles and responsibilities of government offices with the skills and expertise of civil society. It also increases the interface of the beneficiary with a variety of supporting actors, which can help discourage dependency on one person or agency. Whenever possible, the beneficiary should be involved in applying for and securing the government services offered. This contributes to the development of the beneficiary's life skills as they learn how to access support and services on their own behalf.

The success of prevention services is reflected directly in the improvements achieved in the life situation of the beneficiary. Beneficiary satisfaction with the services is one important factor to capture in assessing the impact of these services. However, beneficiary satisfaction alone is insufficient, particularly since many beneficiaries will be grateful for virtually any support they receive and may fear losing their access to assistance if they are critical of the people and entities assisting them.

The key indicator of successful prevention services is the extent to which the beneficiary is able to pursue her or his life goals. For example:

- children and youth who stay in school and pursue more extensive education, and are able to live safely in their families of origin;
- vocational training for beneficiaries that enables them to secure employment or open their own businesses for the duration of at least one year; or
- children and women who are able to return to their families without fear of physical or psychological abuse or exploitation.

The most important success of prevention services is measured by the extent to which the assistance enabled the recipients to improve their ability to meet their individual life goals and aspirations, while minimizing their risk of becoming trafficked or otherwise exploited.

## Prevention Services Tools

### 1. Supplementary education activities to support school attendance

#### Description

*Sufficient proficiency in literacy and numeracy is essential for people to function in Albania's modern society.*

*Therefore, school attendance or remedial education is a fundamental element of prevention work for children and adolescents.*

Albania has a strong tradition of education. Yet, in the early years of the country's transition, limited budgets led to the deterioration of educational services, and which are now being brought up to modern day standards. While almost all children attended pre-school during the Communist years, now only 44% do, and in rural areas, just 13%. Primary and secondary schools are being rebuilt, but teaching methods are not child centered, and materials are outdated. As a result, growing numbers of students are dropping out.<sup>1</sup>

Participation in basic education is a fundamental human right, and the law of the land in Albania.<sup>2</sup> Sufficient proficiency in literacy and numeracy is essential for people to function in Albania's modern society. It is a core prerequisite to virtually all employment, and significantly increases a person's ability to acquire and understand information with which to make life choices.

Lack of education is not demonstrably a driving factor in creating vulnerability to human trafficking. Analysis of over 100 cases of women and girl victims of trafficking, assisted in 2007 and 2008, reveals that over 60% of them had completed at least a secondary education (e.g. grade eight, age 13). However, insufficient education restricts a person's ability to pursue training that will enable him or her to become self-sufficient. Limited education also substantially interferes with his or her ability to make use of other prevention services.

Therefore, school attendance or remedial education is fundamental to prevention services for children and adolescents. Since public education is broadly available in Albania, this section focuses on activities that support regular schooling, and provide alternative education for those unable to be integrated in the formal education system. Accelerated learning and remedial education programs enable those who abandoned or never attended school to reenter the formal school system and attend a public or private school. When formal schooling is not possible due to an individual's age or other mitigating conditions, alternatives for completing his/her education can be secured and supported by other service providers, usually NPOs. In this way, assistance can be provided by the organization's professional staff, such as a teacher.

<sup>1</sup> Source: UNICEF Albania website, [www.unicef.org/albania/overview.html](http://www.unicef.org/albania/overview.html)

<sup>2</sup> Until the beginning of the 2008-09 academic year, general education in Albania was divided into three levels: primary – grades 1 to 6 (ages 6 to 11), secondary – grades 7 to 8 (ages 12 to 13), and high secondary education, which includes general, professional and non-professional high schools of 3, 4 and 5 years respectively. By law, all children were required to be enrolled in school at age 6 and continue schooling until age 14. As of September 2008, children are now required to attend 9 years of schooling, through age 16.

## Objectives

To enable the beneficiary to pursue her or his education goals, at minimum completing the required nine years of schooling.

## Outcome or Impact

Sufficient level of proficiency in literacy and education to enable the beneficiary to make constructive life choices and secure a reasonable standard of living, according to local community standards.

Increased percentage of students completing high secondary education.

## Implementation

A number of community service organizations provide remedial education for vulnerable children and adults. They find that educational services reduce beneficiaries' vulnerability, especially as they bring children off the streets and back to school, or enable illiterate adults to acquire basic literacy in reading, writing and mathematics.

The organization staff develops the intervention process based on the needs of the specific beneficiary(ies). The intervention plan for provision of remedial education activities is usually conducted by the trainer as is the needs assessment. Through the assessment and design of the intervention plan, the trainer becomes better acquainted with the community and the specific beneficiaries with whom they will work.

These services are most effective when offered to communities where the organization is known and trusted by key leaders and citizens, who can assist in identifying vulnerable children and families. Identifying potential beneficiaries includes meeting with commune leaders, school directors, teachers and school psychologists in order to learn from them which children in the community have abandoned school or have poor school attendance.

Home visits enable the organization's staff to assess and observe the household environment from the point of view of these children and their families or guardians. The staff member tries to identify what s/he sees as the direct factor(s) that cause children to avoid or abandon school. Based on all the background information collected, the organization staff determine if they can provide meaningful assistance to the child. When they can, the services are proposed to the child and their family or guardian who must accept the course outlined by the organization. Routinely, the child takes a series of tests to assess his/her educational level and modules for the course are designed.

An individual plan is created based on the objectives and specific activities proposed for each child. The plan then serves to track the child's accomplishments. It is monitored every two months by the project staff.

The organization staff function as a team to implement a combination of individual and group education, social and recreational activities. Special attention needs to be given to creating a secure environment for the child both at the organization facility as well as while attending other activities. Psychological and emotional support for these minors is often also necessary to help them resolve traumas from physical and

*The organization staff develops the intervention process based on the needs of the specific beneficiary.*

*Organization staff members are an important source of education and counseling for the child's parents and other family members.*

emotional abuse they have incurred within their families or from others who may have exploited and abused them.

It is important for the organization staff to maintain regular and frequent contact with the child's public school teachers in order to complement learning objectives and to monitor jointly the child's well-being.

Ongoing contact with the child's family is fundamental. If it is unsafe for the child to live in the home, temporary housing and guardianship may need to be secured in the best interest of the child. This procedure is regulated in Albania through the courts, and should be conducted in full compliance with the law, as well as with, at least the knowledge if not the consent of, the parent(s). All effort should be made to maintain or restore a safe and happy relationship between the child and her/his family.

Organization staff members are an important source of education and counseling for the child's parents and other family members. The goals are to increase the family sense of responsibility for the child and to improve the entire family dynamics. This is monitored and supported through regular visits by the staff with the child's family.

This support for the family includes assisting them to resolve specific problems that interfere with their capacity to care for the child. To deter dependence of the child as an income source, families can be provided with information and advice about vocational training, job placement, access to social care services, and other local resources. Officials on the Technical Working Tables of the qarku Regional Committees in the Fight Against Trafficking can be important resources and advocates to enable access to these public services.

### Cost considerations, timing & complexity

Community service organizations generally provide remedial education as part of their broader program activities. This decreases the core program costs since the services are provided by existing staff and in existing facilities. However, basic education materials and refreshments create some on-going expenses. It is essential to provide these services over an extended period of time. These services may include summer activities designed to prepare children to attend school in the upcoming academic year or may also support activities throughout the academic year. The frequency of these activities is based on the specific needs of beneficiaries and on the way each organization decides and plans to conduct them.

### Complementary activities

- Artistic, social and recreational activities for children, and on some occasions, their family members.
- Individual and family psychological counseling for situations of trauma or mental illness.
- Individual and family psychosocial counseling.
- Vocational training for adolescents (over age 15) and parents.
- Employment placement for parents, adult siblings and beneficiaries over age 15, upon completion of their education.

## Programmatic prerequisites

- Legal services, e.g. to ensure birth registration and legal guardianship.

The background and skills of the staff need to include education, sociology and psychology, as well as experience in case assessment. The staff should have a clear understanding of the rights and responsibilities of the parent(s) or guardian(s) as well as those of the child. Formal MOUs should be secured with the schools through which the beneficiaries are identified. In some cases, the knowledge and cooperation of other government services including social services, labor offices and law enforcement may be appropriate. The privacy of the children and their families should be a prime consideration in all program stages.

## Questions to ask before beginning this activity

*What does the child hope to gain from being supported by the organization?  
What do the parents and school professionals believe the child can achieve?*

- Which of our staff and volunteers are competent to a) conduct an assessment, b) develop individual plans for each beneficiary and family, c) provide the variety of remedial education needed, and d) monitor the progress of the child in achieving his/her individual plan?
- What resources and facilities do we need to provide quality assistance to the children within a reasonable distance from where they live?
- Which communities do we have sufficient relationships with to conduct this project?
- Who are the leaders and citizens we know and that we should consult in the targeted community?
- Who are the children who have abandoned school or seldom attend?
- Why have they abandoned school or seldom attended?
- If there are children in the community who have never had access to school, who are they?
- For all these children, do they live with their parents? Are there other adults in the household? If yes, what is their relationship to the child? If the child does not live with a parent, who is the guardian?
- Who is responsible for the child on a daily basis?
- What are their physical living conditions?
- What are the family conditions?
- How much education has the child completed? How well did she or he learn?
- What does the child hope to gain from being supported by the organization?
- What do the parents and school professionals believe the child can achieve?
- Why do we believe this child needs our organization's assistance?
- Why do we believe we can meet some or all of the expectations of the child and family?
- Does the child and his/her family understand and agree to what we are offering?
- What do the child and family agree to do to contribute to the success of the child's individual plan?
- How will we track and assess the child's development?

## Lessons learned

- Close cooperation between the project organization and the community schools is essential to success.
- Consistent, dependable, and encouraging support for the child forms the foundation on which the child's achievements will be shaped.

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## 2. Group and individual counseling

<b>Description</b>	Psychosocial support through group and/or individual counseling is an important element of support for vulnerable people. Distress, depression, low self-esteem, and self-blame are common reactions to chronic social exclusion, economic distress, and traumatic experiences such as parental neglect or domestic violence. Vulnerability to trafficking can be decreased by improving the person's self-confidence, skills to identify and resist manipulation and coercion, and capacity to envision and pursue desired life choices. A clear distinction should be made between psychosocial support and psychological treatment, which belongs in the purview of qualified psychological medical professionals.
<b>Objectives</b>	To enable participants to enhance their ability to make decisions and solve problems, the lack of which might otherwise make them vulnerable to trafficking.
<b>Outcome or Impact</b>	Beneficiaries of counseling: <ul style="list-style-type: none"><li>• learn more about how they are perceived by others,</li><li>• experience a sense of acceptance and belonging,</li><li>• discover they are not alone in the difficulties they are experiencing,</li><li>• hear ideas from others that enhance their ability to make decisions and solve problems,</li><li>• benefit from the experience of being helpful to others,</li><li>• learn to constructively express their feelings and ideas to others, and</li><li>• gain encouragement by observing the successes of others.</li></ul>
<b>Implementation</b>	<p>Individual counseling is provided by one counselor to a specific beneficiary. The nature of that support varies widely, and is tailored to the specific needs of that person. Individual counseling often is an interim step to ultimately enable the beneficiary to participate in group counseling sessions. This may include mediation with her family members, especially in traditional families who are reluctant to allow girls and women to be outside the family home without a male or adult female family member accompanying her.</p> <p>Group counseling involves a small group of beneficiaries (usually 6-10) who meet weekly, along with one or two trained members of the organization's counseling staff, to talk about their struggles and problems. Group discussions vary with some focusing on a specific topic or problem, while others address multiple concerns.</p>

*Individual counseling often is an interim step to enable the beneficiary to participate in group counseling sessions*

Participation in a group enables the beneficiary to interact freely with other group members, where they tend to recreate those difficulties that first brought them to counseling. Under the skilled direction of the group's facilitators, the group is able to give support, offer alternatives, or gently address an individual's shortcomings. In this way, alternative behaviors are learned, and the individual develops new social skills or ways of relating to people.

The responsibility for confidentiality is shared among counselors and all group members. Every group member is required to agree to adhere to the rules of confidentiality. Group members make a personal pledge that nothing discussed in the group, including names of other group members, will be shared with anyone outside of the group. These rules are critical to the development of a safe, respectful, and trusting atmosphere that allows individuals to share openly their feelings.

Additional guidance and skills for both individual and group counseling are included in the attached guide titled "The Role of the Psychosocial Service Practitioner and Ethical Issues in the Work" in Annex III. A.

### Cost considerations, timing & complexity

*A "training of trainers" approach developing local community leadership capacities is an excellent investment of resources.*

CAAHT grantees found that group and individual counseling are very cost effective ways to conduct prevention services -- since staff, location and materials are already assets of a grantee's organization. Another cost factor to be considered is the purchase of small refreshments and snacks to be offered during the group counseling, which will bring an element of warmth to the atmosphere

Investment should be made in sufficient training and supervision of the counseling staff, including "in-service" training that emphasizes new techniques developed based on research conducted in the country by current social services.

A "training of trainers" approach developing local community leadership capacities is an excellent investment of resources. Local community leaders can be encouraged to maintain regular community counseling or discussion groups to which a variety of external experts can be invited as the opportunity arises. Such groups should be encouraged to continue convening after the close of the formal NPO project. The manual for Training of Trainers prepared by "Women in Development – Shkodra" provides practical steps with which to develop modules for training. It is included in the Toolkit Resources CD.

### Complementary activities

Individual and group counseling can be an important support for beneficiaries who are trying to change or stabilize their life conditions through primary and continuing education, vocational training, employment, small business activities, marriage, and parenting.

### Programmatic prerequisites

Trained staff and volunteer social workers and psychologists can provide excellent leadership for group and individual counseling. However, these practitioners should have a clear understanding of the difference

between their role and that of a psychiatrist who treats severe psychological disorders and mental illness.

Individual and group counseling is likely to elicit a wide spectrum of needs and aspirations among the participants. Trainers and community group leaders need to be familiar with the services available to the community, including health care, education, child care, legal advice and law enforcement interventions. They should be given specific training in how to conduct referrals, with the emphasis placed on supporting the beneficiary in securing the services through her or his own initiative. The effort should also be monitored to ensure fair access to support services.

### Questions to ask before beginning this activity

Why is individual or group counseling needed for our project?

- Why is individual or group counseling needed for our project?
- Who among our project beneficiaries need this counseling? Why?
- Who on our staff or in the community has the skill and experience to lead these sessions?
- Do they need further training, and if yes, how will that be achieved?
- Who will identify the people to participate in this counseling?
- Can we identify and train community leaders to develop and maintain these groups?
- How will we ensure sufficient training, coaching and monitoring of their activities? Over what period of time?
- Do we need the support or approval of formal or informal community leaders before initiating these activities? If yes, who and how will we obtain this support?

### Lessons learned

- Individual and group counseling can be very successfully led by trained staff and/or paraprofessionals.
- The success of group counseling depends substantially on the trust established in the group and the commitment of the beneficiaries to participate actively.
- Staff and paraprofessionals who lead groups can benefit from meeting regularly to share experiences and receive in-service continuing training.

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### 3. Vocational training

#### Description

While economic distress alone may not be the foremost cause of vulnerability to trafficking, increased employment options with skills that apply to the local employment market are fundamental to reducing vulnerability. Vocational training supplements formal education by providing the beneficiary practical skills in a trade or service with which he or she will have a greater likelihood of being able to find work in the formal economy of his or her community or in another country.

#### Objectives

Vocational training provides vulnerable youth and women marketable skills to increase their ability to secure safe and fairly remunerated employment.

#### Impact or Outcome

Vulnerable youth and women have increased skills and choices to secure their desired employment.

#### Implementation

*The Ministry of Labor, Social Affairs and Equal Opportunity administers regional vocational training centers in many communities. Whenever possible, beneficiaries should be enrolled in these programs provided by the government.*

The most useful vocational training is developed based on the local labor market. Before deciding what type(s) of vocational training to offer program beneficiaries, an assessment should be conducted to determine what type of skills are most likely to enable them to secure employment. Interview local employers to see which skills they seek in an employee. Ask if there are particular skills that are commonly missing from their current and prospective employees. . Building a relationship with the employers surveyed, and demonstrating that course work is designed to address their needs, can promote their interest in giving preference to those who complete your organization's vocational training.

The Ministry of Labor, Social Affairs and Equal Opportunity administers regional vocational training centers in many communities. Whenever possible, beneficiaries should be enrolled in these programs provided by the government.

If the type of skills needed are not provided by the government's Regional Center, the organization may then contract with a local vocational training center or conduct the training directly. The Murialdo Social Center in Fier exemplifies a well-developed education and vocational training center, whose graduates particularly are valued by local employers.

In several communities, women's service organizations provide basic tailoring courses for vulnerable women and girls, especially from rural communes. The participants are women and girls in the targeted community who are recommended for the course by the organization's advisors such as teachers, district doctors, school psychologists, social workers, etc.

The course usually consists of three months of theory and one-month practical training (preferably in a local business). The trainer, who is an experienced tailor herself, leads the course, monitors participants' progress, and evaluates each participant at the end of every month.

Based on their performance, the organization assists course participants to find placement with local enterprises. In some cases, the beneficiary may participate a practicum for a few weeks, with the understanding that the employer will then take her on as a full-time employee, after she has demonstrated that she is reliable and able to produce a satisfactory level of work.

### Cost considerations, timing and complexity

Costs related with vocational trainings are considerable. When the training is secured through a Regional Vocational Training Center, these costs are borne by the State. Private vocational training centers may offer specialized training (for example, plumbing, electrical wiring, auto mechanics, etc.) with demonstrably high levels of job placement which warrants paying fees.

Vocational training conducted by community organizations necessitates investment in facilities, equipment and supplies, in addition to the wages of the trainer(s). For this reason, before deciding to conduct vocational training directly, the organization needs to develop a long-term plan to provide such training to a large number of beneficiaries. Donors are more willing to consider purchasing of core equipment and facilities, when the organization demonstrates that it will maintain these facilities and services beyond the life of the initial donor agreement.

### Complementary Activities

Counter-trafficking awareness raising can be particularly effective when linked with vocational training. The sessions can be conducted at the same venue as the vocational training. Beneficiaries report that they appreciate the opportunity to learn more about human trafficking and to acquire life skills that complement the employment skills they are gaining through the vocational training. Awareness raising discussions also build stronger relationships among those in the training, promoting supportive peer contact that can carry on into their future work or community environments.

- Remedial education
- Individual counseling
- Group counseling
- Employment placement
- Small business startup assistance

### Programmatic prerequisites

- Survey of the labor market to identify the employment potential for vocational training beneficiaries and to identify the types of training to be provided
- Consult key community leaders to identify the names, number and type of beneficiaries needing vocational training
- Determine the most cost effective way to providing the vocational training (e.g. government centers, private centers, or directly by the organization).
- Ensure trainers and staff are prepared to guide and support vocational training beneficiaries to maximize their ability to secure and maintain employment upon completion of the vocational training course.

### Questions to ask before beginning this activity

- Where is vocational training available in our community?
- Who has access to it and why?
- Who is excluded and why?
- From those who are excluded, who will be our target group?
- Can we combine groups (e.g. boys and girls, adolescent and adult females) or do they need separate classes? Why?
- What are the particular capacities our organization has to ensure effective vocational training is made available to our beneficiaries?
- What additional resources do we need? How will we secure them?
- How can we incorporate counter-trafficking awareness raising and other life skills training with the vocational training we will provide?

### Lessons Learned

- Coordinating with local government structures is a key factor to the success of this activity. It minimizes duplications of training already available through the state structures.
- Coordination within the network of NPO's working in the same area will help to reduce the cost of the activities and increase efficient use of each organization's capacity and resources.
- Anti-trafficking awareness raising is a good supplement to vocational training. Beneficiaries gain both job skills and knowledge that increases their self-confidence, ability to make constructive life decisions, and often motivates them to share their knowledge with their peers and family.
- Identification and selection of vocational training participants is enhanced when pursued in consultation with local government and community leaders such as school directors, heads of communities, anti-trafficking police, employment offices, and local NGOs.

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## 4. Employment placement

### Description

*Employment placement is a key tool in helping vulnerable adolescents and adults stabilize and improve their lives.*

Employment placement is a key tool in helping vulnerable adolescents (age 16 and older) and adults stabilize and improve their lives. Job placement is inextricably linked to vocational training, but is also a service that may be an important part of the prevention package for those beneficiaries who already have sufficient marketable skills.

Organization staff support unemployed beneficiaries to identify their marketable skills, locate potential employers and job openings, and prepare for employment interviews. Job openings are frequently identified in cooperation with the local government employment office, which may agree to give priority to referring beneficiaries from the organization to local employers.

This tool helps ensure the sustainability of the impact of the other prevention services offered. It is a natural follow up on – and often conclusion to - the constellation of prevention services previously offered to the beneficiary.

### Objectives

The beneficiary – now employee – is gainfully employed and has increased economic security.

### Outcome or impact

Beneficiaries are more confident in their future and the potential risk of being trafficked is reduced.

### Implementation

*The successful employment of the beneficiary is enhanced when the organization staff maintains contact with a beneficiary and employer for the initial period of employment.*

Employment placement matches the needs of the labor market with the skills and hopes of the beneficiary. The service provider needs a good knowledge of the capacity and availability of the beneficiary for employment, as well as her/his level of commitment and motivation to secure and maintain employment.

At the same time, the service provider needs to have a practical understanding of the local labor market, and know where specific job openings are on an on-going basis.

The challenge is to match the skills and expectations of the beneficiary with the reality of the local labor market.

The successful employment of the beneficiary is enhanced when the organization staff maintains contact with the beneficiary and employer for an initial period of employment. They are positioned well to identify potential tensions or misunderstanding between employee and employer before they escalate into a problem that might cause the employee's dismissal, and counsel the employee to modify her/his behavior or talk with the employer to resolve the problem. Such monitoring also helps ensure that the beneficiary receives fair treatment from the employer.

<p>Cost considerations, timing &amp; complexity</p>	<p>There is not a considerable cost linked with the provision of this activity. Most service provider staff members are able to include this with their other job responsibilities. Close coordination with the local government labor office substantially contributes to these efforts. It is also important that the beneficiary seeking employment be primarily responsible for pursuing and securing her/his job. This is fundamental to increasing the life skills of the person, and has the secondary benefit of helping to reduce demand on staff time.</p>
<p>Complementary activities</p>	<ul style="list-style-type: none"> <li>• Vocational training</li> <li>• Remedial education</li> <li>• Individual and group counseling</li> <li>• Anti-trafficking awareness raising</li> </ul>
<p>Programmatic prerequisites</p>	<ul style="list-style-type: none"> <li>• Survey of the labor market to identify the employment potential for beneficiaries.</li> <li>• Capacity to assess the skill level of the beneficiary to support her/him in seeking appropriate employment and to support her/his successful placement.</li> <li>• Previous prevention services relationship with the beneficiary through counseling, vocational training, etc.</li> <li>• Strong network with local government and business community.</li> </ul>
<p>Questions to ask before beginning this activity</p>	<ul style="list-style-type: none"> <li>• What job openings are available that the organization's beneficiaries qualify for?</li> <li>• If they don't qualify, are there programs in the community that can increase their capacity to qualify? If yes, how can they get access to them?</li> <li>• What is the role and responsibility of the beneficiary in seeking and securing her/his employment?</li> <li>• What is the role of the service provider?</li> <li>• Will the assistance from the provider enhance the autonomy of the beneficiary?</li> </ul>
<p>Lessons learned</p>	<ul style="list-style-type: none"> <li>• Collaboration with the business community is the key to successful job placement for vocational training recipients.</li> <li>• A labor market assessment of the local community enables better targeting of vocational training courses and skills that will enable participants to secure employment after the end of the course.</li> <li>• Close cooperation with the employment office increases the likelihood of obtaining employment for lesser-skilled beneficiaries, since these offices are able to give preference to particular candidates such as vulnerable citizens.</li> </ul>
<p>For more information, please contact</p>	<p>In Protection of Urban and Rural Women's Rights in Berat:  <a href="mailto:artadyrmishi@yahoo.com">artadyrmishi@yahoo.com</a>  Women with a Development Focus Kucova: <a href="mailto:elsarafaeli@yahoo.com">elsarafaeli@yahoo.com</a>  Women in Development, Shkodra: <a href="mailto:widanila@albnet.net">widanila@albnet.net</a>  Murialdo Social Center, Fier: <a href="mailto:gsm@murialdo.org">gsm@murialdo.org</a></p>



## SUCCESS STORY

### Prevention Services Support Vulnerable Minors

**Shelter provides vulnerable youth a place to learn new skills for healthy lives**



Photo by: CAAHT

*At an awareness-raising session, high school students in Elbasan discuss how to help protect themselves and their friends from being trafficked.*

ELBASANI-- Bathed in warm sunlight, the children's rooms at Another Vision (Tjeter Vizion) offer a sharp contrast to the harsh lives these youths have recently fled. Clean and bright, each room contains two or three wooden beds covered in colorful blankets. Pastel colored walls decorated with children's drawings make the rooms inviting – an environment where shaken young lives can begin to heal.

“There are various reasons children get trafficked. Sometimes the family is involved,” said Teit Tabaku, Project Manager for Families and Youth at Another Vision. “Sometimes someone offers to take the child to Greece to work and send money back to the family. Adolescent girls runaway from home and fall prey.”

At-risk and trafficked minors are referred to the Another Vision center by anti-trafficking police and *Terre des hommes*, an international organization that works on behalf of underprivileged children. Children, ages six to 13, live at a residential center, while those 14 and above live in what staff refer to as “Apartments of High Autonomy” which seek to enable adolescents to become self-reliant.

When a child is referred to Another Vision, he or she is monitored for two months and an individual plan for his or her development is created. “When a child first arrives he or she is disoriented because they have been handled by both border police and anti-trafficking police. They cry, they are afraid, they don't know what is expected of them,” said Tabaku. “In the first moments, they are observing us and so we remain passive. We then put them in an environment where there are children and provide them with services. It doesn't take more than 2 or 3 days for them to come around – a child is like a piece of elastic.” Under the USAID CAAHT project, Another Vision supports 39 minors; boys and girls ranging in age from 6 to 19 years old. Of these, some were at high risk of being trafficked due to extreme poverty and dysfunctional families, while others had already been trafficked. Along with psychosocial interventions, education is a high priority at the center and most residents are enrolled in the local school. Because the center makes every attempt to have children maintain contact with their families, staff members also work with parents and guardians to teach them how to nurture their children. In fact when possible the children are sent home for weekends, unless family dynamics have not sufficiently improved with the center's intervention. The goal of the organization is to reunite their beneficiaries with their families whenever possible.



## SUCCESS STORY

The staff at Another Vision takes care to get to know these families well, which enables them whether to having the child return home might compromise his or her safety.

Another Vision's "Apartments of High Autonomy" are a short ride from the center's main grounds where the younger children live. The apartment building is a basic cement block. The apartment shared by four girls has dark paneling but is clean and contains two bedrooms, a kitchen and bathroom. Two well-worn couches nearly fill the communal room. Zhaneta, 15, and her 17-year old sister Mirela, have been with Another Vision for nine years. This year, Yolanda will be in eighth grade and is reading Euripides to prepare for the new school year. Brigitte is in the third year of high school and spent the past summer taking cooking, tailoring and English language classes offered by the center to provide youth with vocational skills.

Unlike Zhaneta and Mirela who are friendly and forthcoming, 15-year old Edona sits slightly hunched forward and gazes at the floor. Presently, working as a tailor in a factory, Edona is completing eighth grade through a correspondence course. She came to the center a year and a half ago.

"She was a difficult case. She was trafficked to Greece at age 12 and when she came to us she used bad language, was provocative with men," said Skerdi Ogreni, Another Vision's Coordinator of Residential Centers. "But she is doing well now. We are working with another NGO in her hometown of Berat, which is making efforts to find her a job and assessing her family to make sure it is safe for her to return," added Ogreni.

Dark-haired 20-year-old Enea, has been with the center for eight years. After her mother's death, she went to live with an aunt who forced her to work. Enea has finished high school and is preparing to take her university entrance exams. She wants to be a biochemist and spent her summer working as a tailor in a nearby factory.

"They are good students. They average B+ and A-. I'm really proud of them. They've even learned to budget their finances. I've worked with these girls for years and I can truly say they are successful cases," said Ogreni, beaming as if speaking of his own daughters.

- December 2006



## SUCCESS STORY

### CAAHT Grantee Helps Youth Gain Skills for Employment



Photo by: CAAHT

*A carpenter in training: a young beneficiary of the Murialdo Center and CAAHT.*

On his way home from school, Renato Pelo learned to love carpentry while watching his cousin work in his own shop. But after the first year of high school, the pressures of helping his parents in the fields led him to drop out of school.

Like many of his contemporaries who leave school, Pelo's life seemed destined for limited prospects; he would have likely migrated abroad for work and possibly fallen prey to traffickers.

Now thanks to the Murialdo Social Center (MSC), a non-profit organization which provides vocational training and other services to at-risk children, youth and formerly trafficked victims, 16-year-old Pelo has new ambitions and opportunities.

"I want to start my own carpentry business," he says, adding that "I made a good decision when I came to Murialdo, otherwise I would have been another street child."

The MSC is a grantee of the Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT), a project which supports the Center's vocational courses, including training in carpentry, electrical work, auto mechanics and tailoring. CAAHT is funded by the U.S. Agency for International Development and implemented by Creative Associates International, Inc.

Another beneficiary of Murialdo echo's Pelo's enthusiasm for the impact the Center has had in his life.

"If I hadn't heard of Murialdo, I would be doing random jobs, or simply migrating [undocumented] to Greece with no clear ideas on what to do or what my future would be," says 19-year old Ervis Hoxha, a beneficiary of the MSC's services since he was 14, and now a master carpenter thanks to its vocational training.

Located in the city of Fier, near the Adriatic coastline, the MSC provides an integrated response to the needs of youth through services such as education, counseling, vocational training, job placement, and recreation activities.



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## SUCCESS STORY

Many youth flee to Greece and beyond from Fier in search of work, so the MSC's services are critical to enabling youth at risk to being trafficked and exploited to protect themselves. "One of the main objectives of Murialdo is prevention of human trafficking through provision of vocational training, awareness raising, and education," said Carmelo Prestipino, project coordinator for the MSC's USAID/CAAHT-funded project. "This is a complex and delicate process that requires continuity. Our aim is not only to provide youngsters with professional skills, but also to help them build self-esteem and confidence.

Since he began frequenting the MSC, Hoxha has gained much more than skills in carpentry. "Most of the program was based on carpentry, but I also studied mathematics, Italian, and technical drawing," he said. He added that being surrounded by the MSC staff and their "good manners" made him "learn more and seek to behave the same way. I learned and gained a lot of cultural background there."

"Ervis Hoxha was the first student from Murialdo who approached me. I could see that he had developed very good professional skills and I praise the work that Murialdo has done with him," said Artan Papaj, Hoxha's boss and owner of the Fier carpentry shop. "Ervis' professionalism served as the motive to cooperate with Murialdo and now I have five boys from Murialdo who are working with me."

"Murialdo is helping create an army of professionals who are quite able to compete in the market," said business owner Papaj.

- March 2008



# SUCCESS STORY

## Legal Services and Prevention Strategies for At-Risk Youth

**Birth registration is key in the fight to protect youth from traffickers**



Photo by: CAAHT

*Police officers learn new skills for interviewing children...*

TIRANA – What is the fate of a child who has not been legally registered at birth and effectively has no name in the eyes of the state? If they fall into the hands of traffickers, authorities have much less, if any chance, of finding them.

Such is the reality for scores of Albanian children whose families cannot pay the court fees of about \$20 to register a child later, if the child isn't registered, like so many, at birth. But the Legal Clinic for Minors (LCM) is working to change that. "No action can be taken on behalf of a child without [legal] documents," said Holta Kotherja, LCM Director. "A child without a name can't be traced if he or she is trafficked.

"If a child is not registered legally within 45 days of birth, then a court procedure is necessary to register him or her," Kotherja says. "After that, parents must pay a \$20 fee to register a child, but for poor families, this becomes a burden. LCM covers families' legal fees and fine." In addition to providing minors with legal birth registration records, LCM supplies a lawyer and psychologist to minors who have been deported from a third country and must undergo police interrogations.

LCM has both male and female psychologists on staff to assist trafficking victims during police and court proceedings. "With one case, when I arrived, seven policemen were questioning the child. So, I had all the policemen go out, except for the one responsible for the case," said Klodi Gega, one of LCM's staff psychologists. "The child was intimidated. So, I introduced myself to this child, explained why I've come, explained why he is at the police station, explained what's going to happen and told him his rights."

As a psychologist, Gega says he has two primary roles during police interrogation of minors. He must facilitate the communication between the police and child, and also provide emotional support to the child. With CAAHT's support, the Clinic has also trained 235 police from 10 of the country's regions in appropriate methods of interrogation, minors' legal rights and psychological needs. According to Gega, many of the children LCM treats are abused emotionally and physically;



## SUCCESS STORY

some are put to work by their parents and many come from the Roma community. Minors supported by LCM's psychologists usually are followed for a year or a year and a half. As of September 2006, the Clinic supported 538 clients and had opened two other regional offices.

- March 2007



## SUCCESS STORY

# Supporting Anti-trafficking Prevention throughout Albania

### North to south, changing lives for the better



Photo by: CAAHT

*Preschoolers in Puka receive smocks made for them by vocational training course participants sponsored by USAID's anti-trafficking project.*

From the remote northern Albanian town of Puka to the cultural heartland of southern Albania, Gjirokastra, USAID's anti-trafficking project, CAAHT, has cast a wide net in its quest to prevent girls and young women from falling prey to traffickers and their deceitful tactics.

The project has galvanized the efforts of local NGOs to raise awareness and provide life-changing opportunities to those at risk of being trafficked. Through the support of CAAHT, local NGOs are taking practical steps to combat trafficking in their towns and villages. Through awareness raising campaigns and alliances among health, education, and various governmental levels, the threats of human trafficking in Albanian society are now more fully understood.

Puka and Gjirokastra are just two of nearly two dozen communities that have received assistance through the project, but its impact has been recognized nationally.

With a population of nearly 14,000, the district of Puka and its surrounding villages are reachable only through winding and narrow mountain roads. Many families survive on farming small plots of land; job and education opportunities for its youth are limited. Isolated, Puka's girls and young women have little access to information about the risks of trafficking.

By most accounts, traffickers, use similar tactics to prey on girls and young women who tend to be marginalized, unemployed, have limited educations and trouble at home. Many are enticed into going to another town in Albania or abroad with a young man who promises to marry them or get them a job. These girls and women discover belatedly that they have been lured into lives as prostitutes.

Thanks to the efforts of CAAHT grantee partners, Albanians living in Puka are becoming increasingly familiarized with the threats of human trafficking.

Bardha and Marion live with their parents and three other sisters 20-minutes from the village center off Puka's main road. The family home is reached through a rocky path. A small courtyard near the family's watering well is furnished with two benches. Standing under a canopy of grapevines full of lush purple grapes is the girls' mother, Dila, who on this day wears a traditional black headscarf, dress and apron.



## SUCCESS STORY

The scene is reminiscent of another era but one that is ever-present in Albania--a place caught between tradition and the pulls of modernity. Her daughters wear T-shirts and jeans.

“Marion had dropped out,” Dila said. “We had some problems in the neighborhood and decided not to send her to school. I was worried because she is very pretty. Bukurie [Imeri] came and talked to us. We agreed to send her back to school and to send Bardha to Bukurie’s center to take [tailoring] classes. Until Bukurie came, my husband and I did not believe these things were possible.”

With CAAHT’s assistance, *In Help of Northern Women of Puka* has provided 41 young women with vocational courses in basic computer literacy and tailoring. Eight beneficiaries from these vocational classes now work in a factory including four who moved to Tirana to work in a fabric factory and two who provide tailoring services at home. The program has also sponsored three television debates and a play on the risks of trafficking.

“All of this was accomplished with the project’s help” Imeri said. “Members of the community have approached me and said the televised debates were a good thing because they have daughters and this information is important.”

CAAHT’s coordination efforts in Gjirokastra have also led to the GCC’s signing an agreement with the education department permitting them to conduct awareness raising sessions in schools. An agreement with the employment office has helped the center find jobs for young women trained in its vocational classes.

Olga, 23, is a success story of prevention efforts. She attended GCC’s embroidering course and now makes tablecloths, curtains and sheets that are sold in Greece. Olga left school after the 8<sup>th</sup> grade, because family could not pay for her high school education. When Idrizi, GCC’s director, found Olga at her family home, she was unemployed and with no prospects for the future and vulnerable to be coaxed abroad by traffickers.

“If this opportunity had not come along, I would have thought of going somewhere else to look for a job. I thought of going to Greece,” Olga said, seated at a sewing machine and making a tablecloth in GCC’s classroom for training tailoring and embroidering skills.

- November 2006