

## Chapter I

# AWARENESS RAISING ABOUT TRAFFICKING IN PERSONS

### What is awareness raising?

Awareness raising is the process of promoting knowledge and understanding of a concept or issue. Raising awareness refers to alerting the public that a certain issue exists and should be approached in the manner the organization suggests. In Albania, as in many other countries, awareness raising for the general public as well as especially vulnerable individuals is essential to the fight against human trafficking.

Awareness raising can cover a wealth of topics and information. The most effective information and messages are developed to respond to the questions and concerns of the target audience. Some of the key questions that participants in CAAHT-funded awareness raising activities had include:

- How does human trafficking happen?
- Where does it happen?
- Who is particularly vulnerable to being trafficked?
- What can be done to help reduce their vulnerability?
- What happens to people who are trafficked? Is this different for children and adults?
- What kinds of people are involved in trafficking?
- What motivates traffickers?
- How are the victims of these crimes discovered?
- How are they first helped, and by whom?
- What happens if they need longer-term support?
- How can we help these people return home to their families and communities?
- What is the legal framework against human trafficking in our country?
- What is our national strategy to combat trafficking? Who are the key actors?
- How can our local community leaders help stop trafficking in our community?
- What is the role of: the police? social workers? school principals and teachers? NPOs? prosecutors? the courts?
- What can I do to help prevent human trafficking?
- Is the problem increasing or decreasing in our country? In the world

## Awareness raising tools

CAAHT program partners used many tools to raise awareness about human trafficking in Albania. The most successful are identified and described in this chapter. These tools are not unique to CAAHT – many of them were developed and implemented by other organizations previously (and simultaneously) with great success. The reader is encouraged to build on this experience and further adapt these tools so they best address the target population and context.

Awareness raising is a shared responsibility among government, civil society, the media, communities, and families. The tools included in this chapter come specifically from civil society, because they were implemented by Not-for-Profit Organizations (NPOs) supported by USAID through the CAAHT grant fund.

These tools are:

- a) school-based awareness raising,
- b) awareness raising through community discussion groups,
- c) televised “debates” and other broadcast material, and
- d) information pamphlets and posters.

## What key factors contribute to effective awareness raising?

*The success of awareness raising activities depends on gaining access to communities through community leadership.*

A comprehensive impact assessment<sup>1</sup> of CAAHT partner activities has identified that awareness raising is most effective when it is conducted

- 1) in an interactive and participatory manner,
- 2) using a combination of different tools, and
- 3) through a series of sessions.

The study results reveal that message retention was greatest when participants were actively engaged in the awareness raising activity. Examples of participatory activities include dialogue, role-play, writing, athletics or arts. Message retention was also shown to be higher when participants were exposed to more than one type of awareness raising activity. A more detailed discussion of how various tools can be combined appears below.

In addition to these two main lessons, CAAHT also identified several other elements of awareness raising that are important to keep in mind. The success of awareness raising activities depends on gaining access to communities through community leadership. The most successful CAAHT grantees were those with long-standing relationships in the communities they served. Trust and familiarity are the cornerstones of an effective awareness raising campaign. The venue for the activity also affects the impact on participants. CAAHT grantees conducted awareness raising activities in safe spaces such as schools and trusted women’s homes, where participants felt comfortable discussing taboo subjects.

<sup>1</sup> In the first half of 2009, the Institute for Development Research Alternatives in Tirana conducted a nationwide survey of beneficiaries in CAAHT-funded awareness raising activities. A PDF copy of the full report is available at the CAAHT web site at <http://www.caaht.com/reports.htm>

Most people want to meet victims of trafficking, or at least hear about their experiences. Most victims of trafficking feel uncomfortable speaking in group situations or speaking to the media about their stories; and it is insensitive to ask them to do so. Movies, television programs, and other audio-visual resources are a powerful way to expose people to simulated and real stories of trafficking. Care must be taken to identify and correct any misinformation such media may convey, and to address the strong emotions they may evoke in the viewers. Always take time to allow audience members to discuss what they have viewed, and to correct any misunderstandings that may arise from the material. This may be especially the case when using movies and television shows intended for entertainment rather than educational purposes.

Awareness raising activities are more effective when they are tailored for the specific audience, whether women, children, adolescents, men, or particularly vulnerable communities of individuals. Particular attention should be paid to providing age-appropriate information for children and adolescents. The messages and the activities will be more effective when they are nuanced and relevant to the specific community. It is important to provide information that educates and empowers people, rather than frightening them.

## Defining success and measuring impact

It is important to establish clear goals and objectives for any project. The goal of most anti-trafficking awareness raising activities is to help decrease human trafficking. But this is a large purpose that is difficult to measure. Program objectives should be developed that have more tangible and achievable results. This not only enables reporting of achievements. Establishing clear definitions and targets for objectives enables the organization to make a viable and achievable project plan. For awareness raising activities, this means identifying the target communities, and determining a realistic estimate of the number of people who will be reached. But these primarily establish measurable outputs and outcomes. The bigger questions to ask in the planning process is “What impact will these activities have in the lives of the individual participants and in the broader community?” and “How will we know whether the desired impact was achieved?” (See Chapter VI. Management Information Systems & Appreciative Inquiry for more information about designing monitoring plans and using data for program management.)

The CAAHT program considered these questions before deciding to award grants for anti-trafficking awareness raising activities. CAAHT recognized that awareness raising should impact the breadth of Albanian society – young and old, urban and rural, male and female, and of all economic classes. For this reason, the CAAHT grant fund gave preference to programs in municipalities and rural areas outside the major urban center of the Tirana-Durres corridor, where the majority of prior awareness raising activities have been focused.

Trafficking can be challenged effectively only when the society at large understands that certain members of society profit from and enable these crimes, and when society views those who are exploited by them as victims of crimes rather than as “bad people” who shame the society. However, it is also important for the public to understand that trafficking in persons does not threaten the majority of citizens. There are particular patterns and techniques to the recruitment process, and characteristics of life circumstances that signal greater vulnerability.

Evidence-based information, and constructive messages of empowerment and de-stigmatization are important tools for improved personal decision making, supportive actions to protect family and friends, and better decisions by community and political actors. Awareness raising campaigns are most effective when a survey of attitudes and knowledge in the target population is conducted at the beginning. This provides information that enables the program planners to shape their messages more precisely toward reinforcing accurate knowledge, and correcting misinformation. Ideally, sample questionnaires will be completed by participants at the beginning that indicate their level of knowledge as well as their attitudes concerning human trafficking. The responses provide a baseline against which to measure the change in knowledge and attitude at the conclusion of the project. This is most easily captured by asking participants to complete the same instrument at the close of the project.<sup>2</sup> (See Chapter VI on Management Information Systems for more discussion of baseline data, impact assessment, and use of the information for project design and management.)

*Action taken is a good impact indicator for any awareness raising audience.*

The CAAHT program measured how well the implementing partners contributed towards achieving widespread public awareness about human trafficking by asking two major questions:

*How well did participants recall messages and information conveyed in awareness raising activities?*

*Did the participants in awareness raising activities take any actions as a result of their participation in these activities?*

In addition to these broad questions, more exact impact measurement questions could be developed for selected target populations.

Messages and information should be shaped to be appropriate and useful to the audience. For example, it is important that awareness raising aimed at decision makers should include specific information about the legal framework and National Strategies. However, this information is less relevant for the average citizen, who needs more

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<sup>2</sup> Keep in mind that these responses must have personal identifier information so that the change is measured by the specific participant. Keep the opening surveys, and pass them out again to the participants after they have completed the closing survey. Let them compare what has changed in their responses, and use this for a concluding discussion about the success of the activities in which they have participated. It also provides the organization excellent evidence of project success and lessons learned to improve future activities.

information about how trafficking occurs, who is involved in trafficking, and how to be more accepting and supportive towards victims of these crimes. When working with specific groups or individuals who are identified as having particular characteristics of vulnerability, the information should be shaped to help them understand their vulnerability and feel more empowered to avoid entrapment into a trafficking situation.

Action taken is a good impact indicator for any awareness raising audience. Be realistic about what kinds of actions can reasonably be expected. Remember that trafficking threatens only a small percentage of the total population of the country. It is unlikely that a significant percentage of citizens participating in public awareness campaigns will ever personally encounter a potential trafficking situation. Nevertheless, they can take meaningful actions in promoting and supporting reintegration of victims, as well as informing family members and others in their communities about their newly acquired knowledge.

The CAAHT program developed a comprehensive record-keeping instrument to track awareness raising activities. This is explained in more detail in Chapter VI. Management Information Systems & Appreciative Inquiry.

## AWARENESS-RAISING TOOLS

### 1. School-based awareness raising

#### Description

*Impact among youth is significantly increased when:*

*Youth are provided anti-trafficking information using interactive methods;*

*They are exposed to the information and messages over a series of sessions; and*

*Multiple techniques are used (e.g. small group discussions, role playing, viewing and discussing movies or other audio-visual material, creating posters and plays).*

Pupils in the middle and secondary schools of Albania (ages 10 to 18) are a key population to educate about trafficking in persons and how to protect against it. CAAHT-funded organizations, in partnership with principals and teachers, have demonstrated that students are eager to learn about this social problem, and want to educate their peers and families. Regular classroom curriculum, student organizations and assemblies, as well as arts and recreational activities are all good vehicles to promote a thorough understanding of the multitude of issues related to human trafficking among young people.

The Ministry of Education and Science (MES) states that it has incorporated human trafficking subjects into the curriculum of gender and social education classes taught throughout the entire pre-university education system, with the aim of showing how trafficking in human beings is linked to other social issues. The MES guidelines incorporate anti-trafficking subjects in the curriculum of civic education classes (I, II, III, IV grades), Civic Education 7, Biology, and Knowledge about the Society (I, II grade).

In its special publications for teachers, the MES has issued internal guidelines instructing teachers throughout the entire education system to give priority in the classroom to gender issues, trafficking and domestic violence at their meetings with parents, students and teachers. The MES emphasizes that annual school work and lesson plans for individual classes must address gender, trafficking and domestic violence related issues. According to these guidelines, trafficking issues are also to be addressed as part of extracurricular and cross-curricular activities.

Several CAAHT grantee organizations in various parts of the country have found that the MES is not yet providing practical information and teaching tools to support the implementation of this guidance. Many local principals and teachers deserve recognition for taking the initiative to welcome NPOs into their schools and to assist them in implementing the anti-trafficking curriculum.

Several CAAHT grantee organizations used school-based awareness raising training modules, peer education and youth groups as vehicles to raise awareness. The IDRA impact assessment survey discovered that school-based programming needs to use a combination of activities in order to have meaningful impact with the youth<sup>3</sup>. The most successful school-based projects combined several complementary activities, in order to reinforce the information and skills being promoted in the

<sup>3</sup> Some of the CAAHT-funded awareness raising programs presented only one session of awareness raising to each classroom of students. These projects had the lowest level of impact among the CAAHT-supported programs.

campaign. Not only do the students themselves gain an improved understanding of the complexities of human trafficking, but many are excellent ambassadors who share the information with their peers and family members. Impact is significantly increased when: a) youth are provided anti-trafficking information using interactive methods; b) they are exposed to the information and messages over a series of sessions; and c) multiple techniques are used (e.g. small group discussions, role playing, viewing and discussing movies or other audio-visual material, creating posters and plays).

Collaboration between teachers and NPO staff specifically trained in anti-trafficking knowledge is cost-effective and increases the awareness of the entire community, empowering citizens to help prevent human trafficking and welcome home its victims.

## Objectives

Awareness raising in schools can achieve several objectives:

- 1) To increase the knowledge of students about trafficking;
- 2) To increase the collaboration between schools and communities;
- 3) To increase the ability of teachers to promote awareness in schools; and
- 4) 4. To increase the capacity of student leaders to share information with their peers, families and communities.

## Outcome or Impact

Students who participate in school-based awareness raising activities reported an increased knowledge about the causes, mechanisms and consequences of trafficking in persons. In addition to traditional testing methods, impact can be measured by tracking the extent to which those who acquire this knowledge seek to share it with others through informal and formal outreach. Another measurable indicator of awareness raising among students is if they seek to intervene to stop it, should they encounter a potential trafficking situation. For more information about the impact of school-based activities, see section 1.2 Awareness Raising Techniques in Chapter 1 and the results of the IDRA impact assessment on CAAHT awareness raising activities on the CAAHT web site at [www.caaht.com/reports.htm](http://www.caaht.com/reports.htm).

## Implementation

Several CAAHT grantee organizations conducted school-based awareness raising activities. The description that follows combines a selection of their good practices. The first step of the activity is to build relationships with local schools, government and communities. Once all stakeholders are successfully engaged, the implementing organization begins delivering an adapted anti-trafficking curriculum in the classroom(s).

CAAHT grantee awareness raising modules included the following topics:

- definition of trafficking,
- discussion of routes of trafficking.
- profile of traffickers,

*The first step of a school-based awareness raising activity is to build relationships with local schools, government and communities.*

- profile of victims,
- mechanisms to recruit victims,
- ways to avoid being trafficked,
- current national and international legislation related to trafficking,
- human rights and trafficking, and
- the relationship between domestic violence and trafficking.

There are many modules developed by international and national organizations in Albania. All sample modules should be reviewed, updated and carefully tailored to suit the needs of the audience. Trainers from the CAAHT grantee organizations deliver the module during regular class time, with the teacher and school leader in attendance. Parents and community members are informed in advance about the anti-trafficking sessions, and in some cases may be invited to attend.

During the initial awareness raising sessions, the NPO trainer takes note of the most engaged students. The NPO trainer then confers with teachers, school leaders and community elders to select students who demonstrate leadership skills, academic promise and social influence (often the same students who are most vocal during the trafficking awareness raising session). With the concurrence of all stakeholders, these students are invited to serve as peer educators and youth group leaders. In some cases, schools already have functioning youth groups and Student Government Associations. However, it is important to note that representatives of Student Government Associations should not automatically be regarded as the best choice for the role of peer educator.

The selected student leaders are supported through continuing follow-up sessions with the NPO trainer and the school director. The student leaders then meet with their peers to discuss the anti-trafficking message and relate it to their own experiences. They organize after-school activities, including writing and presenting dramas and conducting athletic events. Additionally, the NPO can organize competitions between youth groups at different schools to provide an incentive for participation. Competitions might include the best drama about trafficking, for example. One CAAHT grantee organized a children's art exhibition called "We're worthy" in which students' art with anti-trafficking messages and positive values for children were displayed. Through the drawings, children were able to express their fears and other feelings about trafficking.

#### **Cost considerations, timing & complexity**

School-based activities are a cost effective medium for awareness raising. This is because teachers, venue, materials and management structure are already operating in schools. Other cost factors to consider include the NPO's staff time and transportation costs, and the photocopying of instructional materials. There may also be a small stipend provided to the school to facilitate the activities of the youth groups.

Building relationships with key stakeholders, accounts for the majority of the time required to conduct school-based awareness raising activities, even before any activities take place. Next, implementing organizations need to either adapt an existing anti-trafficking curriculum or develop their own. Once in place, the youth groups operate on their own with regular follow up and support from the organization and their teachers. Overall, the success of the effort depends on the strength of relationships with the school and greater community; these relationships can take years to develop. The CAAHT program discovered that the best recipe for success is to work with implementing organizations that have already been working in the target community, and are well known to community members.

CAAHT grantee organizations found school-based awareness raising activities to be moderately complex to implement, because there are so many stakeholders involved. Directorates of Education, school leaders, rural community elders, parents and teachers all must be engaged and willing to support the activity. Grantees also found that a high level of professional expertise is required of the trainers who conduct the awareness raising sessions in classrooms. To implement these activities well requires an effective teaching methodology elaborated in the modules, and professional trainers who are skilled in leading participatory, interactive sessions. (The Training of Trainers module is discussed in Chapter V on Capacity Building.) Additionally, trainers must also be equipped to provide regular follow up to reinforce the learning gains and support the youth group activities. The best trainers can also identify student leaders who are well suited for the role of peer educator.

### Complementary activities

CAAHT grantees found that classroom learning may be enhanced by incorporating such activities as:

- TV debates
- After school recreational activities, such as athletic events
- Posters in classrooms
- Leaflets distributed to students to take home.

### Programmatic prerequisites

CAAHT grantees learned that before any activities are implemented, an accurate assessment must be conducted of what already exists. For example, if the national anti-trafficking curriculum has already been incorporated into lesson plans, then there is no need for civil society to conduct this kind of activity. In cases where the schools are not yet providing the necessary information about trafficking, there is a need for civil society assistance. If that is the case, then good relationships with schools and communities are essential to the success of the school-based awareness raising program. CAAHT grantees believe that teachers, school directors and members of the local Directorate of Education must all be familiar with the implementing organization, comfortable with the proposed activity, and give their consent and willingness to participate. CAAHT grantees ensured commitment to the program by seeking Memoranda of Understanding (MOUs) with schools and with the local Directorates of Education.

### Questions to ask before beginning this activity

- Why is awareness raising about human trafficking needed in our community?
- Is an anti-trafficking curriculum already being delivered in the target schools?
- What other anti-trafficking awareness raising has already been undertaken with this population? What was achieved? How can we build on this?
- Does my organization have a solid relationship with the leaders of this community? Which leaders' commitments are most necessary to ensure sufficient support for this project? How will we attract those who we don't already work with closely?
- Who are the key stakeholders in the education system that I need to engage?
- Will I use an existing curriculum, or develop my own?
- Do I have trainers with the capacity to deliver the curriculum?

### Lessons learned

- Getting an MOU through the bureaucracy of local Directorates of Education can take a long time. In order to facilitate the process, it helps to sign an MOU with the participating schools first, and then seek the approval of the local government authority.
- Inviting parents and community members to attend the trafficking training sessions is a good way to build community support for the implementing organization generally, and the anti-trafficking message in particular.
- The more interactive the awareness raising sessions, the greater the impact on student learning. Using proven educational tools such as participatory instruction and child centered methodology increases message retention.
- Using entertainment can be an effective tool for education, when coupled with more traditional classroom-based instruction.
- Identifying community members to serve as local coordinators helps to sustain the impact of the activities, because they are always present and others will benefit from their knowledge and training.
- Engaging government, both local and central, is important to gaining the necessary access to schools, and to ensuring sustainability of the activities.
- Opening discussions with real stories of people affected by human trafficking is a powerful conversation starting tool. By sharing real stories, listeners are encouraged to tell their own stories; it creates a safe space for sharing openly. Exceptional care needs to be taken to ensure that the actual identity of the person is not revealed.

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## 2. Awareness raising through community discussion groups

### Description

Several CAAHT grantees use community discussions to raise awareness about trafficking. Among beneficiaries who are not school students, this is the technique most appreciated by beneficiaries interviewed for the IDRA impact assessment of CAAHT awareness raising activities. The study revealed that the beneficiaries who participated in group discussions with the community were clearer on describing the topics they discussed in the awareness raising activities.

In most cases, the discussions are held in the homes of respected women in each community. Discussions are also held in municipal buildings, schools (when school is not in session), community facilities, and at the implementing organization's office. Community discussions can be especially effective when linked with vocational training.

The groups participating usually consist of women only, sometimes women and men, and sometimes women and girls. The CAAHT grantee trainer attends the community discussion to facilitate conversation and provides accurate, complete information about trafficking, according to the anti-trafficking modules. Small community groups (generally less than 20 participants) convening several times over a period of weeks or months enable participants to create a safe space in which to discuss sensitive issues openly. CAAHT found this to be a good awareness raising practice because it enables dialogue to occur in conservative communities where trafficking and prostitution are taboo subjects. Home-based discussion groups in particular feel safe for women who may be more restricted to their homes by the expectations of traditional society.

### Objectives

Awareness raising through community dialogue had several objectives:

1. To increase knowledge of trafficking within the community, particularly among women and girls.
2. To promote dialogue and decrease stigma associated with discussion of trafficking and prostitution.
3. To encourage supportive relationships within the community, particularly those that may help women to protect each other and their children.
4. To help participants to gain confidence and ability to confront community, family or individual attitudes and behavior that condone or ignore human trafficking.

### Outcome or impact

The impact assessment of CAAHT grantee awareness raising activities revealed that women, and especially women in rural areas, had greater levels of message retention and had a more comprehensive understanding of the issues than men. In addition to the increased individual awareness, the broader impact of this activity lies in the

reinforcing function of community-level awareness. Knowing that others are informed about trafficking reinforces the importance of the message and strengthens the incentive to take the right steps (i.e. to avoid being trafficked if the threat appears). CAAHT also found that setting the precedent of dialogue on a taboo subject makes it easier for a girl who is considering an offer to leave the country to discuss the decision with someone else first.

Participants in awareness raising sessions during vocational training and in-group discussions very much appreciated the combination of both services. Those interviewed revealed that the awareness raising sessions helped them choose their life path, especially when they were conducted with male and female teenagers and adults aged 17 to 21. At this age teenagers and young adults have to make important life-changing decisions, such as whether to study or not, whether to emigrate or not, whether to get married or not, and with whom to get married.<sup>4</sup>

## Implementation

*CAAHT grantees found it effective to have monthly meetings in each community, and to have the location of the meetings rotate among women's homes. This builds the community connection among the women and increases their engagement in the process.*

CAAHT grantees all had years of experience working in the target communities, often in issues other than anti-trafficking, such as economic development or agriculture. This experience enabled them to choose a leader in each rural community – sometimes a nurse, community health worker or teacher – to be the local program coordinator. The selection of the local coordinator was a very important element of success for CAAHT grantees, because the individual had to be a trusted leader within the community. Sometimes the grantees already had local coordinators in other programs, so the communities knew these individuals in a service capacity already. The Government of Albania requires that every family get one house visit by a community health worker after the birth of a child, and so these community health workers know the families well, and can often identify individuals and families with characteristics that make them more vulnerable to trafficking.

In most cases, local coordinators receive a modest stipend for serving in this capacity. However, when they are government employees, MOUs should be sought that will designate the function as part of the job description of the government employee. This is consistent with the National Anti-trafficking Strategy, which stipulates responsibility for anti-trafficking education and social services to those corresponding Ministries. CAAHT grantee organizations trained both government and civil society local coordinators about anti-trafficking. (See Chapter V on Capacity Building for more information about Training of Trainers).

The local coordinators start by working through their personal networks to identify women or men who are interested in attending a discussion group on the subject and organize the first meeting. Generally, a trainer from an NPO will attend the meeting to serve as a resource person or to lead the discussion. The conversation often begins with the local coordinator or trainer telling of a case of trafficking that happened in a nearby community. By sharing a story, grantees found that the women

<sup>4</sup> See "Conclusions", IDRA impact assessment report of CAAHT grantee awareness raising activities, July 2009.

would often open up and begin telling stories of people that they know about. Another useful way to start the conversation is by viewing an anti-trafficking video, such as one of CAAHT video postcards. Then the discussion leader can ask questions about the video. In groups with girls, sometimes the discussion leader would tell half of a story, leaving the ending unfinished, and ask the girls to complete the story. This was another way to engage the younger participants in the conversation. It is important for the local program coordinator to remind the women participating in the discussion not to use names, to protect confidentiality. These personal stories then become case studies around which the discussion is structured, with the guidance of the local program coordinator.

CAAHT grantees found it effective to have monthly meetings in each community, and to have the location of the meetings rotate among women's homes. This builds the community connection among the women and increases their engagement in the process. Having the discussion groups take place in many rural communities means that women can walk to the discussion group and the local program coordinator can cover more than one rural community. Usually the discussion groups include women only, with a wide range of ages. Mothers are invited to attend first, to see what was discussed. Then the mothers invite their daughters to attend as well. Often the conversations range to include sharing recipes, exchanging personal news and discussing their dreams for the future.

In order to encourage more understanding and changes of attitude in men as well as women, some NPOs hold community discussions with men present. This usually presents a challenge. The men do not participate actively and seem uncomfortable with the proceedings, particularly during the "profile of a trafficker" module. Generally, this problem can be resolved by including both male and female trainers in sessions with men and women. The presence of a male trainer makes male participants much more comfortable with the training, and they begin to participate in the group discussion.<sup>5</sup>

### Cost considerations, timing & complexity

The cost considerations for conducting community discussion groups include possible stipends and travel expenses for trainers and local coordinators, some snacks to offer at the discussion groups, and the cost of printing some materials to be distributed at the sessions. CAAHT grantees sometimes also incur costs (beyond their project staff costs) for training of trainers. School-based awareness raising modules are a good source for material that may be modified for community group discussions.

Conducting community discussion groups requires investment of time in preparation as well as implementation. Sufficient preparation time is

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<sup>5</sup> There is a less evident gender divide in classrooms with children and youth. Although CAAHT program monitors generally observed that the girls tended to be more engaged in the awareness raising activity than the boys. It was also observed that almost all the NPO trainers were women.

needed to identify and train the local coordinators, so that they are well prepared to lead the community discussions. During implementation, the local coordinators attend several discussions per month and provide reports back to the grantee organization. (See Annex II. A.) for a work plan implementation chart from Agritra Vision that shows the project design, preparation, training and implementation flow for a 12 month project.)

To have the community discussions be most effective in raising awareness, a high degree of professional expertise is required of the local coordinator. This person must be able to facilitate discussion effectively, provide accurate information about trafficking, build a sense of trust and respect among the participants and maintain the confidentiality of victims at all times. The local coordinator also must be adept at organizing the women of each rural community to ensure that the meetings take place. These are skills that transfer to conveying a breadth of information, and serve as a good investment in community leadership development for anti-trafficking and beyond.

### Complementary activities

CAAHT grantees enhance the learning gained in community discussions by:

- handing out information leaflets, posters, sugar packets(?) and brochures;
- organizing recreational events with youth in the community; and
- distributing CDs with recordings of the anti-trafficking radio program.

### Programmatic prerequisites

Particularly in the rural areas, CAAHT grantee NPOs find that community discussions of the kind described here cannot take place without the involvement of a trusted civil society actor. As described above, the CAAHT grantees had been active in the targeted rural communities for years while delivering other development assistance, sometimes related to economic development and agriculture. As a consequence, the people in the rural communities know and trust the implementing organization. Often the local coordinator is a health worker or other respected member of the community who is trusted by the community elders, and the women in particular.

In addition to well-established trust, having good methods to share information about trafficking is essential. The CAAHT program intentionally chose to support several capable NPOs in areas far from Tirana that did not have previous anti-trafficking experience. The CAAHT program provided these grantees with training about trafficking and (in some cases) training of trainers. It is important that implementing organizations ensure sufficient knowledge among their staff to enable them to support and train local partners. It should be kept in mind that the trends and mechanisms of trafficking in persons can change quickly. Therefore, staff need to stay abreast of reliable and up-to-date information and ensure that their training material is updated regularly.

### Questions to ask before beginning this activity

- Has community level outreach already been done in my target communities?
- Do our local coordinators have the necessary expertise to facilitate discussion?
- Who are the key stakeholders in each community that I should engage?
- Are the police supportive of this activity? Are they willing to provide information or make presentations to the groups?
- What are the key messages and anti-trafficking information that is most relevant to the communities we are trying to reach?
- Where and who are the local resources we will be able to refer participants to?

### Lessons learned

- The information and messages have greater impact when delivered by local people. This is particularly true in more isolated, rural communities.
- The most active women in communities tend to be most inclined to participate in the community discussion groups. Attention needs to be paid to additional outreach to more isolated (and possibly more vulnerable) women and families in the community.
- Small groups are the most effective way to share anti-trafficking information with participants other than school students in school and their parents.

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### 3. Panel discussions and other televised media

<b>Description</b>	Local organizations can use media in many ways that are inexpensive and effectively tailored to their local context. National level media campaigns can be contextualized in a local community through discussion groups and televised panel discussions. Several international organizations have multi-media materials online that can be played and discussed in classrooms and community discussion groups. Additionally, the CAAHT program has produced short video postcards, which can be used in a similar way. This is an effective way not only to raise awareness, but also to diminish the cultural stigma associated with discussion of trafficking and prostitution. Using media is a good way to reach a population with anti-trafficking messages, although the IDRA impact assessment found that exposure to the message restricted only to visual media was not sufficient to change attitudes and behaviors. Media tools should always be used in concert with other awareness raising activities.
<b>Objectives</b>	Awareness raising through televised panel discussions and other media can achieve several objectives: <ul style="list-style-type: none"><li>• to raise awareness of a larger audience about trafficking;</li><li>• to correct and dispel misinformation and sensationalized attention to the subject;</li><li>• to decrease the stigma associated with discussing trafficking and prostitution openly; and</li><li>• to improve the public support for the recovery of victims of trafficking.</li></ul>
<b>Impact or outcome</b>	Several CAAHT grantees used media in a range of ways, for example reaching the public at large with a radio broadcast, or using televised panel discussions to stimulate discussion in local communities. These are always conducted within the context of a broader set of awareness raising activities such as classroom and community group outreach. The IDRA impact assessment report on CAAHT grantee awareness raising activities confirms that media outreach in isolation has a limited impact.
<b>Implementation</b>	<p>CAAHT grantees use televised panel discussions with good success. The televised panel discussions are video recorded sessions in which a small group of panelists sit together at a table and discuss various elements of trafficking and its prevention. The first step to implementing a televised debate is to identify and build a partnership with a local production studio where the event can be filmed and broadcast. Even when the sponsoring organization is designing the broadcast, the professional advice of the studio staff should be sought throughout the production process.</p> <p>The main topics to be discussed should be outlined carefully in the early planning stage for the broadcast. They will be most effective if they are built around themes that apply to the anticipated viewing audience (which may be local, regional or national). Often the panel discussion is preceded by a broadcast of a documentary, movie or other video dramatization or report about human trafficking. The points of discussion for the panel should be</p>

*A mixture of government and civil society representatives creates the most dynamic and credible panel. This might include a psychologist, an academic, a journalist, an NPO staff member, a lawyer, a police officer, a social worker, etc.*

clearly linked to the preceding broadcast. Videos of dramas written and performed by local students can be an engaging presentation that affirms the skills and knowledge of these youth. Since these are by definition amateur productions, the quality of these plays needs to be assessed before broadcasting them to the wider community. This technique is used by the more experienced teachers and NPO's that know how to help the students prepare these dramas well.

A mixture of government and civil society representatives creates the most dynamic and credible panel. This might include a psychologist, an academic, a journalist, an NPO staff member, a lawyer, a police officer, a social worker, etc. In all cases, they should have clear experiential, administrative, or research knowledge about human trafficking in Albania. When a student performance is broadcast, some of the student writers and actors might be included. Panelists typically are individuals from the local community, but a national-level expert would make a fine addition. The purpose of these discussions is primarily for the panelists to educate the public from their various professional perspectives, rather than to stimulate a disputed debate with each other (which is the more common format for Albanian television shows).

Speakers need to be invited and confirmed well in advance of the broadcast. The points for discussion may need to be adjusted if the appropriate speakers are not available.

Good coordination of the panel members is essential. One of the major challenges faced is to identify the appropriate people to be in the panel and coordinate them to address the topic in an integrated way.

A well-trained representative of the NPO usually provides some coaching to the panelists, prior to filming. This coaching may include reminders about the most important anti-trafficking messages to convey, especially if there is a campaign with key messages underway in the community. The sponsor NPO and the local television station should identify together the most skilled person to serve as the moderator of the panel. The moderator facilitates the conversation and ask questions of each panelist to elicit informative responses.

Once the session has been aired and filmed, DVD copies of the debate can be made with the assistance of the television studio. These are then used in classrooms and community discussion groups to facilitate conversation. This is an important final step in the process, because it enables multiple uses of what would otherwise be a costly, one-time only event.

Beyond televised debates, there are several other ways that local organizations can build upon national and international media exposure. For example, ILO, UNICEF and the CAAHT program all have trafficking awareness raising videos posted online (Visit the Creative Associates "YouTube" page to view video postcards about the anti-trafficking work of seven CAAHT NPO partners in Albania, as well as a longer video reviewing the comprehensive work and impact of the CAAHT program.

[http://www.youtube.com/view\\_play\\_list?p=B1714AE6352FBE00](http://www.youtube.com/view_play_list?p=B1714AE6352FBE00))

These videos can be used to promote awareness and also as a starting place for conversation in classrooms and community discussion groups.

Whenever broadcast material is used, it needs to be interpreted for the local context. Sometimes commercial media (such as Hollywood movies) include references to human trafficking and prostitution that are counterproductive to the anti-trafficking effort. Local organizations might consider screening the movie in their community, and then lead a discussion about how the movie presents misleading information. This way local organizations can counteract bad messages with correct information.

Local organizations can film the drama productions that students prepare in the classroom-based awareness raising sessions. These dramas can then be screened throughout the community as conversation starters and to promote awareness. As always, it is important for local organizations to keep in mind that the content of videos should be appropriate for all ages, since often children are present when adults watch television and videos.

### Cost considerations, timing and complexity

This is one of the most sophisticated awareness raising activities and needs to be well planned. Local organizations considering awareness raising through media should take costs into account along with the level of effort and complexity of various options. CAAHT grantees have had success building on what media already exists, by pairing activities with pre-recorded videos, and by translating national and international media to the local context.

A televised panel discussion requires a significant amount of time in planning, coordination of many actors and a high level of professional expertise. Most local television stations expect to be paid a fee, because they are commercial businesses.

### Questions to ask before beginning this activity

- What type of anti-trafficking broadcasts have been seen in our community over the past two years?
- Who in our community is qualified and willing to participate in a televised debate?
- How are our broadcast activities going to be used in conjunction with our other awareness raising activities?
- What is the target age of our broadcast audience? Is our material appropriate to that age range?
- How can we ensure that inappropriate discussion and images are not conveyed to young children?

### Complementary activities

- Media tools are most effective when they are used in concert with other kinds of awareness raising activities. These can include:
- classroom awareness raising sessions;
- community discussions;
- distribution of leaflets and posters around the community;
- engagement of community leaders and peer educators to share information; and
- student dramas and art shows.

## Lessons learned

- A wide array of commercial movies as well as educational videos produced by intergovernmental organizations like the IOM, Unicef, OSCE and UN Office on Crimes and Drugs offer a wealth of material for presentation and discussion. Any video material should be presented in a situation that provides sufficient time for discussion after the viewing. Not every aspect of the information conveyed will be relevant to the local context, and may in some cases create misunderstanding about how trafficking occurs in Albania.
- Commercial productions created for the primary purpose of entertainment may also exaggerate the violence and simplify the mechanisms of trafficking in ways that unnecessarily frighten and distress the viewers.
- Try to focus on empowering the viewer by reinforcing his or her increased knowledge and ability to make choices.
- Media has enormous power, and often is given more credence and authority than it merits. Help viewers critically analyze what they are watching. Encourage them to consult other information sources to test and confirm the information presented.

## For more information, please contact

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## 4. Information pamphlets and posters<sup>6</sup>

### Description

Posters and pamphlets are an important way of getting counter-trafficking and safe migration information to the community. Posters and pamphlets are very useful especially in areas where there is no easy access to newspapers and radio. It is a direct way of communicating with your target audience, but it can also be very expensive. Organizations can easily produce posters and pamphlets but it is essential to be clear about the objectives, the audience, and expected impact before proceeding to develop the print material. Several CAAHT grantee NPOs created dynamic and effective printed materials that they used extensively in their awareness raising campaigns. Several examples are included in Annex II.B. Some of these organizations have been willing to have their material reprinted by other organizations. Credit should ALWAYS be given in writing on the product to the organization that created the original version.

*Posters and pamphlets are very useful especially in areas where there is no easy access to newspapers and radio.*

#### *Pamphlets*

Pamphlets should be used when you want to give people more information than you can put on a poster, for example to:

- educate the public about the causes, mechanisms and consequences of trafficking in persons,
- reinforce key messages and information from your awareness raising campaign,
- highlight services and hotlines that at-risk and trafficked victims can access, and/or
- present the work and services of your organization.

Pamphlets are much cheaper to produce than posters. Organizations can produce pamphlets by photocopying them or printing them on a duplicator or by taking them to a professional printer. It is important to produce pamphlets that attract attention and make people want to read them. You can waste a lot of money if you print pamphlets and then do not distribute them properly.

#### *Posters*

Posters are seen by the target audience for only a few seconds – usually as they drive or walk past. They should be put up on poles next to busy roads or on walls and windows of shops where passers-by can see them. It is important that they are as large and as bold as possible so that they attract attention and can be read easily.

Posters are generally very expensive to print but it is possible to make them by hand by using koki pens or paint. An alternative might be to print them on a silkscreen printer, if one is available. A few beautiful posters can be much more effective than hundreds of small ones that nobody notices. Posters are best used for advertising events or for popularizing a short message that is reinforced by other awareness raising activities.

<sup>6</sup> The text in this section includes information from the Community Organiser's Toolbox / Guide to Making Posters and Pamphlets <http://www.etu.org.za/toolbox/docs/organise/webposter.html>.

**Objectives** Posters and leaflets support and reinforce the communication of key program information to the target audience, and the wider community. CAAHT grantees use posters and pamphlets to summarize and emphasize the key messages and information they are conveying in their awareness raising campaigns and to attract beneficiaries to participate in other aspects of their programs.

**Outcome or impact** Direct impact of posters and pamphlets is difficult to measure, separate from the more comprehensive impact of the entire set of awareness raising activities. However, the IDRA survey of awareness raising activities showed that the leaflet produced by Women in Development in Shkodra (see Annex II. B.1.) was remembered and appreciated by over 90% of the project participants. The next most remembered products were the posters created by Women with a Development Focus in Kucovë and Agritra Vizion in Peshkopi (see Annexes II.B.5 and II. B. 6).

**Implementation** *Pamphlets*  
A pamphlet is an unbound booklet (no hard cover or binding). It may consist of a single sheet of paper that is printed on both sides and folded in half, in thirds, or in fourths (called a leaflet), or it may consist of a few pages that are folded in half and stapled at the crease to make a simple book.

#### *Leaflets*

Be clear about the purpose of the leaflet in relation to the comprehensive awareness raising campaign. Select the key messages and information that can be conveyed in this condensed format. Keep your language simple by avoiding long words and jargon. The best pamphlets are short and simple. Make sure that all your facts are correct and that the information is up-to-date. Be careful to keep the main target audience in mind so that the text can be understood by, and is appropriate for, them. Check spelling and proof read your pamphlet carefully.

Think carefully about the target group before you plan distribution as different sectors of people gather in different places. Thousands of pamphlets are wasted if they are distributed in an irresponsible and unplanned way. The best way of distributing is through activities such as classroom presentation, school assemblies, community group discussions and other gatherings.

#### *Posters*

Posters reinforce messages and invite the public to learn more about your organization and its activities. Link the content to the key messages of other awareness raising activities in your community (even those being implemented by a different organization or government entity). Use as few words as possible - avoid using full sentences. For example "Unite against Child Trafficking" instead of "Let us unite in the fight against Child Trafficking". Use color if you can afford it. This makes your poster stand out and attract more attention. Make sure that the poster is easily recognized as belonging to your organization by using your logo, colors or the abbreviation of your organization's name.

### Cost considerations, timing & complexity

Note that when using a commercial printer and printing in a 4 color-press, most printers charge a higher per unit cost when you print a smaller quantity, and the cost per unit should drop as your volume increases. This is one good reason to consider cooperating with other organizations to use the same material. This both increases the replication of messages and information across the country and helps reduce individual project costs. Consider approaching a central or municipal government office to be responsible for the published material, as a government contribution to the campaign.

Creating a completely new pamphlet can be a complicated and time-consuming task. The effort is important to be made when available materials are out dated or inappropriate for the target population. However, many leaflets already exist and can be easily updated or modified to meet your project needs. Consider asking another organization for permission to reproduce their pamphlet and/or poster. Remember ALWAYS to give credit to any organization or government office that offers this cooperation.

Leaflets and posters are most effective when they are used concurrently with the variety of awareness raising tools planned for the project. Therefore, in most cases designing these materials should occur in the first stage of the project. The exception to this guidance occurs when some type of survey or other research is being conducted, and the information gained is intended to be communicated through the leaflet or poster.

### Complementary activities

Posters and pamphlets are supporting material for all of the awareness raising activities described in this chapter. They should never be used in isolation when a more comprehensive program with clear target groups and multiple techniques for conveying the messages and information are necessitated.

### Programmatic prerequisites

The comprehensive awareness raising campaign or project should be thoroughly designed before getting to the step of designing the poster and pamphlet material to support it. Before investing in publishing a large number of copies of the pamphlet, ask a few people who are representative of the audience you are trying to reach to look at a “mock up” of the product. Think about what you hope they will learn from reading the material. Ask them a few questions that help you discern whether they understood the messages and information in the manner you intend. A bit of time taken to test your product before it is printed may save you both time and money, especially if the pamphlet has some error or conveys an unintended message.

### Questions to ask before beginning this activity

- Do we need posters and/or pamphlets to support our awareness raising activities?
- Who is our target population?
- Where will these materials be displayed and distributed?
- What other anti-trafficking awareness raising posters and pamphlets have been used in our community or with our target population? What was achieved? How can we build on this?

- Who will develop the key message and other text for the material?
- What is the key message and information we want to convey?
- Is the leaflet or poster likely to be seen by children? If yes, is it appropriate for them?
- Are we conveying constructive messages that build confidence in people's ability to help themselves and others?
- Are we conveying positive messages about and images of victims of trafficking?
- Are we avoiding scary and sensational images and messages that frighten people and perpetuate negative images of victims of trafficking?
- Who will provide us the technical support for the design and printing of the material?
- When do we plan to start using this material? Do we have sufficient time to get it written, designed and published?
- Do we need approval from any officials in order to post or distribute the material? If so, how are we going to get that approval?

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## SUCCESS STORY

### Awareness Raising for Children in Tirana Suburbs

**Regional Cluster Groups share information to support partnerships to combat trafficking**



Photo by: CAAHT

*A teacher and a child in the YWCA awareness raising program use his drawings teach the class about how trafficking can happen.*

At the Young Women’s Christian Association in one of Tirana’s suburban communities where Roma are heavily concentrated, a series of workshops raise awareness among women and children about the dangers of trafficking.

These workshops provide detailed information about trafficking, anti-trafficking laws and human rights. Since the series began in May 2005, four women have been trained as peer-educators to then train others to disseminate information and establish a non-formal structure against trafficking of women and children, to take over after the YWCA project ends in July 2006.

Efforts are also being made to raise the women’s self-esteem by organizing social events after the workshops where the women celebrate Roma culture, its food, traditional clothes and jewelry as well as songs and dances. Indeed, the rousing rhythms of gypsy music have greatly influenced European musical traditions. But despite this contribution and centuries living among Europeans, the Roma continue to face poverty and discrimination more than most other minority communities on the continent.

In Albania, with an estimated population of 120,000, many Roma lack access to basic healthcare, adequate housing, employment and education. Albania’s Roma women and children are also more often trafficked than the general population. The YWCA Roma project receives crucial financial support from The Albanian Initiative: Coordinated Action Against Human Trafficking (CAAHT) project, funded by the U.S. Agency for International Development.

Low levels of education among workshop participants and a scarcity of information contribute to misconceptions about trafficking. “At the beginning it was not very clear to them why were we talking to them about trafficking, as they thought trafficking is equal to prostitution. At times they laughed at the information thinking trafficked girls are earning a lot of money. So we had to work hard to explain to them the difference between prostitution and trafficking,” said Donika Godaj, the YWCA’s coordinator for the Roma project.



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## SUCCESS STORY

At one of the workshops, Meleqe Rrenja, also a peer-educator and mother of five, shared the story of a girl from her community who had been trafficked. “This girl came from Italy drugged, with her arms burned and lost her voice. She was forced to prostitute. When she came to Tirana, I helped her because I have been working with Roma women and girls who are included in the YWCA project. Using my relations with YWCA and other organizations I helped her. Now, she has a life and is married,” said Rrenja.

- July 2006



## SUCCESS STORY

### Helping Rural Girls and Women Protect Themselves from Traffickers



Photo by: CAAHT

*Students at Miras High School in Devoll learn together about the risks of trafficking.*

Nearly 300 Albanian girls and women fell victim to illegal trafficking for the purpose of enforced prostitution in 2005. Of these, an overwhelming number were from rural areas and one third were younger than 18.

To empower other girls and women to protect themselves from becoming victims, one nongovernmental organization is waging a prevention campaign in rural areas of Albania. A small Albanian NGO, the Institute of Gender Applied Policies (IGAP) is conducting house to house information campaigns, sponsoring awareness raising school-based meetings and building the capacity of authorities to prevent, protect and assist victims.

“IGAP has acquainted us with lots of new knowledge. It taught us to care for our lives and not trust people who promise big things. Above all they helped me find a job, and it is the first time somebody takes care of me, apart from my mother,” said 18-year old Alma, an IGAP beneficiary.

The ways in which girls and women fall prey to trafficking varies. Some are kidnapped, some are sold and others are made vulnerable to trafficking by, false promises – of employment, marriage, education or other opportunities. Girls in rural areas are particularly vulnerable to these tactics because they are more often not educated, isolated and have little access to mass media to learn how to avoid these traps. Complicating matters further is the prevailing mentality in rural communities, which denies that trafficking occurs at all because most trafficked girls and women are taken to Italy and Greece, and to a lesser extent, Belgium and the Netherlands, where they lose contact with their friends and family.

Marjana, a 17-year-old IGAP beneficiary, said she knows someone from her village who was trafficked. The victim came from a poor family whose father was unemployed. “She was the eldest daughter and one day we heard that she left for Italy with a local guy. After some months the guy came back alone, helped the family and took away her two sisters. For some time, the family’s finances were arranged as they had only a son to care for. But, after some months, the



## SUCCESS STORY

eldest daughter was brought back dead. We heard that [the father] left for Italy to search for his other two daughters. So far, we have heard nothing about them,” said Marjana.

IGAP’s campaign to diminish rural girls’ vulnerabilities to being trafficked, utilizes local coordinators who identify girls at risk. Rural girls’ often drop out of school after the first year of secondary school for economic and cultural reasons. Families sometimes keep girls at home to help with housework and because they fear their honor will be compromised. Through meetings at community centers and churches and by visiting individual homes, local coordinators earn the trust of girls to teach them about the dangers of trafficking.

“At first contact, they [young girls] seem to be uncertain because they consider trafficking to be a social phenomena that is still too taboo to talk about. That is why our approach is very delicate and tactful, so that the girls can feel confident to talk with us. I can say that in general, after the first contact, they [the girls] participate with pleasure in the project activities and are open to talking with us,” Edmira Muco, local coordinator for the Lushnje district.

IGAP’s awareness raising efforts have struck a cord with rural girls such as Marjana. “I did not feel that I was at risk before because I was thinking that these girls [trafficking victims] were leaving Albania for pleasure and by their own will and they were getting lots of money. Now I know what a trafficking victim is and I am told that we should be very careful and responsible when taking a step in life,” said Marjana.

- December 2005