

An examination of strategies to bring awareness to human trafficking in one's community

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Background

2015: Arrest made (“Couple from India arrested”, 2015)

2013: over 200 victims (Rapp, 2014)

2012: 44 victims (Rapp, 2014)

2011: 26 victims (Halley, 2012)

Theoretical Foundation

- **Participatory Action Research (Khan, Bawani, & Aziz, 2013; Martin, 2011; van der Meulen, 2011; Wolf-Branigin, 2009)**
- **Ecological Perspective (Sossou & Yogtiba, 2009; Potocky, 2010)**
- **Systems Theory (Wolf-Branigin, 2009)**
- **Group Dynamics (Farnsworth & Boon, 2010)**

Problem

- **To explore how individuals within a faith-based organization in a midwest town, can bring about awareness and education regarding human trafficking to individuals in the community**
- **Every community is potentially in danger**
- **Geographically located at a “crossroads”**

Qualitative Action Research Study

- Participatory Action Research
- Participants (Stakeholders)
- Qualitative Data:
 - Semi-structured interviews
 - Focus group
 - Field notes
- Data Analysis:
 - Epiphanic (interviews & focus group)
 - Categorizing & Coding (field journal)

Design and Methodology

Research Questions

- **RQ1: How can individuals within the faith-based community bring about awareness and education to the broader community regarding human trafficking?**
- **RQ2: What are the community costs of human trafficking?**
- **RQ3: What would empower a community to make a change to prevent human trafficking**

Research Questions

- **RQ4: How can a faith-based community group be part of combatting human trafficking?**
- **RQ5: Who will collaborate with Free Now?**
- **RQ6: How can information about human trafficking be disseminated in the community?**

Sample

**Individuals (insiders)
from midwest
community (Stringer
& Dwyer, 2005)**

**5 individuals for
interviews**

**4 individuals for
focus group
(Dworkin, 2012;
Anderson, 2010)**

Purposive Sampling

**Convenience
Sampling**

Interviews

- Generate ideas, thoughts, suggestions
- 5 interview participants at the public library
- Interview instrument
- Duration up to 60 minutes
- Recorded, transcribed, reviewed
- Epiphanic analysis

Overview of Participants

- **Overall representation of the community**
- **Male and female**
- **Professionals**
- **Church leader**
- **Parents**
- **Grandparent,**
- **College student**
- **Retired**
- **Community leader**



○ **Qualitative
Methods:**

- Interviews
- Focus group
- Field notes

Data
collection

Responses to Research Questions

How can individuals within the faith-based community bring about awareness and education to the broader community regarding human trafficking?

Develop a tool that various individuals could be trained to incorporate in their respective roles in the community

Present at a community forum

Specific language from “if” to “when”

Participant Responses

Participant 3: “we need to know what looks suspicious just might be human trafficking.”

“Human trafficking impacts marriages falling apart, infidelity” explained Participant 4.

Participant 5 summed it up by stating, “... public awareness: we can be the eyes and ears of the public and we can help...”

Participant Responses

Participant 4 summed it up stating, “[an] inward and outward process [is needed] by reaching out and educating the community.”

Participant 3 offered that “we need to help others know that there is a risk.”

What are the community costs of human trafficking?

- **Concern for how trafficking impacts individuals, families, & communities**
- **Participant 1: “the worst case scenario is the loss of loved ones, children, the loss of children’s innocence, not just children, but other adults and other vulnerable people.”**
- **Participant 2: offered that human trafficking loses the “benefit of the small town.”**
- **Participant 1: “there is fear; I think, I feel, and I see that in my own life... that fear keeps us from being a tight knit community.”**

How can a faith-based community group be part of combatting human trafficking?

- **The participants explained they had a responsibility to foster awareness & education**
- **Participant 1: “I want to help others know that it [human trafficking] is real and when we bring awareness [then] it will be more real for individuals.”**
- **Participant 4: “[I] may have not been aware of it [human trafficking]... [when] something is wrong it is easy to turn to go on.”**
- **Participant 5: “to be [a] proactive group in educating others on the issue”**
- **Participant 1: “ The major thing is that I want this community as a whole to admit that it [human trafficking] exists and that it touches our community... in some way, shape, and form it is a local problem.”**

Who will collaborate with Free Now?

- **Outlined valuable, potential community partners**
- **Participant 5: “I would hope that educating the population itself would bring more people to the effort of prevention.” “We ultimately do not want to have to rescue people, but we want to keep them from being ensnared.”**
- **Participant 1: in hopes of engaging various community leaders and service providers in fostering awareness and educating the public.**

A blue speech bubble shape containing the text 'Focus group'. The bubble has a white outline and a small tail pointing downwards. The background of the slide features decorative curved lines in shades of blue and grey.

Focus group

- Four participants (convenience sample, Anderson, 2010) rather than 6-8 (Ryan, Gandha, Culberston, & Carlson, 2014)
- Duration 2 hours
- Focus Group instrument
- Recorded, transcribed, reviewed
- Sample size did not negatively impact dialogue

What would
empower a
community to
make a change
to prevent
human
trafficking?
(focus group)

- **Overwhelming response was to offer an eternal hope**
- **“we offer the only long-term hope for victims.”**
- **“let vulnerable people know that they are not alone... people do this [traffic] when they are desperate, because they are hopeless.”**
- **“we need to take action steps.”**
- **“we need a wake-up call to help individuals learn and be exposed to the information which will help individuals.”**

How can information about human trafficking can be disseminated in the community?

- **Develop a brochure for the community**
- **Community Forum**
- **“this [community forum] would help us focus our efforts.”**
- **Educate trucking industry**
- **Newspaper articles**
- **“we are [an] insulated community and once the community is educated the community will be willing to do something [about addressing human trafficking].”**

Research Field Notes

- **Additional observational information**
- **Field notes confirmed & corroborated (Creswell, 2009)**
- **Unanimously agreed to develop a tool & hosting a community forum**
- **Highlighted the deep concern and passion individuals have for the social issue**

Data Analysis

- **Interviews and Focus Group** were conducted, recorded, transcribed, reviewed for accuracy
- **Data was organized, coded, & sorted placed into a chart (Snell, Miguel, & East, 2009) into themes through the use of Categorizing Analysis Toolkit (CAT)**
- **Field Notes: researcher maintained field notes after each interview and focus group (categorizing & coding) (Stringer & Dwyer, 2005)**

Limitations

- **Small sample size**
- **Inability to generalize to other communities**
- **Only Free Now members involved in study**

Recommendations
for future research
or intervention

- **Continued guidance and planning for future interventions**
- **Further collaboration with service providers & community members**

Implications

- **This study will inform social workers and community members in gaining awareness & education about human trafficking.**
- **It is expected that others in the community will be interested in gaining more education about human trafficking.**



Conclusion



Questions

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Thank You!