

European Crime Prevention Award (ECPA)

Annex I – new version 2014

Please complete the template in English in compliance with the ECPA criteria contained in the RoP (Par.2 §3).

General information

1. Please specify your country.

Latvia

2. Is this your country's ECPA entry or an additional project?

This is the ECPA entry of "Shelter "Safe House"

3. What is the title of the project?

Anti-trafficking Infotrailer

4. Who is responsible for the project? Contact details.

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5. Start date of the project (dd/mm/yyyy)? Is the project still running (Yes/No)?
If not, please provide the end date of the project.

The first public activity of the project took place on 18/09/2013. Yes, the project is still running.

6. Where can we find more information about the project? Please provide links to the project's website or online reports or publications (preferably in English).

- Information about the project "Development of innovative methods against human trafficking in Latvia":
 - o <http://patverums-dm.lv/en/a-campaign-for-education-of-latvian-schoolchildren-and-teachers-2014>
 - o <http://patverums-dm.lv/en/anti-trafficking-activities-in-jurmala>
 - o <http://patverums-dm.lv/en/infotrailer-visits-vidzeme>
 - o <http://patverums-dm.lv/en/anti-trafficking-activities-in-schools>

- <http://patverums-dm.lv/en/info-trailer-in-schools-of-aluksne>
- Information about the project "Be informed - prevent human trafficking": <http://patverums-dm.lv/en/campaign-be-informed-prevent-human-trafficking>
 - Launching the campaign: <http://patverums-dm.lv/en/launching-an-informative-campaign-in-riga>
 - Information activities in Riga: <http://patverums-dm.lv/en/prevention-activities-1310>
 - Anti-trafficking day 2013 : <http://patverums-dm.lv/en/-anti-human-trafficking-day-1810>
- Infotrailer being used in an international training course "No Future for Human Trafficking": <http://patverums-dm.lv/lv/no-future-for-human-trafficking-6-un-7-diena>
- Infotrailer being used in an international training Course "Choose Your Freedom 2": <http://patverums-dm.lv/lv/choose-your-freedom-2-apmacibas-tresa-diena>
- Some of the media publications:
 - <http://www.lsm.lv/lv/raksts/latvija/zinas/sogad-paliidziiba-sniegtajau-14-cilveku-tirdzniecibas-upuriem.a65632/>
 - <http://www.liepajniekiem.lv/zinas/sabiedriba/notiks-akcija-esi-zinoss-novers-cilveku-tirdzniecibu-100752>
 - <http://dzirkstele.diena.lv/vietejas-zinas/ari-gulbene-viesosies-informativais-treileris-cinai-pret-cilveku-tirdzniecibu-96149>
 - http://www.jrp.lv/lv/aktualitates_1/2660.html?a=a&pollid=29
 - <http://riga.pilseta24.lv/zinas/48/323623>
 - https://www.youtube.com/watch?v=0uviDeKuLRM&feature=c4-overview&list=UUx8r_dw85FN3Dy3Lim9fkXA

7. Please give a **one page** description of the project (**Max. 600 words**)

The idea to create a mobile exhibition about trafficking in human beings (hereafter also ThB) so the trainers from "Shelter "Safe House"" could bring an interactive tool for learning when going to lead seminars and lectures.

After careful development involving practitioners and volunteers working both with providing services to victims of ThB and prevention activities, the inside of a small caravan was turned into a symbolic setting depicting living conditions and horrors of persons trafficked for various forms of exploitation.

The trailer has so far been used in two major projects. The first included travelling to towns far from the capital city where ThB was happening most. Trained volunteers together with experts of the organisation set up a stand around the trailer in a public place to inform by passers about ThB and ways to protect themselves. The other project was focused directly on at-risk youth meaning schoolchildren who are about to graduate. During this project volunteers guided schoolchildren and staff (not limited to teachers) through the exhibition using its elements as part of a non-formal seminar on ThB.

Currently the caravan has been dramatically changed and refreshed with a new exhibition to keep up with the learning characteristics of modern society and trends of ThB. Volunteers and youth educators will travel Latvia to give seminars and lead simulation games to inform about a 1000 young people in schools and 100 active young people from NGOs.

Technically it is a one-axis 2 by 3 meter caravan. It is printed from the outside with a design created by a volunteer from the organisation and the 24/7 hotline is clearly visible on the rear. The indoors depict the most common forms of ThB in Latvia – labour exploitation, sham marriage, sexual exploitation by using symbols easy to translate by everyone such as wedding dresses, construction tools, a map, an improvised bed, instant noodles etc. In addition a new trend arising – drug mules – is shown in the exhibition.

Time needed to see the trailer differs on how it is incorporated in the methodology of a training or how a by passer reacts to it. It can take between 2 and 15 minutes. One of the best practices has proven to be to spend a part of a seminar in the caravan to 5 or more persons which also gives an impression of how uncomfortable and helpless victims may feel.

To create the exhibition an artist was brought in who implemented the ideas developed by the team consisting of professionals and volunteers. Internal trainings for staff and volunteers were held to prepare them for both public events and working with schoolchildren. Funding for practical needs such as fuel and accommodation were attracted via various grant application calls.

I. The project shall focus on prevention and/or reduction of everyday crime and fear of crime within the theme.

8. How does the project contribute to crime prevention and/or to the reduction of crime or the fear of crime? (**Max. 150 words**)

The info-trailer is directly working on eradication of ThB as it designed to raise awareness of the issue, educate various groups of the society about it and teach them how to protect themselves, one another and help victims. During the education process advice is given on how to recognise possible recruitment and tools on checking it with the focus on critically evaluating offers; advice on the topic of "safe mobility" meaning travel for work, leisure, education; who to contact and how to act in a crisis situation.

With this set of information each member of the society becomes safer and can contribute to reducing the crime of ThB which has proven effective as after each ride calls the number of calls to the hotline increase both asking for advice and reporting situations resembling the characteristics of ThB.

9. How is the project contributing to raising citizens' awareness of crime prevention? (**Max. 150 words**)

Seminars and trainings as well as conversations in or near the info-trailer make up a combination of various topics starting with human rights, explaining the phenomena of ThB, ways to protect oneself and assist others. The set of advice and knowledge provided during the initiative include an integrated teaching not to fear the police or authorities and report crimes.

When there is a chance to go more in-depth on topics regarding ThB the difference between ThB and violations of Law on employment, prostitution, organ donating etc. is distinguished.

II. The project shall have been evaluated and have achieved most or all of its objectives.¹

10. What was the reason for setting up the project? What problem(s) did it aim to tackle?

As the project in this case is an ongoing initiative funded via various grants more than one set of objectives has been reached.

The aim of the initiative is to raise awareness of ThB and educate various groups of the society such as policemen, social workers, school teachers, schoolchildren among others.

¹ For more information on evaluation, see Guidelines on the evaluation of crime prevention initiatives (EUCPN Toolbox No.3): <http://www.eucpn.org/library/results.asp?category=32&pubdate>

The main reason for setting up the mobile exhibition was the lack of low-cost interactive learning/teaching tools available that could be used in different languages, settings, venues, timeframes by different trainers for different audiences.

11. Was the context analysed **before** the project was initiated? How, and by whom? Which data were used? (**Max. 150 words**)

One of the goals set by the NGO "Shelter "Safe House"" is to develop innovative teaching/learning tools to reach the goals of the organisation including combating ThB. The organisation has worked hard to modernise and modify existing practices and develop new ones to raise awareness and educate the Latvian (and wider) society on the topic of ThB.

On the first project the infotrailer was taken to municipalities where both "Shelter "Safe House"" and the Police observed the greatest activity in recruitment and victim origination for ThB.

The second project was targeted at schoolchildren, which is recognised as one of the most threatened groups since Latvian citizens are allowed to travel independently from the age of 18.

So far and currently the places where activities are implemented and target groups are approached are chosen based on the statistics of "Shelter "Safe House"" and information gained from social services and the Police.

12. What were the objective(s) of the project? Please, if applicable, distinguish between main and secondary objectives. (**Max. 150 words**)

Informing and teaching activities are most effective when there is a chance to communicate with an individual or vary small group (up to 10). The infotrailer initiative has many objectives:

- provide an interactive educational tool for trainers and lecturers
- raise recognition of "Shelter "Safe House"" and ThB with exterior visuals
- serve as a conversation piece/theme to inform by passers
- attract attention in public events > raise awareness of ThB
- promote hotline for ThB cases
- increase the number of volunteers and youth educators on ThB

A secondary objective is to provide visual material for publicity of the organisation.

13. Did you build in internal goals to measure the performance of the project? If so, please describe at what stage of the project and how you measured

whether the project was moving in the planned direction. (**Max. 150 words**)

As the project is financed by various grants, the evaluation is always foreseen preparing an application for a grant which means that the results are evaluated based on the goals set in the application. For example the second project included two goals – minimum of a thousand schoolchildren and two hundred school staff members. Both goals were met and exceeded which was monitored with participation lists among other methods.

14. Has there been a process evaluation? Who conducted the evaluation (internally or externally?) and what were the main results? (**max. 300 words**) - for more information on process evaluation, see EUCPN Toolbox No.3, p.9-10 & part 2 - section 2A

During visits in local municipalities, schools and public events the trainers, trailer guides and volunteers evaluate the general awareness and understanding of ThB in the society, community or audience where the activity takes place. At the end of each activity feedback is organised to understand how well has the information been accumulated.

This is done to understand the level of information at the geographical and social environment to further plan additional or repeated information activities and target audiences.

In addition after each activity the team not only exchanges and analyses their experience and observations regarding the target audience, but also reviews their own work, approaches, methods, etc. to improve each future activity.

The infotrailer project activities in a way provide promotion for themselves as word-of-mouth gets around and interest in teaching safety to the society increases and more and more calls reach the organisation asking for a chance to see the infotrailer and talk to people about ThB.

15. Has there been an outcome or impact evaluation? Who conducted the evaluation (internally or externally?), which data and evaluation method were used and what were the main results? (**Max. 300 words**) - for more information on outcome or impact evaluation, see EUCPN Toolbox No.3, p.7-9 & part 2 - section 2A

The evaluation of the infotrailer activities' outcomes mostly takes place on the spot of each outing directly getting feedback from the target audience. The key questions asked by trainers and guides regard the feelings which the exhibition created, increase in understanding the ThB topic.

As the information activities are built around a tool of non-formal learning, the other method, including evaluation are non-formal as well. They are designed for

the trainers to evaluate the success of their work and the audience to analyse and strengthen the freshly acquired knowledge.

III. The project shall, as far as possible, be innovative, involving new methods or new approaches.

16. How is the project innovative in its methods and/or approaches? (**Max. 150 words**)

There are various examples of social initiatives being implemented with or complemented by touring busses or caravans equipped to inform people and help them take action for example blood donating in Latvia.

Before the anti-trafficking information trailer such an initiative has not been implemented which is an innovation regarding prevention of ThB.

IV. The project shall be based on cooperation between partners, where possible.

18. Which partners or stakeholders were involved in the project and what was their involvement? (**Max. 200 words**)

This project has operated in many grants with various target audiences. In this time good cooperation has been set up and maintained with schools, municipalities, NGOs, youth initiative centres, social services, social care institutions and representatives of the private sector to disseminate information about project, inform potential seminar participants, coordinate public events, attract visitors etc.

V. The project shall be capable of replication in other Member States.

19. How and by whom is the project funded? (**Max. 150 words**)

This project has been funded by various donors. At first "Shelter "Safe House"" purchased the trailer at the organisations expense. Within a grant by *Phillip Morris International* the exhibition was created and with the support of *Transfer Go Ltd.* lecturers and volunteers visited eight municipalities. After that within a grant provided by the *US Embassy to Latvia* experts and trailer guides visited 20 places to educate schoolchildren and staff. A small contribution was made by a *Youth in Action* project so the trailer could be used as an educational tool in an international training course.

Currently the project is funded in a combination of grants from *Phillip Morris International* and *The Society Integration fund* (EEA Grants).

20. What were the costs of the project in terms of finances, material and human resources? (**Max. 150 words**)

Since the trailer was purchased the overall costs run up to approximately 15000 euro which includes which resources (fees for lecturers at seminars for social workers, policemen, teachers etc., trailer guides and volunteers); cost of the trailer itself; cost of fuel; fees for the artist creating the exhibition; and some administrative costs.

21. Has a cost-benefit analysis been carried out? If so, describe the analysis, including how and by whom it was carried out and list the main findings of the analysis. (**Max. 150 words**)

A formal cost-benefit analysis has not been carried out however the financial and volunteer input has been evaluated. The main conclusion is that the grants have financed the activities with the infotrailer itself such as fuel, and fees for lecturers and trailer guides at seminars and public events. Much of the work is done voluntarily such as repairs, preparation of seminars, training volunteers and infotrailer guides, implementing and analysing feedback, coordinating all volunteer and paid staff connected with the trailer, reporting for results, etc.

22. Are there adjustments to be made to the project to ensure a successful replication in another Member State?

Implementing a similar activity in another Member State would not need major adjustments or changes in the process of the project.

The main differences in terms of the topic (ThB) for such a project will be defined by the characteristics of ThB in each country meaning that the exhibition will always serve a different purpose, especially in original and target countries.

23. How is the project relevant for other Member States? Please explain the European dimension of your project.

The infotrailer is an innovative approach to reach a large number of small groups of the society. During lectures at schools sometimes a trafficker and a victim might be looking at the same exhibition in the same time (which was the case in one of the schools visited: one of the pupils after the seminar approached a trainer and revealed that her classmate had offered her 2.500 euro to marry a third country national.)

During trainings and seminars as well as public events, information about ThB is provided taking into consideration the international characteristics of the crime. The information that the audience receives includes international cooperation in combating the crime and institutions to turn to for advice and assistance in a

crisis situation abroad.

As Latvia is an original country for victims of ThB , Latvian citizens are trafficked mostly to other European countries. The grassroots work on prevention done in Latvia means that potential victims of ThB are informed about the issue before their victimisation thus reducing the workload required to provide assistance to victims from state institutions and NGOs all over Europe.

Please provide a short general description of the project (abstract for inclusion in the conference booklet – **max. 150 words**).

The Latvian NGO “Shelter “Safe House”” provides assistance to victims of ThB as well as implements prevention activities at different levels, including grassroots, travelling the country with an informative caravan that holds an exhibition about the horrors of human trafficking and is surrounded by experienced professionals and trained volunteers to meet people of any background and teach them about trafficking in human beings and resources to protect oneself or save another.