

ATIP
ANTITRAFFICKING IN PERSONS



FACILITATOR'S GUIDE

Keeping Kids Safe from Traffickers: A Handbook for Youth Workers and Peer Mentors in Albania



This publication was funded by the Democracy Commission, Small Grants Program of the U.S. Embassy in Tirana. The opinions, findings and conclusions or recommendations expressed herein are those of the Author(s) and do not necessarily reflect those of the Department of State.

Partners

This facilitation guide would not have been possible without the cooperation and staunch support of partners; who's continuing efforts in the field of human trafficking awareness, rehabilitation, and reintegration make Albania a safer place every day.



ATIP [Anti-Trafficking in Persons Committee], an initiative of Peace Corps Albania, promotes the dignity and safety of vulnerable women and children by combating human trafficking in the following ways: 1.] Spreading awareness and reducing stigma; 2.] Empowering women and children to recognize and avoid dangerous situations, and 3.] Supporting PCVs, local NGOs, and state agencies in the fight against human trafficking.



Different & Equal is a nonprofit organization dedicated to providing high quality services for the protection and reintegration of victims of abuse, exploitation and trafficking, and to changing the legal, institutional and social context to counter these abuses.



The mandate of the **Terre des Hommes** Delegation in Albania and Kosovo is to enhance regional advocacy of children in situations of vulnerability. Priority is given to children coming from countries of intervention, who are vulnerable, due to their economic status, ethnic background, family situation, or other circumstances.



World Vision is committed to partnering with the people of Albania to improve their daily lives and to help enact sustainable solutions for the future of their children, families, and communities.

This guide was developed by ATIP Albania in cooperation with Terre des Hommes, Different & Equal, and World Vision. It is intended for use by anyone working with youth at the grassroots level.

Why this Guide?	3
What is Human Trafficking?	4
The Trafficking of Youth in Albania	5
Working with Youth	7
- Structure and Control	7
- Four Principles of Youth Empowerment	9
Recognizing Risk Factors & Warning Signs	10
Staying Safe & Keeping Friends Safe!	12
- Use technology in a safe way	13
Lesson plans	14-36
Additional Resources	37-39
Terminology	40
Thank You!!	42

Young people are the heart and future of a community. They deserve special attention and must be empowered to make smart life choices. Currently, human trafficking is a threat to the youth of Albania. This practice violates the most fundamental rights by treating people like products. Trafficking enslaves minors. It separates them from their families and communities and forces them to use their bodies for the benefit of others. In order to stop this abuse, young people must be educated about the dangers of trafficking. They should also be equipped and encouraged to share this knowledge with their friends, classmates, and communities.

This guide has been developed to equip youth with the information and skills they need to be safe, active members of their communities. It is intended to be used by youth workers, Peace Corps Volunteers, and peer mentors in Albania. It is an informational resource as well as a teaching tool, and along with the supplementary materials will allow you to engage and empower youth in fun and meaningful ways.

This guide will:

- 1. Help youth understand human trafficking and avoid situations that put them at risk;**
- 2. Equip trainers with the knowledge they need to engage, educate, and empower youth;**
- 3. Make youth aware of their rights as human beings.**



Trafficking:

Human Trafficking is the recruitment and/or receipt of human beings through force or other deceptive means. The end purpose of trafficking is exploitation. This exploitation can take many forms, including slavery, debt bondage, servitude etc.

“Trafficking in persons” referring to Palermo Protocol 2000¹ is:

ACT	MEANS	EXPLOITATION PURPOSE	
Recruitment	Threat or use of force	Prostitution of other	= Trafficking
+	+	+	
Transport	Coercion	Sexual exploitation	
+	+	+	
Transfer	Abduction	Forced labour	
+	+	+	
Harbouring	Fraud	Slavery or similar practices	
+	+	+	
Receiving	Deception	Removal of organs	
	+	+	
	Abuse of power or vulnerability	Other types of exploitation	
	+		
	Giving payment or benefits		

Exception for Children – in the case of persons under 18 years old, a ways/ means is not necessary – Children cannot consent to their own exploitation.

Consent of any victim is irrelevant when a ways or means above is employed.

¹ Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 15 November 2000.

Trafficking and exploitation of children for forced labor remains a reality in Albania. Many children are forced to beg or work in potentially dangerous situations, including sorting through garbage, selling trinkets on the street, collecting recyclables, and repairing cars. Some are forced to sell their bodies as child prostitutes. Most trafficked youth are victimized by someone they know, often a relative, family friend, or a trafficker pretending to be a lover.

Trafficking is a serious violation of children's rights. It damages their mental and physical development by leaving them vulnerable to violence, neglect, and abuse. Trafficked children are isolated from their families and communities and often do not receive proper health care or education. Many have never seen a doctor or been to school. As unemployment rises, poverty leads many families to exploit their children as a way to raise money for the family.

“As unemployment rises, poverty leads many families to exploit their children as a way to raise money.”

Parents often use physical and psychological pressure to force the child to work. Children begging and working on the streets are at greater risk of other forms of abuse, such as injury, kidnapping, and physical and sexual violence.

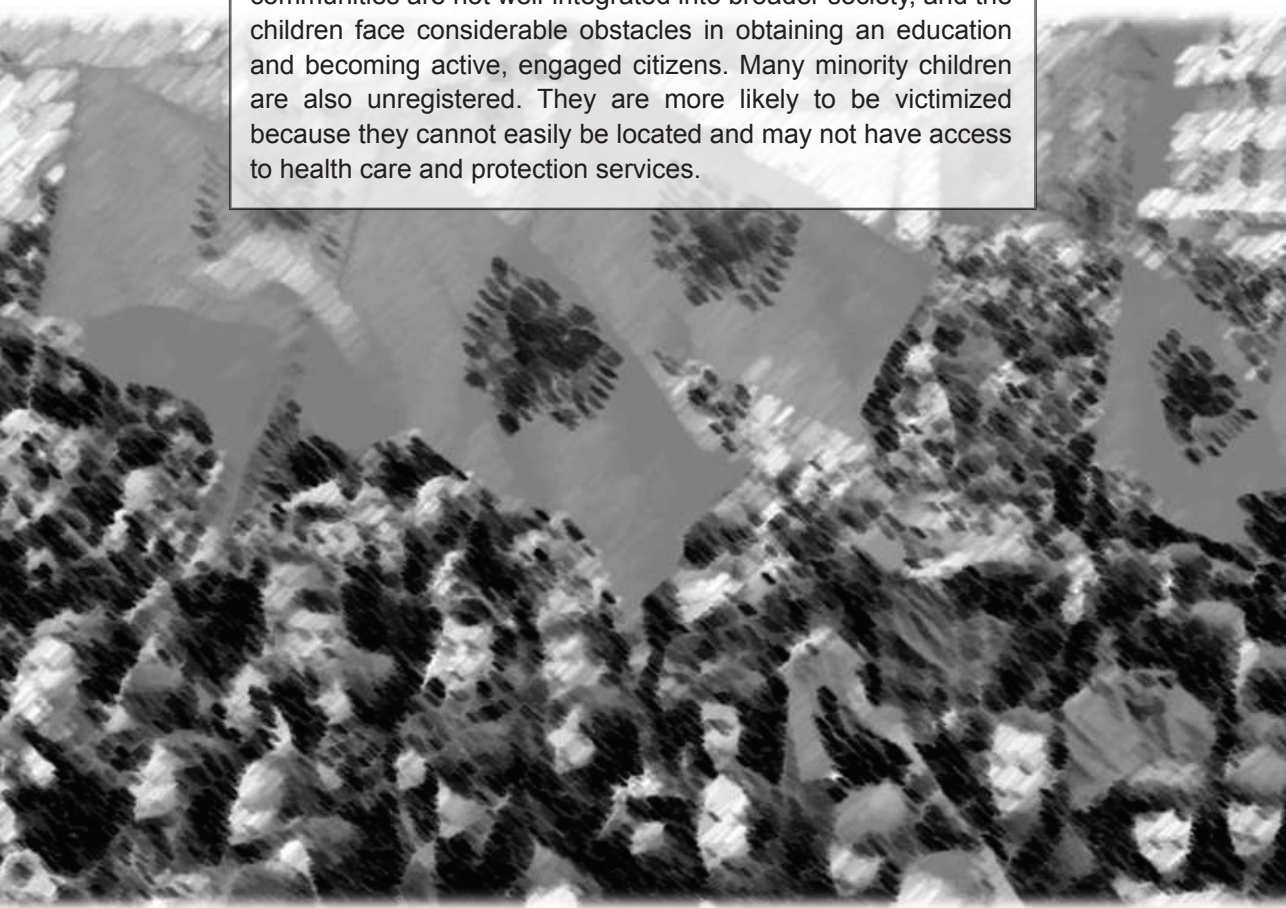
Children in Albania are targets for both international and internal trafficking. Children who are trafficked abroad are usually taken to Greece or Kosovo for forced labor and/or begging. Internal trafficking typically involves children from villages and small towns being taken to bigger cities. There is currently a shift in child trafficking trends as fewer children are taken abroad and more children are trafficked within Albanian borders. Internal trafficking is especially common during the summers, when children are taken to work in tourist destinations.

“In Albania, the most vulnerable groups remain Roma and Balkan Egyptian youth.”

Return to unsafe conditions and re-trafficking pose a danger to children as well. Young victims who are identified and removed from forced labor and begging are often returned to the same unstable situations that initially left them vulnerable. Many also face the risk of being trafficked repeatedly. Education and support are critical to ensuring that children are protected and embraced by their communities. There is no single cause of child trafficking and exploitation.

These abuses are the result of the combination of many social, political, and economic factors.

Poverty, discrimination, unstable families, domestic violence, and lack of education all leave children vulnerable. Young people from marginalized communities are at an even a greater risk of becoming trafficking victims. In Albania, the most vulnerable groups remain Roma and Balkan Egyptian youth. Their communities are not well-integrated into broader society, and the children face considerable obstacles in obtaining an education and becoming active, engaged citizens. Many minority children are also unregistered. They are more likely to be victimized because they cannot easily be located and may not have access to health care and protection services.



Working effectively with children requires patience, thoughtfulness, and a positive attitude. Youth workers should understand children and care for their needs - social, emotional, physical, and intellectual. Activities should be age-appropriate and the environment should be welcoming and promote learning. Children should always be made to feel safe and important. The learning environment should include children's choices and allow them some sense of control. If children are given room for input, they will feel safer and more comfortable. They will feel, think, and act in more mature ways.

The Basics

- Develop fun, engaging, and appropriate lesson plans.
- Be patient. Allow children to have choices and contribute to their own learning.
- Create a comfortable environment.
- Encourage children to help each other.
- Accept differences. Do not judge.
- Share your beliefs, but do not de-value culture and tradition.
- Respect a child's right to a different opinion.

Structure and Control

Provide a consistent pattern, when structuring lessons.. Help the youth understand and contribute to the pattern of activities. Inform children in advance, when making changes. It is important that children know a leader is in control, but also that they may express their opinions and contribute to decision-making.

- Maintain **structure** and **control** when working with younger children. This allows them to feel safe and encourages them to actively participate.
- When working with teenagers, **maintain** an authoritative position while **establishing a comfortable space for learning** and discussion. Teens often dislike higher levels of structure and control. It may decrease their willingness to participate and be open.

Discipline

You should clearly outline expectations for behavior when working with youth. This should be done as soon as possible. It is crucial to be fair and consistent.

- Make sure youth **understand** the rules and specific consequences.
- **Be consistent** but flexible with discipline. Show reason and understanding.
- Positive reinforcement and rewards are powerful motivators.
- Never yell at a child or use physical discipline.
- If a child is having difficulty with following rules or instructions, show them that their choices have consequences. ***“You have a choice: you can choose to do what I have asked, or you can choose to do something else. If you choose to do something else, then . . .”*** This simple interaction with the child gives them a sense of control and can help soothe situations where they might feel out of control or anxious.

Teaching Materials

The use of age-appropriate material is critical. The more the children know about who, what, where, why, and how the adult world works, the easier it is to understand it. Change and the unknown are two things which will make a child anxious and potentially fearful of sensitive subjects such as human trafficking. This will increase the likelihood that they will exhibit impulsive, anxious, or aggressive behavior.

Tell your students the truth, even if it’s difficult. When you do not know the answer to a particular question, be honest. It is important to share that you are not sure, and work together as a group to find an answer. A policy of honest and open communication will help young people develop trust. Remind yourself and the youth that if you have questions, you can always ask for help.

Treating Youth with Respect

Youth educators must promote fairness and equality at all times. In working with young people, always remember the following:

- the child is an **individual**
- the child has **special needs**
- the child requires **support** and **protection**
- the child’s **integrity** must be respected
- the child has a right to express his/her **opinion**
- the child has **rights**

Four Principles of Youth Empowerment

1. ***Do not discriminate.*** Youth are individuals. They deserve consideration and respect. The following factors should not affect how the child is treated.

- ethnic/national origin
- family structure
- sex
- sexual orientation
- religion
- political opinion
- socio-economic status
- physical disability

2. ***Prioritize the best interests of the child.*** Make decisions that protect children and promote their well-being. As a youth educator or peer mentor, your primary concern is supporting the child. All other factors and considerations should be secondary. Most importantly, ensure that children are safeguarded against all forms of abuse and neglect.

3. ***Encourage healthy development.*** Nurture youth so that they develop positive social, intellectual, physical, emotional, and mental habits. Protect the child's right to education, recreation, cultural activities, information, freedom of thought, religion, etc.

4. ***Respect the views of the child.*** Young people have valid thoughts and opinions that deserve to be heard and respected. As a youth worker or peer mentor, you should:

- seek out and respect the views of the child
- assure the child of her right to express her views freely
- allow the child to influence decisions affecting his life

The risk factors of human trafficking vary between communities. However, there are some consistent factors that make certain people more vulnerable to traffickers, including poverty, age, sex, and minority status. For example, economic stress may lead to an increase in migration as poor people move to find work. Migration provides a pool of unskilled or low-skill individuals who are highly vulnerable to abuse and exploitation. In Albania, youth are especially vulnerable as long as unemployment and poverty levels remain high. Young Albanians are trafficked for forced labor, begging, and sexual exploitation.

The tendency to migrate may be triggered by many factors, including the sudden need for money, perhaps for medical expenses; boredom in the village and increased interest in urban life; success stories, whether true or untrue, of returning migrants; inability to access citizenship or a legitimate visa; and loss of land or other external forces such as droughts or floods.

Risk factors for at-risk youth in Albania include, but are not limited to:

- Young women from villages looking for work abroad;
- Roma and Balkan Egyptian children used for begging;
- Down-turn in family finances;
- Death of a provider;
- Mental instability;
- Orphans

Despite these risk factors, remind youth that human trafficking is not ‘caused’ by poverty, lack of education, or lack of legal status. **Human trafficking is caused by human traffickers** – They are criminals who commit criminal acts against vulnerable people. Trafficking is never the fault of the victim.

Primary Indicators for the Identification of trafficking of minors

- The child informs that he/she has been misused, abused, threatened, and exploited.
- The child has marks on the body (bruises, for instance) indicating physical or sexual violence against him/her.
- The begging child has always an adult nearby that controls him/her.
- The child sells or works.
- The child has no contact with the family and no related person to care for him/her.
- The child has been brought to the location/ city or region by an adult who is not related to him/her.
- The unregistered child stays with adult persons who are not related to him/her.
- The child is in the company of persons involved in child exploitation or trafficking.
- The child does not have a stable place of residence.
- The child sleeps in the street.

Secondary Indicators for the Identification of trafficking of minors

- The child goes to places known for illegal activities. (distribution of drugs, prostitution, exchange of stolen goods, etc.).
- The child has been caught while stealing.
- The begging child appears neglected: is malnourished, inappropriately dressed for his/her age or weather conditions.
- The child has an unwanted pregnancy.
- The child suffers from sexually transmitted diseases.
- There is evidence or information that the child has been seen in places known to be used for the sexual exploitation of children, begging, forced labour, or other locations inappropriate for their age.
- There is evidence that adults with strange behavior and dubious activities hang around the residence or location of the child.
- The child stays out of the home, alone in the late night hours.
- The child has large unjustifiable amounts of money.
- The child has been missing / has left for a long time but there is no information about what happened.

Young people must know how to recognize and avoid danger. Traffickers prey on the vulnerable. Educated, empowered, and connected youth are much more difficult to victimize. In particular, youth should be able to identify risks posed by international travel and online communications. The following information will help youth to spot dangerous situations and keep themselves and their friends safe.

No Matter What, You Should Always:

- Be aware of your surroundings;
- Participate in educational activities, camps, and trainings which all provide safe spaces to get more knowledge, build relationships, and the opportunities needed to protect yourself against trafficking.

Before traveling or internally, whether it is for fun, study, or work, make sure you know the answers to the following questions:

- **Where** are you going? For what purpose?
- **Who** is paying for your travel? If someone else is offering to pay for you, **find out why**.
- Reflect on the situation. Is the offer realistic? **Is it too good to be true?** If a situation seems too good to be true, it most likely is!
- **Talk** about your plans with family, friends, and other people you trust. Do they have any concerns or worries about the situation? If so, these doubts may be worth investigating.

Here is a list of steps to follow before you, or someone you know, goes abroad:

- **Contact the embassy** of the country you are going to and ask about what visas and permits you will need to go to that country.
- Before traveling, **make a photocopy of your passport** and other important travel documents and leave them with a trusted friend or family member.
- **Leave contact information** [phone numbers, addresses where you can be reached while abroad, etc.] with a trusted friend or family member.
- Make sure you have the address and phone number for your home country's embassy/consulate in the country where you are going. You may need to contact them in an emergency situation.
- **Do not** give your personal passport to anyone except customs officials or police.

Use technology in a safe way

Technology and the internet can be used to perpetrate human trafficking, so it is important to use technology in a safe way. Here are some tips to remember when using the internet:

- **Do not post personal information online.** This includes your name, your appearance, where you live, and where you go to school. If you post any pictures, make sure only friends and family have access to them.
- **Do not** contact or chat with people who you have never met on the internet. There is no way to make sure they really are who they say they are.

Lesson Plans and Case Studies

The following lesson plans will engage and inform youth about several topics, including their rights, human trafficking, and how to keep themselves safe. Educators are encouraged to make the lessons interesting by including different types of activities. What is given below is a template. Please make the lessons are fun and relevant to your particular participants! *The resources page contains additional information and ideas.*

Topics: An Introduction to Human Trafficking

Grades: Middle School

Duration: 50 min

Group Size: 5 – 30 Students

Format: Discussion, Role Play

Objectives:

- Students will get a basic understanding of what human trafficking is.
- Students will start to think about why, where, and to whom this human trade happens.

Materials Needed:

- Pencil, a bag, an item of clothing, a notepad, and an item of food.
- Printed Case Studies [Appendix I]
- Character Cards [Appendix II]

Warm Up [5 min]:

Gather the pencil, bag, an item of clothing, a notepad, and an item of food. Show your students the first item and ask them to guess how much money you paid for it. Continue doing this for each item.

Introduce a final item for the students to guess the price of -- a fellow pupil – [it may be more appropriate to choose a male volunteer in a mixed school]. Ask the students to say how much they think someone would pay for the student. Discuss with the whole class how you would put a price on a human being; for example – perhaps according to the talents the student has, the work he or she is able to do, or the price that you know someone else would pay for the student.

After the discussion, explain that we cannot put a price on a human being, because each single individual is invaluable. Thank your volunteer and ask him or her to sit down.

1. Lessons Plans, Stop the traffik - People shouldn't be bought and sold, October 2009

Part 1: Human Trafficking Case Studies [15 min]:

Give the students two case studies of human trafficking to review.

Discuss what is happening in the case studies.

QUESTION – Ask the students which three things these two case studies have in common.

FOR THE TEACHER

Purpose of this exercise:

This will provide an initial understanding of human trafficking, allowing the students to discover for themselves the elements that make up human trafficking. Three things the case studies have in common [see point 3]:

1. Deceiving or forcing people to leave.
2. Moving people.
3. Exploiting people.

Ask the students if they have heard similar stories in the news affecting Albania.

Part 2: What is Human Trafficking? [5 min]:

Labor Trafficking Is...

1. Recruiting, hiding, moving, providing, or taking someone.
2. Forcing, tricking, or threatening them to work for little or no pay. The person cannot leave if he/she wants to.
3. Taking advantage of them and using them as slaves to work.

Sex Trafficking Is...

1. Recruiting, hiding, moving, providing, or taking someone over age 18.
2. Forcing, tricking, or threatening them.
3. Taking advantage of them and using them for sexual services to make money. The trafficked person does not get to keep any or very little of the money.

...and/or...

1. Recruiting, hiding, moving, providing, or getting someone under age 18.
2. Taking advantage of them and using them for sexual services to make money or in exchange for something such as food and housing.

Who is the Trafficker?

Sometimes the trafficker is a stranger, but often it is a family member, friend, or boyfriend who deceive persons or deceives parents to release their children, selling them to local gang masters or organized international trafficking rings.

How Big is the Problem?

Trafficking effects every country in the world, whether it be:

- a **source country**, where victims are trafficked *from*;
- a **transit country**, where victims are trafficked *through*;
- a **destination country**, where people are trafficked *to*

No one really knows how big the problem is however, because the trade of humans is very well hidden. Nevertheless, estimates are made on the scale of the problem. According to the U.S. State Department 2013:

- Only around *44,000 victims* have been identified in 2013.
- **20.9 million men**, women, and children are trafficked for commercial sex or forced labor worldwide.

Anyone Can be Trafficked, but the most likely victims are:

- Women
- People living in poverty and/or in an unstable family situation

Lessons 2 and 3 will further discuss who is particularly at risk of being trafficked.

Part 3: Why Does Human Trafficking Happen? [5 min]:

Discussion: Ask the pupils to comment on **why** human trafficking might happen. What might cause someone to be vulnerable to trafficking?

The most important root causes for human trafficking are:

- **Comparative poverty** - Being poor and seeing people in other places of the country, region, or world are richer;
- **Gender discrimination** - Unfair treatment of girls and women;
- **Marginalization of migrants and/or minority groups in source countries** – Treating migrants or minority groups in source countries poorly and not listening to their problems; the Roma community is an example of such a marginalized group in source countries. Because they are marginalized by society, they are more vulnerable to being trafficked.
- **Lack of access to education and jobs** – When individuals are unable to go to school or get a job in the area in which they live, they are more likely to trust a trafficker who promises education or work in a different location.

- **Natural disasters and wars** – These events can result in children being left without parents or guardians. Chaos in society often means the vulnerable are unprotected.
- **Demand for cheap labor** – Companies sometimes cut costs by using traffickers to find people for cheap, disposable laborers.
- **Globalization** – Companies buy from suppliers all over the world and do not monitor what happens to workers in/on/at the factories and farms they buy from.

Part 4: Role Playing, 8+ students [5 min]:

Set up a role play on the root causes of human trafficking using the character cards.

Six students should each be given the character card of a young person vulnerable to being trafficked. **Two** students should be given the role of playing the trafficker. They should also be allowed to read the character card of the person they are trying to traffic so they can work out how to get them to come with them. Each scenario should be played out one by one with the traffickers trying to tempt the victim to come with them. After each role play, discuss what was the real cause of the character's vulnerability to being trafficked.

Question: If the trafficker came to you, what would he or she have to say to convince you to go with them?

FOR THE TEACHER

Purpose of this exercise:

The role play and the question above are meant to let the pupils think about the reasons why people would agree to go with a trafficker.

Reasons to convince people can differ from country to country; people in Africa for example could be convinced to go with a trafficker when they are offered employment in Europe, people in Europe could be convinced by offers of a modeling career in the US, and so on...

Assessment:

Please note any forms of assessment here...

Tips for Facilitators:

Please note any tips for future implementation of the lesson here...

Adaptations:

Please note any adaptations here...

Homework:

Please note any assignments here...

Sources:

- <http://www.ungift.org>
- <http://www.aagw.org/Education/TrueStories/True1ER.html>
- Different & Equal Annual Report 2010

Case Study 1:

My name is E.R. and I am from Elbasan. When I was 15, my parents married me, against my will, to a man aged 35, whom I did not love. So started my miseries.

Not too long afterwards, I abandoned him and returned to my family. But my parents did not accept me back because I had dishonored them by leaving my husband. I had no support and nowhere to go. I got acquainted with a boy who was 20 who said he loved me and promised to marry me. He convinced me to go to Italy for “a better life.”

I thought my sufferings now were at an end, but I did not know the real hell that was awaiting me. I was compelled to work on the street. I did so for nearly three years. My exploiter savagely battered me frequently, mainly when I did not bring home the required sum or when he faced drug trafficking problems. During that time I gave birth to a son.

Once he beat me so hard that I cannot remember, and I fell on the floor. A friend of mine passing by to meet me found me on the floor, covered in blood. She saved my life by taking me to the hospital. I gave evidence in Italy and returned to Albania with my son. Again, my family did not accept me. They took in my son only, and I could not take care of him.

Being destitute on the street again, I was forced to prostitute in Tirana, in the hotels and motels. I slept wherever I could -- on the street, in the park. I decided my condition would be better in Italy. When I returned there, I worked on the street again and was caught by the police and taken back to Albania a second time.

I find calmness and support in the shelter, and I now contemplate my future. I do not want anything else except to go home, to see and take care of my son, to be the mother he missed for so long.

Case Study 2:

K. was increasingly under pressure from her parents asking her to marry because according to them she was growing old even though she was less than 20 years old. A relative found her a man to marry, from whom the relative took money. K and this man never married legally. His real aim was to exploit K. to keep the house and raise a child that he had from another relation.

Meanwhile her husband didn't work and abused alcohol and drugs.

Case Study 3:

L. comes from a bad family situation. She lost one parent and the other was never present in her life. She was “married” and lives with someone (not a legal marriage). Her husband was also married to someone else at the same time and spent much of his time abroad. Meanwhile

L. lived with her husband’s parents and was exploited to work mainly in agriculture and farming.

Teacher's Note – Root causes for each character:

- **Joli:** Comparative poverty, abuse and instability in the family.
- **Katja:** Comparative poverty [but also it is important to note there is a demand for low-paid workers and often women are in situations which bring them to seek those types of jobs. The work is often unregulated and therefore vulnerable to exploitation].
- **Xhon:** Poverty is, again, a root cause, but underlying it all is the instability and vulnerability that comes when an epidemic like HIV/AIDS removes the adults who are at the head of the household and puts a child in a situation of responsibility.
- **Amelia:** Gender discrimination.
- **Florina:** Marginalization and isolation of a minority group.
- **Alisa:** Lack of self-esteem amongst girls and growing demand for the sex industry.

<p>Joli</p> <p>You live on the streets. Your Mom and Dad are alcoholics and you are not fed properly. You are always working, but your parents take all the money for drink. You often see other girls heading off for work as domestic servants or hear about work as a waitress.</p>	<p>Katja</p> <p>You lost your job in a factory. You are willing to take any kind of work, even for low pay. You haven't been able to stay in school long as you have had to look after your brothers and sisters. You would love to travel abroad.</p>
<p>Xhoni</p> <p>You lost both your parents to HIV/AIDS. You had to drop out of school to look after your brothers and sisters and your sick grandmother. You are constantly worried about how to feed the family</p>	<p>Amelia</p> <p>You have grown up in a small village. Your brothers have been sent to the neighboring town for school, but your parents told you that they couldn't afford to send a girl to school. You must stay at home and do the chores.</p>
<p>Florina</p> <p>You belong to a family who travel to find work or to beg. You would like to get some education, but the local people won't allow you to attend their school. You are regarded as dirty and stupid by other people in the area, even though you are clean and intelligent.</p>	<p>Alisa</p> <p>You are growing up in a small town and attend school regularly. All your friends have boyfriends but you don't. You are beginning to worry that you will be left behind and that the other girls are laughing at you. You also worry that you don't have the money to buy all the latest fashions that you feel you need.</p>

Topics: Teaching Trafficking from a Human Rights

Perspective Grades: Middle School

Duration: 80 min

Group Size: 10 – 30 Students

Format: Teacher-Led Warm-Up Activity, Discussion, Art Activities

Objectives:

- Students will be introduced to the problem of human trafficking via an assessment and discussion of human rights.
- Students will take one of the human rights and design a creative way to represent the phrase

Materials Needed:

- Printout of the Simplified Version of the Universal Declaration of Human Rights
- (Optional) “*The Story of Human Rights*” (video)
- Art supplies (paints, markers, construction paper, paste, scissors, supplies for a collage, etc.)
- One piece of roll paper or one poster board for each student
- The teacher can decide if students will choose their phrase or be assigned. If teacher is assigning phrases, prepare prior to class (phrases may consist of entire right or part of a right)

Warm Up [10 min]:

Teachers explain that all human beings are born with certain rights. For example, all humans have the right to be free, to be fed, and to be happy. In 1948 the United Nations met to create a

“Universal Declaration of Human Rights” describing these rights in the hope that all nations would work toward ensuring these rights for all of their citizens.

Throughout history, humans in different times and different places have been deprived of their human rights. ***Can you think of some examples?*** [i.e. slavery in the United States prior to its Civil War, the inability to practice religion under Hoxha regime, the Holocaust in Germany during World War II, etc.] ***Can you think of other rights you have just because you are a human being?***

Discussion: “Human Trafficking” is something that is happening now in many countries in which girls are tricked and forced into doing something they don’t want to do: become a prostitute. The people who take the girls away are called “traffickers” and treat the girls terribly in order to make a profit. Often, these traffickers will pretend to fall in love with the girl and make a marriage proposal. The trafficker does not really love the girl, though, and never intends to have a normal, loving relationship with her. Once the traffickers take these girls out of the country, they are abused and have difficulty getting back to Albania. Every girl should beware of an older boy claiming to love them and take them away to a better life in a foreign country. That older boy could be a trafficker.

Part 1: Reading & Discussion [20 min]:

Take a look at the attached copy of the “Universal Declaration of Human Rights.” Take 10 minutes to read over it and decide which parts of it “human trafficking” violates. Write them down in your notebook.

In certain respects, trafficking violates almost every one of these articles in terms of the impact it has on its victims, but especially worth discussion are its violations of Articles 1, 3, 4, 5, 13, 23, 25, and 26.

Teachers Ask Students: – How does human trafficking violate these articles?

Human trafficking violates a human being’s personal freedom, security, and dignity. Because trafficking violates so many individual’s rights so excessively, it is an issue that relates to all human beings.

If appropriate, the teacher could also discuss that because these rights are violated, the victim is reduced to the status of merchandise which can be bought or sold for money. The victim is therefore “owned” by another person without the victim’s consent and without any legal grounds.

Victims are not paid for their work and are physically and emotionally abused. ***Teachers should try to convey the message to students that, “No one has a right to you or your body, even if they paid money for you.”***

Part 2: Art Activity [45 min]:

- Students will select a phrase from the Universal Declaration of Human Rights
- Students will create a piece of art to represent their phrase using art supplies and their poster board/white paper
- Phrases should appear on paper/poster
- Hang the posters/papers around school for display
- Write/paint/ display somehow the wording of your phrase

- Consider which colors, symbols, use of shading, designs etc. best represent the meaning of your phrase

Assessment:

Please note any forms of assessment here...

Tips for Facilitators:

Please note any tips for future implementation of the lesson here...

Adaptations:

This lesson plan can be divided into two lessons.

Please note any adaptations here...

Homework:

Please note any assignments here...

Sources:

- <http://www.civicsandcitizenship.edu.au>
- <http://www.aagw.org>

Topics: Teaching Trafficking via Attitudes Towards Women

Grades: Middle School

Duration: 45 min

Group Size: 10 – 30 Students

Format: Small Group/Open Discussion

Objectives:

Students will develop a better understanding of gender issues that make one vulnerable to exploitation.

Materials Needed:

- Printout slips of quotations about women from different religions for Warm Up
- Handout for Assessment “Attitudes Toward Women Scale” before the class: <http://www.yorku.ca/rokada/psycytest/attwom2.pdf>

Warm Up [10 min]:

Use: Print out slips of quotations.

Teacher explains that much of what we feel, think, and believe about women -- whether we are boys or girls, young men or young women -- depends on the attitudes of those around us. We learn these attitudes from our families, our friends, our neighbors and from the media: books, magazines, radio, and television. Our parents may tell us one thing and an advertisement something very different. No wonder we are confused.

Before we consider the various reasons why girls and women are victims of trafficking, let’s look at how we consider women themselves. The following are some quotations about women from different religions. Read them, decide which religion they are from, and see how you feel about them.

Choose one statement from each group and explain in a paragraph or two why you agree or disagree. Use personal experience (your own, a friend’s, a female relative’s, etc.) as evidence.

Group #1:

1. According to the Koran, both men and women are obliged to the five pillars and eligible for salvation or damnation, according to their personal merits" (4:124; 33:73; 6:51; 10:3). [Islam]
2. Saint Paul says that in Christ, "There is neither male nor female." (Galatians 3:28 RSV) [Christianity]
3. In the Bhagavad Gita, Krishna says that all who love him will be saved. (9:29-32) [Hinduism]
4. The Buddha, too, preached to women and accepted female disciples. [Buddhism]
5. "Educate the women." (Precept number 2 of Haxhi Bektashi's "13 Precepts on How Bektashi Can Move Forward.") [Bektashi]

Group #2:

1. "Women hold up half the sky." (Chinese proverb)
2. The position of a woman in a society provides an exact measure of the development of that society." (Gustav Geiger)
3. "If you want someone to know about it, tell a man. If you want to do something about it, tell a woman." (North American folk saying)
4. "A woman needs a man like a fish needs a bicycle." (Gloria Steinem)
5. "Educate a woman and you educate a nation." (Dr. Aagrey of Achimota, Ghana)

Part 1: Discussion [20 min]:

Students share their answers with a partner, in a small group, or with the entire class.

Next, in a small group of 5 students each, add 3 or 4 more Albanian saying about women. Do they portray women positively or negatively?

Part 2: Discussion [15 min]:

1. Why do you think victims of trafficking are more often female and the perpetrators male?
2. Why do you think trafficking in women would be more common in countries where women do not hold political office?
3. (Optional: Why are children and adolescents most likely to be victims of trafficking and the perpetrators older?)

Assessment:

Please note any forms of assessment here...

Tips for Facilitators:

Think about the meanings of the quotations to be able to lead the groups in the right direction.

Please note any tips for future implementation of the lesson here...

Adaptations:

Please note any adaptations here...

Homework:

Please note any assignments here...

Sources:

- <http://www.yorku.ca/web/index.htm>
- <http://www.aagw.org>

Topics: Healthy Relationships

Grades: Years 12 - 16

Duration: 60 min

Group Size: 10 – 30 Students

Format: Small Group Discussion, Drawing, Taking Positions

Objectives:

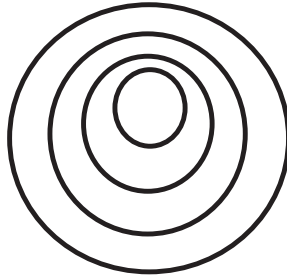
- To help students identify the different relationships in their lives and to name qualities they value in themselves and that they seek in close relationships
- To strengthen students' critical thinking skills.
- Students have talked about characteristics they look for in relationships in general.
- Now students will be thinking about and discussing characteristics of healthy and unhealthy dating relationships.

Materials Needed:

- Flipchart, markers, blank paper for each student
- 3 posters of “Stop!: These are bad signs in a relationship”, “Caution! These are warning signs in a relationship”, “Go! These are good signs in a relationship.”
- Scenario cards
- Tape

Part 1: Relationship Mapping [30 min]:

1. Explain to the students that they are going to identify the various relationships they have with people. Ask students to make a personal list of their relationships and connections with other people.
2. Invite a few students to share their lists. Note on the flipchart the different kinds of relationships they mention, such as those with relatives, friends, or neighbors.
3. On the flipchart, draw a diagram of four concentric circles [see below].



4. Ask students to take out a blank piece of paper.
 - a. **Explain:**
 - i. Draw a series of 4 circles, from small to large, like the one shown above. Use your whole sheet for the biggest circle.
 - ii. In the smallest circle, draw a picture of yourself.
 - iii. Think about the different people in your life. Just outside of the small circle, write the names of those who are closest to you. [*family members, relatives, lovers, friends, teachers, neighbors, etc...*]
 - iv. In the 2 outer circles, put the names [or pictures] of people who are not as close to you [*acquaintances, friends, shop owners, neighbors, waiters, etc...*]
5. Ask students to form small groups of 3 or 4 and have them take about 2 minutes to explain their drawings to other members of the group.
6. Facilitate a large group discussion with the following questions:
 - a. Did everyone list the same kinds of relationships or were there differences? Did everyone place their family members, friends, neighbors, teachers, etc. in the same circle or in different circles?
 - b. Name some words that describe what you value in the people you feel closest to. [Probe for: honest, respectful, sharing, caring, trusting, fun, safe, understanding, reliable, interesting, loving, etc.]
 - c. Write these words on the flipchart.

Part 2: Dating Signs Game [30 min]:

1. Start the lesson by having the students answer the following questions:
 - a. Of the characteristics that we have listed on the flipchart, which ones do you think are important to have in a healthy dating relationship? Can you think of any other characteristics that a great boyfriend or girlfriend should have? [Add to flipchart as necessary, ex. supportive, committed, open communication, good listener]
 - b. What are signs of an unhealthy relationship? [Write on the flipchart. Ex: jealousy, defensiveness, “buying” love or trust with gifts, verbal or physical abuse, etc.]

- c. How do you think self-esteem is related to dating relationships?
 - i. When our self-esteem is high and we have a positive image of ourselves, we are more likely to choose boyfriends and girlfriends who are good for us. How we feel about ourselves and behave toward other people gives them clues about how other people should behave towards us. So, when we feel good about ourselves, respect ourselves, and treat others nicely, we are showing people how we would like to be treated.
 - ii. Remember that healthy relationships are about feeling good about who you are and feeling safe with another person. You have the power to create healthy relationships all around you just by paying attention to who you are inside and what makes you happy. By getting to know yourself, it will get easier to recognize the differences between healthy and unhealthy relationships.

2. “Dating Signs Game” Instructions:

- a. You will need 3 posters: one poster with **Stop! These are bad signs in a relationship**; one poster with **Caution! These are warning signs in a relationship**; and one poster with **Go! These are good signs in a relationship**. Hang the posters in different places around the room.
- b. The object of the game is to have students decide which scenario cards are most compatible with each of the three statements on the posters.
- c. Have the group stand in the middle of the room. Read the scenario card aloud. Have the students go stand by the statement that they think applies to the scenario. After each student has moved to the poster of their choice, ask students why they chose that statement.
 - i. This is the most important part of the activity: allow students to discuss their various points of view on what constitutes a good, warning, or bad sign in a relationship. Once the students have agreed, tape the scenario card near the appropriate statement.
- d. If there is disagreement you might choose not to place the scenario beside one statement, but rather choose to set it aside for further debate, or place it in the middle of two statements. If the scenario clearly represents a bad sign, be sure to explain this for the students.

Assessment:

Please note any forms of assessment here...

Tips for Facilitators:

Please note any tips for future implementation of the lesson here...

Adaptations:

Please note any adaptations here...

Homework:

Please note any assignments here...

Sources:

- Peel Public Health Department. Health Sexuality Program

These are **bad signs** in a relationship:

- You are scared of his behavior.
- Intimate partner violence
- Your girlfriend or boyfriend force you to do things you do not want to do.
- Your boyfriend or girlfriend criticizes you or people who mean a lot to you.
- Your boyfriend or girlfriend makes you feel discomfort about sharig your opinion against him/her .
- Your boyfriend or girlfriend forces you to make a decision before you to be ready.

These are **warning signs** in a relationship:

- You are not sure about your feelings for this person.
- The person you are dating tells you not to hang out with certain friends.
- You rarely get to decide what the both of you will do together.
- The person you are dating often asks where you are, who you are with, and what you are doing.
- You agree with the person, even though you might disagree with him/her, because you are afraid of getting into a big fight.
- A boy suddenly falls madly in love with a girl, giving her gifts and praising her beauty, though he does not know her well.

These are **good signs** in a relationship:

- You usually feel happy when you are with this person.
- In a dating relationship you respect your feelings and opinions.
- The person you are dating talks to you about his/her feelings.
- Your boyfriend or girlfriend celebrates your successes and she/he is happy when good things happen to you.
- You enjoy being with the person you are dating, but you also enjoy spending time apart.
- When a disagreement occurs, you can talk through your problems to reach a solution.

Topics: Self-Esteem

Grades: Years 12 - 16

Duration: 50 min

Group Size: 10 – 30 Students

Format: Art Activities

Objectives:

- Students will understand the meaning of “self-esteem”.
- Students will list at least ten qualities they like about themselves.
- Students will list things they do well and things they want to improve [goals] and develop a self-improvement [action] plan.

Materials Needed:

- Paper for each student
- Pencils
- Poster board
- Crayons, markers, colored pencils
- Chalk, chalkboard

Warm Up [5 min]:

Explain the new vocabulary: self-esteem, positive self-esteem, and negative self-esteem.

Today we are going to find out how we feel about ourselves and things we can do to help ourselves feel better. The way we feel about ourselves is called self-esteem. If we feel good about ourselves, we have positive self-esteem. If we do not feel good about ourselves, we have negative self-esteem. The way you feel about yourself often determines how well you do in school, how well you get along with family and friends, and how well you do in activities outside of school.

Part 1: What I Like About Me [30 min]:

7. Pass out poster board to each student. Ask them to sketch a picture of themselves in the middle of the poster board, leaving a border. Demonstrate on the chalkboard.
8. Allow them to color the picture, using the medium of their preference.
9. Ask the students to think of, at least, ten things they like about themselves. Sometimes it is difficult to think of positive qualities about oneself. Encourage the students to work cooperatively and point out positive qualities that their fellow classmates exhibit.
10. The students should write these qualities in the border surrounding their drawings.

Part 2: Setting Goals [15 min]:

1. In their journals, have the students fold a paper lengthwise down the middle.
2. On the left side of the paper, instruct the students to write the heading, "Things I want to improve about myself." This should be a list of self-improvement goals.
3. On the right side of the paper, instruct the students to write the heading, "Ways to Improve." This should be an action plan to accomplish the self-improvement goals.
4. Allow the students to brainstorm their two lists for ten to fifteen minutes.
5. If the students have difficulty getting started, brainstorm a few goals and a plan of action as a class collaboration.

Assessment:

Please note any forms of assessment here...

Tips for Facilitators:

Please note any tips for future implementation of the lesson here...

Adaptations:

Please note any adaptations here...

Homework:

1. ***Instruct students to write a paper about themselves. Include in that paper whether they believe they have positive or negative self-esteem, using examples to support their belief; the positive attributes they recognize in themselves; and the ways they can make themselves better.***
2. ***Instruct the students to interview at least two people who know them [family and friends]. They should ask questions like:***
 - a. ***“What qualities do I have that you admire?”***
 - b. ***“If you could use only one word to describe me, what would that word be?”***
 - c. ***“Is there a quality I have that you wish you did? What is it?”***
 - d. ***“What one quality could I improve about myself?”***
 - e. ***“When you first met me, what did you think about me?”***

These questions should be decided prior to the assignment as a class consensus. The following day, write the questions on the chalkboard and ask students to share their collected responses in class.

Please note any additional assignments here...

Sources:

- <http://Pegasus.cc.ucf.edu/~mitchell/UnitPlans/MelissaF/Lesson1.html>

Children's Rights

- Manual on Human Rights Education
 - o *42 lesson plans for elementary and middle school students*
 - o <http://eycb.coe.int/compasito/contents.html>
- UN Convention on the Rights of the Child
 - o *Poster of CRC in child-friendly language*
 - o http://www.unicef.org/southafrica/SAF_resources_crcchildfriendly.pdf
- UNICEF Little Book of Rights and Responsibilities
 - o *PDF booklet about children's rights and responsibilities*
 - o http://www.unicef.org/rightsite/files/little_book_rights.pdf
- Voices of Youth
 - o *Online place for young people to learn and discuss social issues about education, the environment, violence, conflict*
 - o <http://www.voicesofyouth.org/>
- That's Not Fair!
 - o *Games, videos, and lesson plans about democracy, rights, and freedom for ages 7 to 11*
 - o <http://thatsnotfair.ca/>

Classroom Activities

- Choose Your Own Adventure
 - o *Classroom series for 8-12 grades to understand the different scenarios young people face in regards to human trafficking.*
 - o <http://atipalbania.com/> [Resources Page]
- Stop the Traffic Resource Library
 - o *Posters, guides, template documents, and lots of lesson plans for grades 4-12*
 - o <http://www.stopthetraffik.org/resource-libraries>

Internet Safety

- Internet Safety Resource Center
 - o *20 Lesson Plans for K-12 grades about internet safety; meeting people online; online privacy; private identity information; security; and social networking*
 - o <http://atipalbania.com/> [Resources Page]

Cartoons

- You're Not for Sale – Trafficking in Human Beings
 - o *44 page comic book illustrating all forms of human rights exploitation*
 - o http://www.coe.int/t/dg2/trafficking/comics/Source/notforsale_en_x1a.pdf
- This was my history
 - o *31 page photo book, "Respect for the Rights of Victims of Trafficking in Albania: End Stigma"*
 - o <http://atipalbania.com/> [Resources Page]

Educator's Guides

- Trafficking in Human Beings and the Role of the School in Prevention
 - o *Manual for educators in understanding and explaining in a better and contemporary manner, the management and explanation of social issues that are very present in the community around schools in Albanian society.*
 - o <http://www.iomtirana.org.al/en/E-Library/Books/Manual%20for%20teachers%20-%20English.pdf>
- A Handbook on Planning Projects to Prevent child Trafficking
 - o *The handbook is intended for anyone who plays a role in designing or organizing activities to prevent child trafficking.*
 - o http://www.terredeshommes.org/pdf/publication/handbook_june8.pdf
- Empowering Young Women to Lead Change
 - o *Training manual for young women's leadership, economic justice, HIV/AIDS, human rights, peace, self-esteem and body image, sexual and reproductive health, violence against women*
 - o http://www.unfpa.org/upload/lib_pub_file/628_filename_empowering-young-women_eng.pdf

- Stand Up for Children's Rights: A Teacher's Guide for Exploration and Action with 11-16 Year Olds
 - o *Toolkit for teachers of students aged 11-16 on children's rights* o <http://www.unicef.org/rightsite/files/standupfinal.pdf>
- Manual in Childhood
 - o *Parenting Manual in Albanian*
 - o <http://atipalbania.com/> [Resource Page]

Videos

- From Albania to Albania
 - o *20 min. film on the reintegration of child victims of trafficking*
 - o <http://vimeo.com/15158411>
- Anti-Trafficking UNDP WSSI Kosovo 2010
 - o *23 min. short documentary on human trafficking in Kosovo with testimonies from a female survivor and comments from related institutions and agencies including UNDP*
 - o <http://vimeo.com/16968037>
- Anti-Human Trafficking Viral Animation
 - o *55 sec. animation video explaining how awareness spreads virally*
 - o <http://vimeo.com/11399683>
- World Relief Anti-Trafficking
 - o *3:30 Through community based prevention programs, World Relief keeps thousands of girls safe from sexual exploitation and slavery*
 - o <http://vimeo.com/22251805>

Links

- The Human Rights Education Library
 - o *Contains over 3,000 full-text guides, curricula, textbooks, and other documents that can be used for both formal and informal education about, for, and in human rights.*
 - o http://hrea.org/index.php?base_id=102
- Peer Educators Network Albania
 - o *Provides PowerPoint resources and other materials*
 - o http://www.edukatoret.org/sq/index.php?option=com_content&view=article&id=48&Itemid=55

Trafficking - *The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.*¹

Trafficking of minors: According to Article 128/b² of the Criminal Code, trafficking of minors shall mean, *“The recruitment, sale, transport, transfer, hiding or reception of minors with the purpose of exploitation for prostitution or other forms of sexual exploitation, forced services or work, slavery or forms similar to slavery, putting to use or transplanting organs, as well as other forms of exploitation.”*

Forced labour: All work or service which is exacted from any person under the menace of any penalty and for which they said person has not offered himself voluntarily.³

Slavery: The status or condition of a person over whom any or all the powers attaching to the right of ownership are exercised (Art. 1, Slavery Convention, 1926 as amended by 1953 Protocol). Slavery is identified by an element of ownership or control over another’s life, coercion and the restriction of movement and by the fact that someone is not free to leave or to change employer (e.g. traditional chattel slavery, bonded labour, serfdom, forced labour and slavery for ritual or religious purposes).⁴

Modern slavery: Includes bonded labour, child slavery, early and forced marriages, forced labour, descent –born slavery⁵ and trafficking.⁶

1 Protocol to Prevent, Suppress and Punish Trafficking in Persons Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime, 15 November 2000.

2 Amended by Article 31 of Law 144/2013

3 ILO, Forced Labour Convention No. 29, 1930, Article 2(1).

4 IOM, Handbook on direct assistance for victims of trafficking

5 Descent-based slavery describes a situation where people are either born into a slave class/ caste or from a ‘group’ viewed as being in slavery by other members of their society (Anti Slavery International).

6 Anti- Slavery International, http://www.antislavery.org/english/slavery_today/what_is_modern_slavery.aspx

Bonded Labor (Debt Bondage) - When a person's labor is demanded as a means of repayment for a loan. The most common method of enslavement in the world today, accounting for nearly 20 million of the world's slaves.

Child: Every individual born alive until 18 years of age. Where the age of the individual is not fully determined, but there are reasons to imply that the individual is a child, this individual shall be considered a child and benefit from this law until his/her age is fully determined.⁷

Child labour: Any work performed by a child which is detrimental to his/her health, education, physical, mental, spiritual, moral or social development.

Victim of human trafficking: An individual who is subject to human trafficking.⁸

Trafficker / Pimp - Anyone who receives money or something of value for the sexual or industrial exploitation of another person.

Buyer - Anyone who pays for or trades something of value for sex or labor. This can be a family member, teacher, soccer coach, or anyone else male or female.

Vulnerable group: Any group or sector of society that is at higher risk of being subjected to discriminatory practices, violence, natural or environmental disasters, or economic hardship, than other groups within the State; any group or sector of society (such as women, children or the elderly) that is at higher risk in periods of conflict and crisis..

⁷ Law No. 10 of 4.11.2010, "On the Protection of the Rights of Child," Article 3, "Definitions".

⁸ Law No. 9462 of 20.11.2006, "On the Ratification of the Council of Europe Convention on Measures against Human Trafficking," Article 4/e

Thank you for taking the time to read, and hopefully use, this manual! We understand the ever-present need for education and awareness in combating the global issue of human trafficking. We hope this facilitation guide will serve as a single step among many in reducing incidents of youth exploitation in Albania.

But as you know, we cannot meet every challenge single-handedly. If you have any comments, positive and/or negative, please them to our attention. Growth comes through cooperation and communication between facilitators, educators, victims, and supporting institutions. As such, always feel comfortable reaching out to us.

Contacts:

Email: ATIPAlbania@gmail.com / different&equal@icc-al.org

Website: ATIPAlbania.com / www.differentandequal.org



You can also find us on Facebook. **Like** our page and receive updates committee and news related to human trafficking efforts around the world and especially in the Balkans.