



## Good Practices in Asia: Prevention and Rehabilitation



Regional Project on Combating Child Trafficking  
for Labour and Sexual Exploitation (TICSA-II)

# **Good Practices in Asia: Prevention and Rehabilitation**

International Labour Office

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Cover Photo by ILO/Lisborg. A. Not a victim of trafficking.

Printed in Thailand

## Introduction

Despite the growing recognition that the trafficking of children for labour and sexual exploitation is a grave human rights violation that reduces children to mere commodities, child trafficking is still widespread in much of Asia. According to ILO estimates children make up 40 to 50 per cent of the 2.45 million persons trafficked for exploitative labour<sup>1</sup>. These children are trapped and exploited in domestic work, manufacturing enterprises, commercial sex, agriculture, armed conflict and other “worst forms” of child labour. The negative consequences on both children and their communities are enormous. In the worst cases, trafficking can result in the child’s disappearance or death and in general child victims of trafficking are deprived of their rights to basic education, vocational training and to develop as healthy and productive citizens.

ILO Convention No. 182 on the Worst Forms of Child Labour, adopted in 1999, calls for countries to take immediate action to secure the prohibition and elimination of all worst forms of child labour including child trafficking. In this context the ILO’s International Programme on the Elimination of Child Labour (IPEC) implemented the regional project on combating child trafficking in Asia (TICSA-II) covering Bangladesh, Nepal, Pakistan, Sri Lanka, Thailand and Indonesia.

Interventions of this project on combating child trafficking included prevention measures; protection and rehabilitation of the victims of child trafficking; research and improvement of the relevant knowledge base; awareness raising; social mobilization; policy development and capacity building of the partners. In the process of carrying out these activities in six countries, the project developed innovative strategies and models and implemented those through partner organizations including government agencies, employers’ and workers’ organizations and the NGO’s. During the process of implementing of this project a number of models and strategies turned out to be very effective and innovative and have a high probability of success if replicated in other contexts. Considering this phenomenon, TICSA has selected a number of good practices, innovative models and useful lessons learnt with a view to sharing these experiences with a larger audience. This document contains 18 selected good practices and lessons learnt in the context of prevention of trafficking and rehabilitation of the child victims of trafficking. These are expected to help the social partners in designing more strategic and effective programmes in combating child trafficking in the future.

These good practices have been documented in the light of the guidelines set by the Design, Evaluation and Documentation unit of ILO-IPEC with regard to such “Good Practice” documentation. This documentation process involved in-depth review of the strengths and weaknesses of different programme interventions through site visits and extensive consultations with the implementing partners in the six TICSA participating countries.

ILO would like to thank the US Department of Labour for its financial support of this project, which made it possible to develop and document these good practices. Special thanks also go to Chongcharoen Sornkaew who reviewed and documented these good practices.

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<sup>1</sup> Global Report on Forced Labour, ILO, 2005



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## List of Abbreviations

ACLAB	Alliance for Cooperation and Legal Aid Bangladesh
AMUS	Ashwas Mohila Unnayan Sangstha
APSC	Action Programme Steering Committee
ATSU	Anti-Trafficking and Surveillance Unit
BATWC	Bureau of Anti-Trafficking in Women and Children
CAP-CRON	Centre to Assist and Protect the Child Rights in Nepal
CCWB	Central Child Welfare Board
CEC	Centre for Ethnic Children
CRD	Centre for Rights and Development
CEFE	Community-based Economies through Formation of Enterprises
CIMS	Case Information Management System
CMS	Case Management System
CPCR	Centre for the Protection of Children's Rights
CPP	Child Protection and Participation
CRD	Centre for Rights and Development
CSEC	Commercial Sexual Exploitation of Children
CUE	Catch Up Education
CVICT	Centre for Victims of Torture
CVTs	Community Vigilance Teams
CWC	Ceylon Workers' Congress
DAM	Dhaka Ahsania Mission
DDC	District Development Committees
DSWG	District Working Group
FOBMI	Indonesia Labour Migrant Forum
GECL	ILO Gender Training Package
HELP	Health and Education for the Less-Privileged People
HSC	Higher Secondary Certificate
IEC	Information, Education and Communication
IGA	Income Generating Activities
IGTC	International Garment Training Centre

IOM	International Organisation for Migration
IPEC	International Programme on the Elimination of Child Labour
ISTSS	International Society for Traumatic Stress Studies
LACC	Legal Aid and Counselling Centre
LAN	Local Area Network
LTTE	Liberation Tamil Tigers of Eelam
MCC	Multi-purpose Children's Centre
MDA	Multidisciplinary Approach
MDT	Multidisciplinary Team
MIS	Management Information System
MKP	Manab Kallayan Parishad
MSW	Ministry of Social Welfare – Indonesia
NCPA	National Child Protection Authority
NFE	Non-formal Education
PCT	Psychosocial Counselling Training
PSAs	Public Services Ads
PSC	Package on Psychosocial Counselling
PTSD	Post Traumatic Stress Disorder
RPSA	Rumah Perlindungan Social Anak
SIYB	Start & Improve Your Business
SLE	Structured Learning Exercises
SUPK	Samaj Unnayan Proshikshan Kendra
TARANGO	Training Assistance Rural Advancement Non-Government Organization
TICSA	Project on Combating Trafficking in Children for Labour and Sexual Exploitation.....
TOT	Training of Trainers
UNICEF	United Nations Children's Fund
VDC	Village Development Committees
WFCL	Worst Forms of Child Labour
WHR	Women for Human Rights
YKAI	Indonesian Child Welfare Foundation





## 1. Bangladesh

# 1. Bangladesh

## 1.1 Micro-enterprise Development Model for Vulnerable Families

This good practice is a business training package called Community-based Economies through Formation of Enterprises (CEFE) that aims to improve the socio-economic status of families with low levels of literacy in the rural areas of Bangladesh. The business model

has been successfully adapted and tested on 300 families with children at high risk of trafficking. TARANGO has been a key TICSА partner in implementing this training.



PHOTO by ILO/Sornkaew

## How does the business model help to prevent trafficking?

- By improving the family economic situation as a means to fight poverty - one root cause of child labour and trafficking; and
- By unlocking the entrepreneurial skills of female heads of vulnerable families, thus empowering gender and family relations.

## Pre-conditions

- An NGO with prior experience in micro-enterprise development and work with groups with low levels of literacy and partners in the field;
- Agreed selection criteria on vulnerable children and families;
- NFE or schooling facilities to accept children of selected families in the same locality;
- Grants or access to grants and micro-credits to support new entrepreneurs;
- A follow-up mechanism should be put in place for at least a period of one year or until the majority of the new entrepreneurs are able to establish their business.

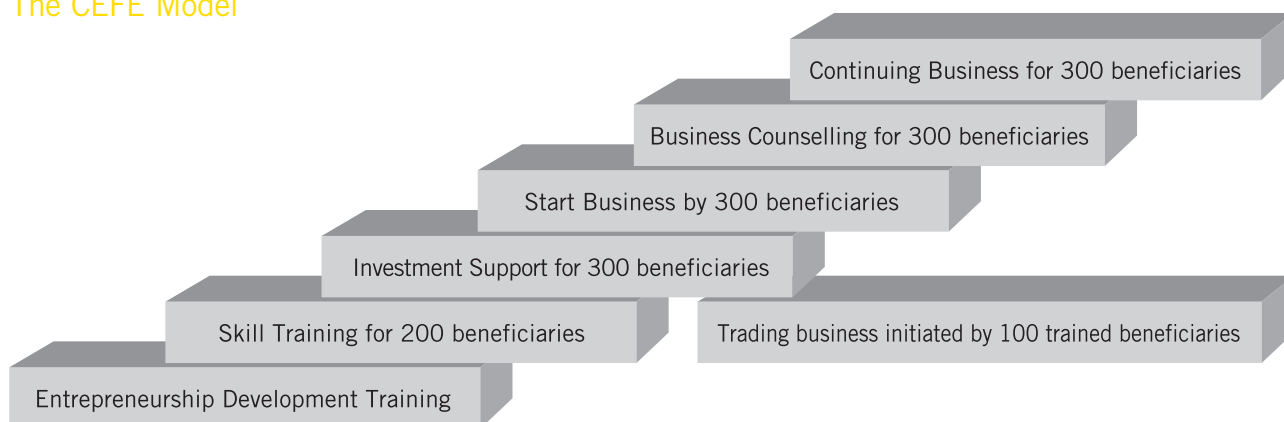
### Significant characteristics of CEFE for groups with low levels of literacy:

- Adapt of a module on entrepreneurial competencies to the situation of the micro-entrepreneurs;
- A new module on business environment focusing particularly on the extended family;
- The simplicity and practicality of the business plan; and
- A new module on bookkeeping which enables participants to make simple calculations and maintain a book as a cash monitoring tool.

## Main actions

- Pre-select families where the children are at high risk of trafficking using the vulnerability criteria pre-set by TICSA partners;
- Select members of families, especially women, to receive training and place their children in NFE schools;
- Conduct two-week training courses which comprise 3 core parts: discovering entrepreneurial competencies, matching a person to a project and business planning;
- Provide orientation and entrepreneurship training to the trainees;
- Assist the trainees in selecting business skills according to interest and potential. Through this process, the trainees are taught business planning skills, discover their business potential, practice simple calculation and cash flow management, and analyse market conditions for the skills or trade that they choose;
- Conduct trade and technical skills training to trainees according to their selections;
- Offer investment support in the form of grants and guidance to successful trainees;
- Facilitate the start up of the business of graduates or new entrepreneurs; Assist graduates in starting their new businesses; and
- Provide on-going business counselling to all new entrepreneurs.

## The CEFE Model



## Elements of good practice

- The model is adapted to groups with low levels of literacy and helps them to discover their business strength and build their self confidence, and is considered user-friendly and effective in delivering complex business concepts to this target group;
- The training is delivered with visual aids, graphics and real life exercises which makes it appropriate and user-friendly for illiterate groups, hence the smooth and positive reception;
- The training package (two weeks of five hours a day) was designed considering the rural community's capacity for absorption and the workload of their families;
- Being an experiential learning model, CEFE uses techniques called Structured Learning Exercises (SLE), which are a simulation of certain aspects of conducting business that take the trainees through learning-by-doing, which not only helps to transfer the know-how but also to stimulate behavioural change;
- The family counseling conducted at the end of the training and before the start-up of a new business helps new entrepreneurs to gain support from their immediate family members, particularly women, and ensures smooth business or trade operations;
- The model is a good match for micro-credit programmes as it provides loanees with the much needed know-how on how to start and manage a business; and
- Many of the business activities undertaken by the new entrepreneurs are part of existing local trades and marketable skills, hence the smooth integration with surrounding communities.

### Testimony:

Anuwara, "I received 2,500 taka from the project and I matched it up with some funds from selling my goats. Now I have a small grocery stall on the roadside that gives me an income of 60 to 70 taka a day".

Husband, "I look after the stall when my wife is busy. We plan to relocate and expand our stall soon".

*-An entrepreneur family in Dinajpur.*

## Lessons learned

- The grants of 2,500 taka per entrepreneur were found to be in sufficient to start up a business. Several graduates therefore matched up this

amount with funds from other sources, such as selling their goats and other family members' earnings. Others used the seed money to start their business at a small scale and gradually invested the profits to expand their business;

- In the case of women entrepreneurs, it has proved very important to include their husbands in the process, through family counselling, so that the new female entrepreneurs receive the support they need from their husbands and the business success is assured;
- There is a delicate balance in deciding whether or not to give grants. The CEFE model chose to give grants instead of (micro) credits for a few practical reasons: (1) The grant amounts are very small; (2) Taking a loan can create immense stress on new entrepreneurs and make them lose concentration on running the business well; (3) Managing loans requires more staff and different administrative arrangements; and (4) There is a follow up mechanism (business counselling) that is a softer approach to ensuring that grants are used well and that new entrepreneurs are supported; and
- The entrepreneurship development using the CEFE model gives hope to vulnerable families and has a proven track record among the illiterate population. One visible impact is the increased self-confidence and improved economic situations of the trained women who would otherwise have limited roles only within the household. Children of these families receive education at NFE schools and many of them are assisted to be mainstreamed into government schools. Community members become more aware of the value of skills training and education.

## The way forward

The big question is how to extend this proven model to reach more families. The success of some new entrepreneurs

has created interest and enthusiasm among the rest of the communities. One way could be to form savings groups of new entrepreneurs so that they can extend their savings to assist new members. Not only can they share the money but also valuable business experience.

A Training of Trainers package can be developed for competent entrepreneurs so that they can continue to train fellow women in the community. This may still be difficult as the entrepreneurs themselves are not literate or are only semi-literate. Ways should be found to promote their roles as change agents in their own and nearby communities, considering their strengths and drawbacks.

In other TICSAs countries, a similar intervention is being implemented to assist poor families, single women (widows), recovered trafficking survivors, and sensitised workers of cabin and dance restaurants, for example, in becoming self-employed. This proven model of entrepreneurship development from Bangladesh could be easily applied and/or adapted in other countries with facilitation of TICSAs regional and country offices.

### Waste no time

One training course graduate decided to run a sewing business. While waiting for the project grant to be released, she decided to join a local dress-making shop as a trainee to gain more experience. Her logic - "this will make people know that I'm now in business so when I have my own sewing machine, I will not need to spend time promoting my business".

TARANGO's CEO, Koohinoor Yeasmin remarked, 'this is the kind of wittiness and initiative that we would like to encourage our trainees to have.'

## 1.2 “The Broken Dream” - The Street Theatre

This good practice focuses on awareness raising for behavioural change. It comprises a series of street theatre performances that present “the message” of cause and effect of trafficking in a form that can be easily understood by the community people. The performances have successfully stimulated audiences to question their assumptions about trafficking and, in several cases, to take action. The Centre for Ethnic Children (CEC) is the main implementing partner of the theatre shows.



PHOTO by CEC

### How does the street theatre help to prevent trafficking?

Street theatre can reach audiences of all ages, sexes, levels of education and social classes, and has proved suitable for groups with low levels of literacy vulnerable to trafficking. The play presents the causes and effects of trafficking, based on real life stories of victims, which are woven into powerful shows by one of the most experienced theatrical groups in the country.

The theatre is able to bring sensitive messages to the audience, who would otherwise not recognise the internalized community perceptions on trafficking.

### The power of drama:

Street theatre, often called Theatre for Development is a proven tool in Bangladesh (and in a few other Asian countries) for addressing trafficking issues at the grassroots level. It has brought evident results on improved community awareness on the issue resulting in active interception and rescue of victims.

### Pre-conditions

- A dedicated and experienced artistic group with a profile in social work;
- A network of partners and community vigilance teams (or similar types of groups) at the community level; and
- Acceptance of street theatre as an art that can contribute to raising social awareness.

### Main actions

- Familiarise the project staff and performance teams with trafficking and related social and child labour issues;
- Work closely with Community Vigilance Teams (CVTs) and families of the survivors through focus group discussions to gain insight about the issues and design the scripts based on the findings;
- Compose the plays, plan the production, conduct rehearsals, launch a premier show and fine-tune the show based on initial feedback;
- Work closely with other TICS field partners (for example SUPK, MKP, CRD, ACLAB, AMUS) already active in the target areas in planning the event, providing baseline information on the

target community/audience, selecting the venues, contacting the audience, and facilitating the preparation in the field;

- Perform at 50 open-air theatres in four districts and document the process and outcomes; and
- Collaborate with partners to determine post-theatre impacts and conduct a review meeting to monitor and document attitude change and practice in communities.

### Elements of good practice

- The formation of story lines is participatory as views and experiences of child and women survivors are sought through focus group discussions, where their true stories are culled for script writing;
- The theatre uses a combination of performing art techniques, such as narration, mimes, pantomimes, drama, facial and bodily expressions, banners, music, songs and rhythms. The strategy of the street theatre is to deliver the issue in such a way that the audience can also remember the message, not just the story;
- The theatre is a form of entertainment that can attract a large audience (averaging 2,000 during each performance) in a way that most development media cannot; theatre for development educates fast and the echo (of the messages) realms for long;
- The gender discrimination aspect and the suffering of girls/women are woven into and highlighted in the play, both at the recruiting stage into trafficking and at the reintegration stage, where female victims usually suffer re-victimisation and social stigmatisation;
- A well written play portrays the lives and behaviours that the audience can identify with; the theatre is real to them, it is not just a show;
- The theatre presents not only the problems but also the means to combat trafficking, responsibilities and duties of the families, communities and

respective authorities. All messages are designed to help promote appropriate understanding and awareness on this problem and persuade actions at the individual level;

- The investment of merely 1,000 dollars per show can be considered cost-effective from the quality, coverage (125,000 people) and impact (25 children intercepted so far and more prevented) perspective; and
- The theatre links effectively with other parallel actions at the community level, particularly the roles of CVTs in following through with the audience, the Non-formal Education (NFE) schools and the Multi-purpose Children's Centres (MCCs), which provide options for vulnerable children and the micro-entrepreneurship development for families.

### The broken dream:

Based on consultation with various stakeholders, the theatre team came up with five scenarios:

- Tale 1: False marriage
- Tale 2: Step mother selling step daughter
- Tale 3: Girls lured by promises of jobs in garment factory
- Tale 4: Boy camel jockeys
- Tale 5: Girl kidnapped from village fair

Some of the key questions addressed (simply, through language and movements) by the theatre are: What is trafficking? How does it happen? What causes this problem? Who gains and who loses? Who are the abusers? Who are victims and potential victims? What is the psycho-physical damage and what are the consequences to the victims and their families?



## Impact & sustainability

It is believed that the audience will remember the message and be moved to take action. An informed population of 250,000 can create major impact within their community when this is followed by awareness raising campaigns, vigilance actions, education support offered to at-risk children and vocational skills for family members, as is the case in Bangladesh.

The Centre for Ethnic Children had not previously conducted performances on trafficking, but now trafficking is a key theme. As a result of its experience in both phases of TICSAs, the CEC Director and performers have now become ardent advocates concerning child trafficking, and performances based on actual experiences of trafficked victims will remain part of their repertoire. Contacts between CEC's Director and other performing groups have resulted in the addition of trafficking stories to their performances as well.

## Lessons learned

- Cultural sensitivity is crucial to the successful outreach of the street theatre. For example, in rural Bangladesh, it is not easy for female members to participate in outdoor activities, and they are precisely the target group that the project wants to reach. This is why special attention is given in the selection of venues that are easy for women to access. In doing so, the cooperation of CVTs and NGO partners in the field is important;
- The timing of the performance is also planned so that the show is conducted between two praying times and before dark;
- The theatre, although effective, cannot be taken as a sole action to prevent trafficking. This has to be concerted with actions of, vigilance teams, NFE teachers, MCC facilitators, local elite groups and field NGO workers; and

- Engaging a professional theatre group does not necessarily mean having to incur high costs. In fact, it shows respect to the audience and partners in that the critical message is delivered by experienced actors/artists who know that their art and professionalism is one of the best ways to create a lasting impact in the minds (and actions) of the people.

## The way forward

After each show, a survey is conducted with six to seven persons selected randomly from the audience to answer 30 questions concerning their thoughts on the show. Although this simple survey is useful, other ways should be found to increase the number of informants and emphasis should be placed on documenting short, medium and longterm impacts of the show. Such follow up can be and has been done through collaboration with partners in the field after the shows have been launched in that locality.

The theatre for development should not stop at the community level. In the case of Bangladesh, a documentary film of professional quality is being produced to be televised nationwide. The goal is to sensitise the public at large on the issue of trafficking, what has been done and the perception of the local people. The film should be presented both in Bangladesh and in other countries in various conferences and meetings on child labour and trafficking in children and women.

## 1.3 Community Vigilance Teams (CVTs)

This good practice is the voluntary formation of community vigilance teams (CVTs) in border villages of Bangladesh and to support them in their activities to raise awareness, detect risk cases and take action against trafficking. TICSAs partners who are working closely with CVTs include MKP, SUPK, HELP and CRD.

### How do the CVTs help to prevent trafficking?

- By taking surveillance actions in their own communities and collaboratively with nearby communities to detect cases of children at risk, on transit or being trafficking;
- By conducting awareness raising activities for community members on child trafficking and other related issues; and
- By referring at-risk children to receive appropriate educational and welfare services.



PHOTO by ILO/Sornkaew

### Pre-conditions

- NGOs launch general awareness raising activities in target communities and invite candidacy for CVT members;
- Organize an election or selection of CVT members using a democratic process and participation of the community at large;

- Provide training to core CVT members who will relay the knowledge to the rest of the teams;
- CVT members in each area meet regularly to discuss social issues and actions needed;
- CVT members in each community conduct surveillance actions in their locality and seek assistance from their NGO partners as necessary;
- CVT members, in an advisory capacity, will assist other TICSAs initiatives in the same locality such as non-formal education schools (NFEs) and Multi-Purpose Children's Centres (MCCs) and facilitate the street theatre shows; and
- All CVT members will meet to review the progress and achievements of their actions regarding facilitation of their NGO partners.

### How they did it:

In Jamalpur village, the selection process of CVT members was democratic. First, news was spread in the community to attract good candidates, highlighting that being a CVT member is purely voluntary. As a result, about 100 candidates were recruited. An open discussion was held among these candidates on the criteria for final selection, with facilitation of MKP, TICSAs NGO partner. A point was made that a CVT member should be selected not based on his or her faith but on profession and the likeliness of his or her contribution to society. The geographical coverage was also taken into consideration. 20 members were chosen and they represented all walks of life: traders, teachers, Imams, students, UP members, local physicians and rickshaw drivers, to name a few. The members selected their Chairperson. This shows the general acceptance of the CVT by the community.

## Elements of good practice

- The democratic process of the CVT member selection and their volunteerism in becoming members;
- The low cost of operating CVTs (training and meetings) when compared to the effect and impact that the CVTs have in their localities. The CVTs help to create a safety net within their communities;
- Because of their sense of responsibility to their communities, the CVTs are very likely to continue after TICSA's assistance ends;
- CVTs are operated by multiple TICSA partners, meaning a wider coverage and range of experience; and
- The great contribution in increasing awareness among community members on what child trafficking is (missing children) and who the traffickers (child grabbers) are. The CVTs themselves are a form of capacity building within communities affected by trafficking. At a very small cost, TICSA and its NGO partners have been able to create a new community institution that is proving effective in controlling trafficking.

### Kampur incident:

A girl from the community got married and was trafficked to India. The CVT rescued the girl through their connections in India. She was repatriated and the perpetrator was arrested and convicted. The news was covered on BTV. At present, TARANGO, another NGO partner of TICSA, is supporting the family of the girl with entrepreneurship activities.

## Main actions

- Conduct a baseline survey and select venues at the heart of the community to set up the MCCs and NFE schools;
- Publish NFE school books and materials in collaboration with education experts to assure school quality;
- Recruit facilitators for MCCs, teachers and supervisors for NFE. Teachers should have a minimum Higher Secondary Certificate (HSC) and work experience; female teachers are preferred;
- Set up criteria for the selection of children to NFE schools; keep MCCs open to all children;
- Form MCC management committees, children's committees and NFE school committees with membership of community members and children;
- Consult children and parents in each NFE school locality during classroom hours that are convenient to them;
- Provide training on children's rights to child facilitators who are also members of Children's Committees;
- Organize recreational activities at MCCs and classes at NFE schools and keep attendance records;
- Supervisors visit the NFE schools regularly to determine progress and assess the quality of schooling;
- Assist NFE children to be mainstreamed into government schools; and
- If and when required, vulnerable children, survivors and malnourished children are referred to other collaborating partners and institutions for services such as legal aid and health care provisions.

## Impact & replication

- The CVT members create general awareness on the consequences of trafficking on children and their families/communities. This has led to a new practice for the parents who now seek more information regarding any offers for better livelihood options or marital relations. The outcome thus is that today community children are better protected and their mobility monitored through these vigilance teams;
- CVT actions also stimulate the response of local authorities (District Task Force, for example) who become more active on the issues; and
- The CVT model is replicable, as it is now implemented not only in Bangladesh but also in other TICSAs and IPEC countries with different levels of success. The Bangladesh model can be considered one of the more advanced ones.

MCC can provide to them. This proves that a comprehensive (and parallel) approach to prevention and direct action can work to fight trafficking.

### Increased awareness:

Three boys were running away from home due to a fight with their parents. On their way, they met with a man who offered them jobs in Chittagong and train tickets. The boys took a train trip with this man. During the travel, they met another man who was asking them about their destination and intention. When told, the man said to them that the first man was trafficking them. Scared, the boys decided to get off the train and went back home. Looking back, the boys felt that the second man could have been a trafficker as well.

## Lessons learned

- It is possible to engage local community members to work on a voluntary basis if the issue is clear to them and if relevant orientation and backup support is provided. CVT members are not remunerated and their operation does not depend on whether or not the project is approved. The democratic selection of CVT members also encourages participation of the rest of the community and this contributes positively to the CVT work; and
- The CVTs find that street theatre, NFE schools and MCCs compliment the effects of their work. With the street theatre, community members were presented cases of trafficking in different forms (false marriage, step mother selling step daughter, promises of work in cities, boy camel jockeys and cross border trafficking to nearby countries). After the theatre, the campaign and monitoring work of the CVTs becomes smoother, and when children are intercepted, there are options that NFE and

## The way forward

There are two issues that have been put forward as important to the CVTs and communities: (1) The root cause of trafficking is poverty which continues to force young children to seek work, hence exposing them to the worst forms of child labour and trafficking and (2) the need for more NFE schools (in number or by years of operation) to assure education of poor children at risk of trafficking and WFCL.

It is necessary for a structure such as CVTs to pay more attention to issues facing female members of the families, such as the protection of widows and female-headed families, dowry system, early marriage, and unequal wages between men and women for the same type of work. The CVT roles can therefore be further strengthened through gender and issuespecific training.

There is still a general lack of awareness on the extent of

the problem in different parts of the project areas where the campaign could hardly reach due to lack of resources and distance. Therefore, it has become immensely important to continue the awareness programme at the grassroots level through the CVT movement (including street theatre) to reach the maximum number of people and make them more knowledgeable and conscious of the intensity and the nature of the problem.

The democratic process of selecting CVT members should be (and is already, in some cases) replicated in other activities such as peer educators and MCC child facilitators.

Good practices and lessons learned of the CVTs in Bangladesh should be shared with other groups conducting similar actions, for example, social mobilizers in Sri Lanka plantation estates and cabin/dance restaurants outreach workers in Nepal.

#### CVT & NFE:

“We feel that schooling is very important and helping the families a lot. Children who attend NFE schools will be mainstreamed to government schools. In this way, we are hopeful that, if the school is to continue for longer time, more children can benefit and the worst forms of child labour can be stopped.”

*-CVT members in Fakirganj, Shengaon, Thakurgaon*

## 1.4 Multi-purpose Children's Centres

A Multi-purpose Children's Centre (MCC) is a kind of simple community centre exclusively designed to attract the poor and vulnerable children of poor and vulnerable communities with the goal of alerting them to the process and risks of child trafficking. In the rural communities covered by the TICSAs programmes there are many young children and adolescents who have no access to any form of education and there is no one to introduce to them the issue and risk of child trafficking. At the same time, there are children in those communities who get some schooling but eventually they drop out and remain vulnerable to trafficking. In many instances the school system is not sensitive enough and not equipped to inform their young students about the allurements and process of trafficking adopted by the trafficking network.

A Multi-purpose Children's Centre (MCC) is designed to attract these at-risk children to an informal education process through recreational and other educational activities in the MCC that help inform them about child trafficking. In other words, this practice is about bringing informal and non-formal education as a means to help reduce incidences of trafficking and increase the general awareness of communities on the issue and value of education.

This innovative educational package is delivered through the Multi-purpose Children's Centre (MCCs) and Non-formal Education schools (NFEs) by six TICSAs partners in Bangladesh: AMUS, ACLAB, MKP, SUPK, CRD and HELP. Altogether 140 NFE schools, 13 of which also function as MCCs have been established serving approximately 4,200 children through NFE classes and 1,600 through MCC.



PHOTO by ILO/Sornkaew

### How do the MCCs and NFE schools help prevent trafficking?

- By giving at-risk children easy access to developmental and educational activities provided at MCCs and NFE schools;
- By working closely with CVTs present in the communities to identify and refer at-risk children for support; and
- By promoting the participation of children, parents and other community members in identifying the MCC/NFE venues, building NFE schools, taking part in the management and spreading messages on education and child labour.

### Pre-conditions

- A recognised NFE package and availability of NFE schooling materials for both teachers and children;
- Collaboration with local government schools to mainstream children; and
- Support of local communities in the area where the MCCs and NFE schools are situated.

### How it works:

The NFE schools are small huts that can accommodate 30 to 50 children at a time. The schools are built with minimal costs by the labour of parents and the community using locally available materials. Most schools are situated in a nice peaceful setting not far from the village. School walls are decorated with posters and pictures containing messages on the worst forms of child labour, children's rights, child trafficking and other social issues. School books, learning materials and teachers' fees are provided by TICSA. The education package follows that of the Dhaka Ahsania Mission (DAM) focusing on reading, writing, numerical and life skills. Nutritional food for the children is provided by the World Food Programme.

- Provide training on children's rights to child facilitators who are also members of Children's Committees;
- Organize recreational activities at MCCs and classes at NFE schools and keep attendance records;
- Supervisors visit the NFE schools regularly to determine progress and assess the quality of schooling;
- Assist NFE children to be mainstreamed into government schools; and
- If and when required, vulnerable children, survivors and malnourished children are referred to other collaborating partners and institutions for services such as legal aid and health care provisions.

### The MCC:

MCCs are usually bigger than the NFE schools and are based in rented premises with at least three large rooms, one for NFE, one for the office and one for recreation and enough space for outdoor activities. The MCCs are always located in or close to the community and they aim to facilitate children's access to education and other learning and recreational opportunities. Each MCC is open from 9 a.m. to 5 p.m. and serves a minimum of 2,400 visits per year by children (girls from 8-18 years old and boys from 8-12 years old) who use the facilities at their convenience. All children under 18 years old are welcome at the MCCs.

### Main actions

- Conduct a baseline survey and select venues at the heart of the community to set up the MCCs and NFE schools;
- Publish NFE school books and materials in collaboration with education experts to assure the schooling quality;
- Recruit facilitators for MCCs, teachers and supervisors for NFE. Teachers should have a minimum Higher Secondary Certificate (HSC) and work experience; female teachers are preferred;
- Set up criteria for the selection of children to NFE schools; keep MCCs open to all children;
- Form MCC management committees, children's committees and NFE school committees with membership of community members and children;
- Consult children and parents in each NFE school locality on classroom hours that are convenient to them;

### Elements of good practice

- The NFE schools use the proven model of the Dhaka Ahsania Mission, a collaborating institution of this project. Its NFE package has proven effective in one of ILO's child labour projects in Bangladesh and its teaching methodology and principles are remarkable for its emphasis on learning for a better



life instead of learning for the sake of learning. Its curriculum spans a wide range of issues and calls for the use of various teaching materials;

- The NFE schools and MCCs are centrally located, in a hygienic and safe environment that can be easily reached by children;
- The MCCs are equipped with quality staff and involve various actors, i.e. NFE supervisors, CVT members, Children's Committees and School Committees who work collaboratively;
- The NFE school children are facilitated in enrolling in public schools once they attain a suitable level of education;
- The NFE/MCC has been well received by parents and communities as a safe place where their children can get a good education, life skills and knowledge that will help protect them against trafficking;
- The work of the NFE/MCC is complimented by awareness raising activities through street theatre and vigilance efforts of the CVTs. This is reflected in the high numbers of children who attend both NFE classes and MCC activities; and
- Child participation: Children's Committees represented by girls and boys from different age groups are formed to ensure self-discipline, oversee the day-to-day functions of the MCCs and to maintain a child-friendly atmosphere.

## Creativity/innovation

The MCC is a new initiative and has proved an instant success. Factors that contribute to this success are inclusion of recreational activities in addition to education; informal ways to educate children about critical social issues; selection of teachers who come from the community; clarity in selection of target children and giving access to all eligible children; convenient locations of the centres and variety of services provided; good supervision mechanisms in place to ensure quality and continued guidance for teachers;

collaboration and ownership of parents and local people in establishing and maintaining the centres; parallel efforts that take place in the same localities such as CVTs, street theatre and micro entrepreneurship; and the use of child participation in the form of Children's Committees.

### Reflection by a Community Vigilance Team (CVT) in Fakirganj, Thakurgaon:

"Now that we have been active in awareness raising and our vigilance actions, families realised the importance of education and of sending their children to schools. We appreciate the NFE schools and the Multi-purpose Child Centres. We hope that these initiatives will continue so that all our children can go to school and be empowered against illiteracy and trafficking."

## Lessons learned

- Finding the best location for the MCCs was a cultural challenge. First, premises in the rural areas are usually inhabited and owners do not have any idea about renting their places out. Second, it was not always easy to find a building that was large enough to accommodate 100 plus children and which was situated close to the community;
- Children's Committee members are truly helping hands of the MCC facilitators and NFE teachers who have to cover 100 to 200 children each day. This is one of the most practical and effective ways of promoting children's participation;
- It was noticed that the Children's Committees have different capacities, some are outspoken and confident while others are more reserved. Further training and guidance should be offered to strengthen the capacity of the child leaders so that they can meaningfully and effectively assist in the operation of MCCs and



later lead the campaign in their locality; and

- The NFE supervision mechanism proved to be helpful in strengthening teachers who are placed in remote areas. Visits by supervisors are a challenge due to the geographical spread of the schools and MCCs and the lack of convenient local public transport. Although the plan is for the supervisors to visit each school monthly, actual visits can be less frequent in certain areas. In some cases, supervisors are provided with motorcycles to help them make more visits.

in Indonesia can be applied in Bangladesh as an answer for children who complete NFE schools but cannot go to public schools that are too far from home.

### The way forward

- The children attending the MCCs are serving as an informal network of child peer educators, the MCCs enabling to reach thousands instead of hundreds in the communities they serve;
- Members of the Children's Committee have potential to be active change agents in their communities and they should be linked effectively with CVTs;
- Ways should be found with TICSAs partners to sustain the NFE/MCC activities both to continue running the existing ones and to create more facilities in other high risk areas;
- Good initiatives at the level of NFE schools should be encouraged to continue and expand, for example the saving groups of children;
- Continued refresher teacher training and regular supervision are necessary to motivate teachers and maintain (as well as improve) classroom quality; and
- Activities similar to the MCC and NFE schools are practiced in other TICSAs countries such as Community Hearts in Sri Lanka and Drop-In Centres in Indonesia. Therefore the strengths and lessons-learned of each country should be shared. For example, the model of open junior high schools attached to local primary schools

## 2. Indonesia

## 2. Indonesia

### 2.1 Teachers Training Module

#### Categorising children at risk:

Drawing from the findings of the Situational Analysis of Child Trafficking in Indonesia (supported by TICSAs) and the experiences thus forged, YKAI has developed a monitoring tool to identify children at high risk of being trafficked. With this tool, the children are categorised into four Rings:

- Ring 1: Children (under the age of 18) who have been commercially sexually exploited or were nearly trafficked.
- Ring 2: Children whose siblings or mothers have worked in prostitution.
- Ring 3: A child whose extended family member(s) have worked in prostitution.
- Ring 4: Children whose neighbours have worked in prostitution.

This instrument has been proposed to the local government of Indramayu to assist in identifying the most appropriate target groups for scholarships. Under the fiscal budget year of 2005, the local government of Indramayu district allocated a scholarship budget of US\$ 900,000.

This is a proven good practice on capacity building and awareness raising for teachers and other education professionals as a result of joint efforts of the Indonesian Child Welfare Foundation (YKAI), the Indramayu District Education Office and TICSAs. The objective is to improve the quality of education, thereby making formal schooling more attractive to students, discouraging drop outs and increasing teachers' awareness on child trafficking in order for special attention to be provided to those children who are most at risk.

#### How does the teachers training module help combat trafficking?

- By engaging and empowering school teachers so that they can become effective change agents in the fight against child trafficking; and
- By equipping the teachers with knowledge of relevant international instruments and national laws regarding the worst forms of child labour, child trafficking, children's rights and national criminal codes.

## Pre-conditions

- Involvement of the central government, especially the Ministry of Women's Empowerment; and
- Collaboration of the education office, teachers and local primary schools.

## Main actions

- Set up a task force to comprise the Head of the Education Office (to head the Taskforce), Education Inspectors for junior and elementary schools, a lecturer and an expert on curricula and methods of teaching;
- Conduct participatory process and intense consultations among key teachers and educational personnel to design the teacher's training module, which comprises five chapters in Bahasa;

1. Child trafficking and efforts to combat it
2. Children at risk of dropping out and those who have dropped out (DO)
3. Contextual learning as an alternative learning method
4. School-based management
5. Social relations between teachers and students

- Review and finalise the draft in two district-level workshops involving more stakeholders, such as NGOs, academics and mass media;
- Prepare training handouts and a documentary film on anti-trafficking activities to compliment the manual;
- Distribute the manual, the handouts and the film to concerned schools and education offices;
- Introduce the issues of trafficking via pre- and post-training questionnaires to determine the level of knowledge among trainees;
- Conduct five, 3-day training workshops for elementary school teachers (with a near equal number of women and men) in the target sub-

districts known to be high-risk sending zones of children to commercial sex; and

- Support successful trainees in their respective schools in delivering messages on trafficking and improving the classroom environment to prevent children from dropping out.

### Complimentary video documentary

The 15-minute documentary film to support the teachers in their fight against trafficking describes the problems and cases of child trafficking, project activities, related educational programmes from the district, and responses from key persons in local communities. The film is to be used during teachers training to provide a broader picture and create a greater understanding on the issue of trafficking. It is also intended for the film be used as media for community education and awareness raising campaigns on trafficking prevention.

## Elements of good practice

- The involvement of teachers in finding ways to combat trafficking in their own territory (schools) is an effective method because they are influential decision makers;
- The training module is accompanied by handouts of training methods and a sensitization film—all at the initiative of the teachers and education officers concerned;
- A sense of belonging is created because the teachers and the Education Office of Indramayu are involved in the development of the module;
- Teachers are made aware of the issues of child trafficking and prostitution, which are closely related to school drop-outs, early marriage, divorce, and the like;

- The module helps to increase awareness among trained teachers, hence the change in their classroom delivery/quality, their perception on slow learners and drop outs, and their interaction with children and their parents;
- The use of simple categorization of children into four rings of risk has made it clear in prioritizing the target groups and devising strategies;
- The training is offered to school teachers in areas where trafficking is high, therefore the increased understanding of teachers and their students is significant in preventing and reducing the problem in these areas;
- The training module is well accepted by users and trainees alike. It also targets both male and female teachers in elementary schools; and
- The awareness training does not stand alone but is reinforced by other activities carried out by YKAI, such as radio community, “catch up education”, mobile libraries and drop-in centres.

### Attitude change

It was found that before the training the teachers did not realise that trafficking in children was an everyday reality. After the training, they recognised that it was an issue and started a dialogue on how to resolve it. One teacher was able to apply the knowledge and prevent a child from dropping out. Several teachers conduct home visits to children who are often absent from classes or those who are slow-learners. They started to see the relation between slow-learners, school dropouts and trafficking.

### Innovation & responsiveness

Parallel to the teachers training, YKAI also supports "catch-up" training for recent school dropouts with the intention of helping these children return to formal schooling. This innovative approach, being tested in primary and junior high schools in Indramayu, encourages more youths in the community to continue their education. This is an answer for poor students who otherwise cannot attend school because they either have to travel a long distance or they have to live away from home in order to do so. YKAI is supporting an "open junior high" programme by providing a teacher for local students to attend accredited junior high school classes. This has increased the percentage of those who complete junior high school.

### Lessons learned

- It is still a sensitive subject among local authorities to publicly accept that Indramayu is one of the sending districts of trafficking for commercial sex. However, at the training level, such issues are accepted and teachers start working actively to prevent children in their schools from dropping out and possibly being trafficked. More has to be done to improve public awareness and acceptance on the issue without which lasting impact will be hard to achieve; and
- The teachers training module deals with two issues, trafficking and an effective classroom, the latter of which is a real issue for the teachers. By combining the two issues, the training module has become a real tool for teachers to improve their classroom management and educate themselves, their students and parents on the issues of trafficking.

### An observation:

“For the teachers now, trafficking is a real thing that happens in their communities. It has now become easier for them to understand what is right or wrong for the children. The training module is a great awareness raising tool and it helps prevent trafficking at the school level. In 2005, enrolment in one target school increased to 100 per cent. We find that the educational approach to preventing trafficking is effective.”

*-Ms Winarti Sukaesih, Executive Director of YKAI*

- The “catch-up education” is implemented in Indramayu and also in Sri Lanka (the Ceylon Workers' Congress) and lessons learned from both components should be shared more broadly.

### The way forward

- The training module can be further updated after some actual use with teachers. One area that could be included is the gender perspective of trafficking and how promoting gender equality and relations in target communities can improve the status of girls and women, thereby lessening the pressure on them to migrate to cities in search of paid employment;
- Since the teacher training module was published without pre-testing and without a TOT plan, the effectiveness of the training in improving the quality of teachers is yet to be fully assessed. The training does increase awareness among teachers on trafficking but no action plan has yet been developed based on this awareness. One possibility is that teachers can help identify high risk children and obtain support services from the implementing partner;
- TICSAs should consider translating the module into English and sharing this good practice with other countries; and

## 2.2 Social Protection Home for Children

The Social Protection Home for Children is an establishment for comprehensive rehabilitation services for trafficking victims, which resulted from a study tour of high-level officials of the Ministry of Social Welfare (MSW) and the State Ministry of Women's Empowerment to Thailand. The centre, called Rumah Perlindungan Sosial Anak (RPSA), has benefited from using a multidisciplinary and participatory approach in improving psychosocial care and recovery services for child victims of trafficking and abuse.



PHOTO by ILO/Sornkaew

### How does RPSA help to combat trafficking?

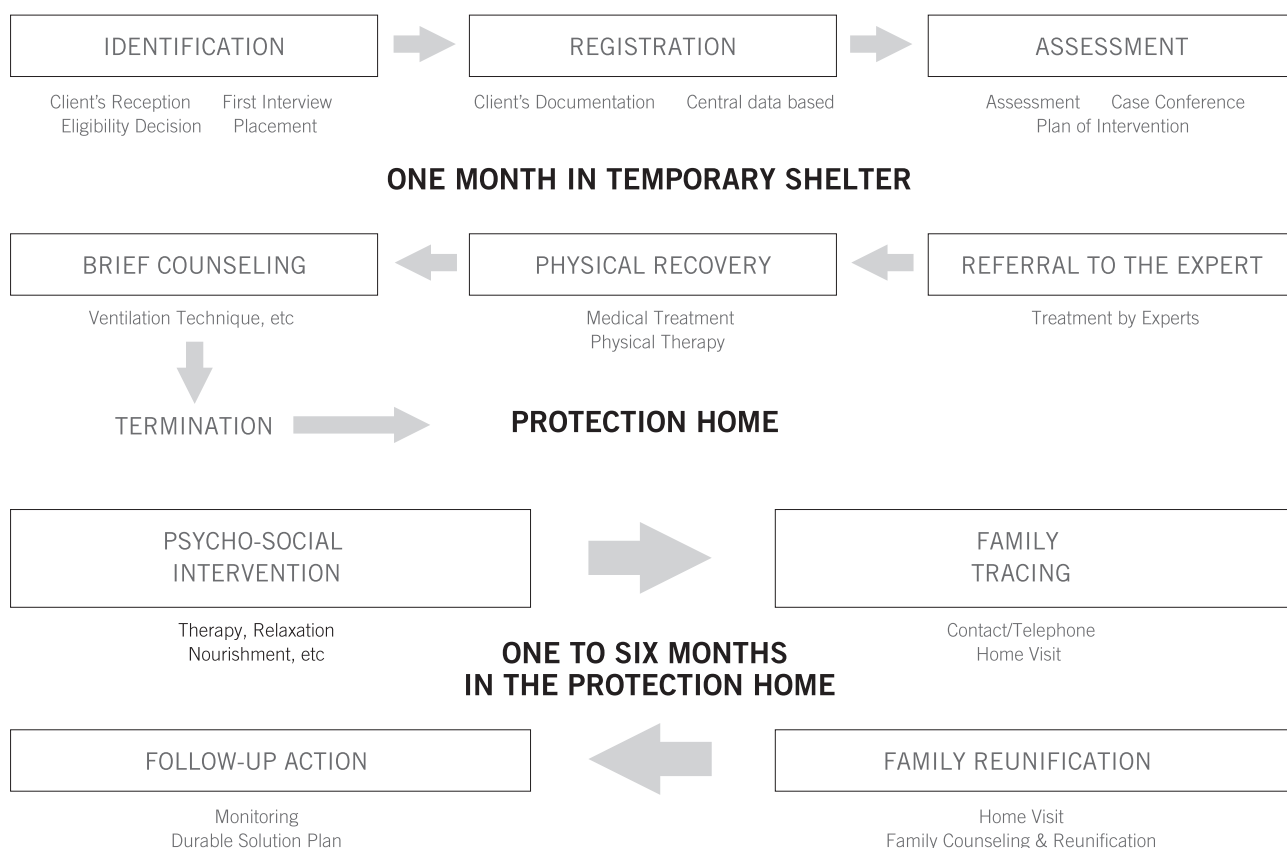
- By pilot-testing model rehabilitation centres to be replicated within the service structure of the Ministry of Social Welfare; and
- By supporting child survivors of trafficking with integrated services and case effective management.

### Pre-conditions

- Support concerned ministries in terms of venue, staff time and budget; and
- Create a knowledge base on a multidisciplinary approach and case management.

### Main actions

- Conduct a study visit for high-level officials of the concerned ministry to observe centres with successful applications of a multidisciplinary approach;
- Convene consultative meetings with partner organizations to discuss ways and means of collaboration (case referrals, expert advice, multidisciplinary support);
- Locate appropriate facilities for setting up a centre (comprising a Temporary Shelter and a Protection Home), upgrade the services, recruit a team of staff and solicit support from consultants and multidisciplinary professionals;
- Launch a pilot centre and set up a computerized system for client data to serve the multidisciplinary analysis and reporting purposes; and
- Receive cases of children from partner organizations and provide them with case management, services, care and referral. (See the diagram)



## Elements of good practice

- The RPSA Centre is a child-friendly, spacious place with good facilities and enough private space for children. It applies a participatory, multidisciplinary approach which is reflected in a clear plan for each case (intake to reintegration);
- The Centre works very closely with network organizations for referral, recovery, reintegration and legal protection services. By drawing on existing expertise in offering well-rounded services, the project is building a good network that will replicate the project idea in working together in a multidisciplinary manner;
- The emphasis on comprehensive services for child victims of trafficking is in line with national priorities to strengthen child welfare and protection; and
- The target groups of RPSA are not only trafficked children but also those considered at high risk of trafficking and falling into the worst forms of child labour, including (1) children who are victims of harassment and physical, mental and sexual abuse; (2) children in need of protection because of their mental-physical conditions and involvement in illegal activities/law violation; (3) children in need of special protection due to trafficking, sale and physical, emotional or sexual exploitation; and (4) children who are separated from their parents due to armed conflicts, disasters or children whose parents have died or are in jail.



## Responsiveness/ethics

The Centre observes ethical conduct of social work in handling the clients and their data. A team of part-time consultants and professionals is working to offer multidisciplinary services to the clients and technical support to the home staff. Various therapy tools and recreational activities have been developed, such as medical check-ups, games, television, audio tapes, sports, arts, reading and drawing. To ensure proper documentation of clients, the Centre uses various forms, such as a form for client registration, a form for interviewing and social worker's recommendation, a contract form for services, a client progress monitoring form, case and medical record forms, forms for Rujukan/Reintegration and approval forms for reunification.

## Lessons learned

- With technical inputs and encouragement, it is possible to introduce multidisciplinary care for child victims of trafficking to government partners. Prior to the implementation of TICSAs activities in Indonesia, the Ministry of Social Welfare (MSW) was not familiar with a multidisciplinary approach to rehabilitation. The Ministry's shelters were operating within the framework of a remand home for child victims of trafficking rather than protecting their rights. The Ministry's partnership with TICSAs has contributed to the initiative and is interested in replicating the multidisciplinary approach used in Thailand at the Centre for the Protection of Children's Rights (CPCR) in the MSW shelter home; and
- In addition, this project has led to a closer collaboration between government and non-governmental organizations, an unprecedented occurrence in Indonesia. The collaboration

covers a wide range of partners such as ILO, PKT (Integrated Service Unit in Jakarta General Hospital), RPK (Special Investigation Room), Polda Metro Jaya (Jakarta Metropolitan Police Office), LBH Apik, Institusi, FOBMI (Indonesia Labour Migrant Forum), Suku Dinas Pendidikan Cipayung Regency East Jakarta, Komnas PA and LPA, Women's National Commission, HAM National Commission, Gema Perempuan and PSBR (Social Services for Teenagers).

## Replicating the good practice across borders

With support from TICSAs, high-level officials from Indonesia went to learn about the policy framework in Thailand and the multidisciplinary model of the Centre for the Protection of Children's Rights. Following this, an action programme was designed to enhance the Ministry's capacity in the application of a multidisciplinary approach. During the course of the action programme, shelter staff attended the skills building workshop in Thailand and a technical training programme organised by CPCR. IOM also provided staff training on case management of trafficked children. In September 2004, an upgraded facility of the MSW was established as the Social Protection Home for Children (RPSA), applying the multidisciplinary approach model.

## The way forward

- The linkage with service providing NGOs needs to be strengthened so that the withdrawal and referral process results in more trafficked children receiving care at the Centre;

- The post-integration follow up is already part of RPSA's function but can be made more effective either by making more frequent home visits (budget and staff time) or collaborating with field organizations to conduct such visits. This will ensure that children are well reintegrated at home and parents take care not to put their children at risk of being trafficked again;
- Existing laws to prosecute traffickers should be used, such as the Child Protection Law of 2002 and the Manpower Act of 2003. However, no cases have been tried on the basis of either law due to police and judiciary unfamiliarity with these laws. Instead, the penal code is used if the child is engaged in prostitution. This reflects the need for more training and sensitization among law enforcers; and
- The Ministry of Social Welfare plans to replicate the Centre in five new locations and is seeking government funding to do so. Based on the implementation experience of this model, the Ministry can refine and adjust it to other local situations in Indonesia.

## 2.3 Community-based Child-run Radio Programmes

This is a good practice at the village level in one of the high-risk sending zones. It is an operation of small radio communities led by trained children with the assistance of the Indonesian Child Welfare Foundation (YKAI). The radio stations are attached to drop-in centres that offer NFE, catch-up education and recreational activities to community children.

### How do child-run radio programmes help to combat trafficking?

- By promoting the participation of children in the fight against trafficking; and
- By empowering community members with relevant information on education and trafficking.

### Pre-conditions

- Popularity of the radio as a means of communication in target communities; and
- Collaboration with a commercial radio company.



PHOTO by ILO/Sornkaew

### Standard Radio Programme topics:

- Morning News;
- Education Information;
- Information on the Radio Programme;
- Tips and Health Info;
- Traditional and modern music;
- Religious sessions;
- Drama radio;
- Children's poems;
- Short stories;
- Talk shows and dialogues based on information from related sectors and from the community;
- Celebrity gossip;
- Call-in requests from listeners; and
- Night sessions (Youth Counselling)

### Main actions

- Select child radio broadcasters from junior high school who come to the drop-in centres, as well as children from the communities;
- Appoint a manager for each radio station from among the organization staff;
- Make contact with a commercial radio company to offer technical training to the children and to project staff on how to run and manage a radio station;
- Train the first generation of child radio broadcasters and project staff on issues of education and trafficking;
- Develop a training package for each broadcaster as guidelines for their day-to-day operation. These guidelines are divided into two parts: the type of news and information eligible to be broadcast

(peaceful journalism) and delivery techniques for broadcasters, such as vocal quality, speaking techniques, interviewing techniques, keeping the audience interested;

- Plan air time that is suitable for different audiences and age groups such as peers, school children, youth, parents and the community at large;
- Set up a radio station with the necessary equipment, develop broadcasting programs and conduct the actual broadcast;
- Include news and useful reports in the daily broadcast, such as reading of the Koran, summaries of newspaper articles and TV programs, peer messages and social issues such as immunisation programmes, the value of education and issues surrounding early marriage; and
- Recruit more children to become the second and third generation radio broadcasters and transfer the knowledge and experience of the first generation to this new group (peer-to-peer education).

community. In this way, their roles and potential are recognised by the community;

- The timing of certain broadcasts depends on the availability of the school children and on the rhythm of the village; and
- The radio teams conduct foot surveys in the community while on air in order to assess whether the community is tuning in to their programmes. The audience can also send requests for songs, information and news that interests them. Radio communication has proved a valuable tool in reaching communities with low levels of literacy.

#### Target Audience for Radio Programmes:

AM session: Adults (as children are in schools)

12AM-1PM: Junior high and high school students

2-6PM: Adults, especially parents

6-9PM: School age children

9-10PM: Adults

#### Elements of good practice

- This is a child-participatory method of community awareness raising and a powerful tool in highlighting the value of child education among the local population;
- The radio programmes build self-confidence among the child broadcasters who otherwise could become school drop-outs and/or be at high risk of trafficking for commercial sex;
- This practice is a peer-to-peer tool where children involve other children in developmental activities;
- The radio programmes can be used to make announcements on project news and educational opportunities such as catch-up education and garment training;
- Children are effectively recruited and trained to be conveyors of relevant messages to the

#### Effectiveness/impact

Before the radio programmes were introduced, community members were sceptical about costly education and were not in favour of sending children to school. By broadcasting messages on the value of education, families started to send their children to school. In response to this, the local government of Indramayu created a new policy to develop a “Community Library” for each village, including the target areas.

To support their efforts in informing the community on education and trafficking, the broadcasters have developed five sets of Public Services Ads (PSAs) in the form of audio-cassette, recorded in the local dialects.

The content of these PSAs include garment training at the International Garment Training Centre (IGTC), Catch-up Education, open junior high school, community awareness and anti-trafficking messages.

### Lessons learned

- It was found that the first group of child broadcasters was more efficient in their delivery because they received direct training from a professional radio company. The quality of the second and third groups was considerably lower; and
- Although trafficking is one of the topics discussed on the radio programmes, it is still not possible to deliver direct messages on this issue. The programmes have worked around this by addressing education, early marriage and other social issues. The fact that the radio programmes are operated in sending communities of children and women to commercial sex and where traffickers are strongly present makes it difficult for the programme to address these issues openly.

### The way forward

- There is a need for stronger radio broadcasting equipment since there have been some problems with jamming caused by other radio stations in the same locality;
- The possibility of replicating the radio programme in more target areas is feasible provided there are funds, interested local youth leaders and minimal management inputs; and
- There has been a positive response and enthusiasm from youngsters, and communities to use and be involved in the radio programme as an active audience or to be volunteer broadcasters. With this demonstrated

enthusiasm and sense of ownership, it is hopeful that the radio programme can continue to be an effective communication tool for the community in relaying messages relevant to their livelihood, in addition to social messages. One radio station raised funds by offering services to broadcast local festive events. The project is getting support from a commercial bank to operate mobile libraries and to sponsor scholarships for poor children.

## 2.4 Private Sector Combating Trafficking through Vocational Skills Training

This is a professional private vocational training package offered by the International Garment Training Centre (IGTC) to girls at high risk of trafficking with facilitation of the Indonesian Child Welfare Foundation (YKAI). This model turns crises into opportunities by empowering girls, who otherwise would be vulnerable to commercial sex, with commercial skills that can bring them decent income and dignity. It also offers the private sector a chance to join in fighting this social ill.

### How does the training help to combat trafficking?

- By offering marketable job skills to children at risk of trafficking and commercial sexual exploitation; and
- By creating role models of girls with marketable vocational skills.

### Pre-conditions

- Technical know-how in industrial vocational skills training; and
- Employability of trained skills.



PHOTO by ILO/Sornkaew

### From the TICSA mid-term evaluation:

The IGTC trainees reported that initially their families and the community were reluctant for them to leave home to attend the programme. However, having overcome that, they now feel more confident about their future work prospects than before. The three young men stated that they were willing to work anywhere and had little concern about returning home.

The young women, in contrast, said that they would work in garment factories for a while to earn and save. At some point, they each said they would return home and use their training and work experience to open fabric and dress shops.

### Enrolment of trainees

- Announce training opportunities in target communities on child-run radio stations and during community meetings;
- Select candidates based on their vulnerability criteria and their aptitude;
- Facilitate their enrolment in the training programmes through negotiation with parents, providing stipends for travel, and so on; and
- Place the trainees in a dormitory of the training centre.

### The training

- Support the trainees to choose from among three main vocational skills, including knitting and garment making and offer the training accordingly for a period of six months;
- Offer specific classes and activities to all trainees,

including computer literacy, English, moral values for women, work discipline, sports and outings;

- Place trainees in an apprenticeship for the last month of training;
- Arrange for occasional home visits and recreational trips for the trainees; and
- Select competent trainees to take classes on supervision and quality management.

### Employment support

- Upon completion of the training, assist the trainees in finding employment (many are hired by the factories where they do their apprenticeship).

### Follow up

- Monitor the progress of the students every month to motivate them and discuss the obstacles they face.

### Elements of good practice

- The practice demonstrates a successful partnership between an NGO and a private vocational training centre;
- The high-quality training package offers hope to girls at risk of commercial sexual exploitation and gives them a chance to become role models to other at risk girls from their communities;
- Running costs, training materials, and stipends for training are all funded by private donors. Only at the initial stage do TICSAs and YKAI contribute to the training courses;
- This is an effort to demonstrate to the community that there is a better choice in profession than commercial sex;
- The training courses are designed such that children have enough time for leisure, sports

and spiritual studies. The dormitories are clearly divided for boys and girls. Direct access to work in garment industry is provided; and

- The implementing partner is in the best position to offer this kind of technical training and facilitate job placement for the trainees.

### Replication

IGTC is not only a professional garment training centre with certification, but can also mainstream the students into the labour market with their links to many garment companies. There are already plans in place for the next group of girls from the target areas and from tsunami-affected communities. Now that IGTC is aware of the conditions in Indramayu, its Director is contemplating a project to set up small fabric production factories in some areas, including Indramayu. The key will be to have a local organization, ideally YKAI, remain active in the district to help manage the relationship on the community side and facilitate the selection of students for training.

### Lessons learned

- It is still difficult to combat trafficking for sexual exploitation when the local attitude perceives role models as any girl who comes back home with a lot of money regardless of how they obtained it. Also, girls who seek to continue schooling or job skills training witness their peers leaving home for jobs in big cities such as Jakarta or in other countries and coming home wealthy. This certainly shakes their confidence;
- During the selection process, several children were not able to make it to the training for several reasons: Their parents did not let them participate and they did not have the patience to wait until the course started; many moved to Jakarta or other cities to seek employment.

When the workers returned to their villages for the festive season, they tended to persuade young girls to go back with them to find jobs in cities. A gap in time can change the whole life scenario of the target children;

- The selection of child beneficiaries could be problematic if the criteria are too demanding, such as having to complete junior high school, while in reality many of them should be selected due to their lack of education. This has been resolved somewhat through discussions with the training centre;
- To keep the trainees motivated, recreational activities, field trips, sports and holiday trips home are necessary; and
- Although it is necessary to target girls at risk of trafficking, the needs of boys for decent job skills and employment should not be overlooked. The first group of trainees included boys who had completed their jobs and started to earn a living. This will enhance a gender-balance approach in combating trafficking.

for competent trainees. The Bangladesh entrepreneurship development package used by TARANGO, an NGO specialising in entrepreneurship development for rural poor women, can be useful here.

### The way forward

- The courses need some improvement in terms of training time, which was found to be too short. More qualified teachers are still needed;
- The training is on factory-based skills; therefore trainees/graduates depend very much on access to job markets and the ups and downs of the manufacturing business. Several graduates from the first group got jobs after the training but were later laid off due to circumstances beyond their control. Several of them became redundant and are seeking new jobs. Refresher training or additional skills training may be necessary; and
- The project should consider including business skills and entrepreneurship training





### 3. Nepal

### 3. Nepal

#### 3.1 Training on Psychosocial Counselling

This good practice is the delivery of a professional training package on psychosocial counselling (PSC) by a highly specialized institute, the Centre for Victims of Torture (CVICT) in Nepal, with the aim of producing a cadre of competent para-counsellors and professional psychologists who will serve in organizations caring for victims of trafficking. The training package—"Specialised Training

Manual on Psychosocial Counselling for Trafficked Youth"—was produced under TICSa Phase I and used for the training. Other partners of this model are the Purbanchal University in Nepal, Women for Human Rights (WHR), Helpline, Change Nepal, Saathi, and UNICEF.



PHOTO by ILO/Sornkaew

## How does the PSC training help to combat trafficking?

- By improving the quality of psycho-social counselling and care for victims of trafficking by building the capacity of institutions which are providing psychosocial care to victims of trafficking.

### Psychosocial counselling in brief:

Psychosocial assistance can be a valuable addition to current or traditional forms of care, especially in rehabilitation centres. CVICT has designed a training programme which is long term and skills-based, uses supervised practical placements and is culturally relevant to a variety of target populations, (Such as children affected by armed conflicts, torture survivors, and children in the worst forms of child labour) .

Counselling as taught by CVICT involves two main components: providing emotional support and assisting with problem solving. The former is to be achieved mainly through communication, listening and counselling skills and the counsellor's attitude (Such as empathy, acceptance, encouragement). The latter refers to a process of counselling that clarifies the problem, identifies what the client wants as outcomes, and assists the client in finding and implementing strategies to achieve those desired outcomes, thereby resolving or reducing the impact of the identified problem.

### Pre-conditions

- Acceptance of the victims' needs for psychosocial counselling and care among organizations providing rehabilitation services;

- Institutions with a strong knowledge base on psychosocial counselling; and
- Collaboration with academic institutions and service-providing organisations.

### Main actions

- Design two training packages following the guidelines set by the Task Force on International Trauma Training of the International Society for Traumatic Stress Studies (ISTSS), a four and a half month training on psychosocial counselling for para-counsellors, and a one and a half year training on psychosocial counselling for postgraduate students;
- Support the enrolment of 22 para-counsellors in the four and a half month training, find them work with anti-trafficking organizations, support their training of volunteers in other TICSAs partners;
- Train the counsellors on (a) how to set up a counselling centre (e.g. filing system, creating a client-friendly setting); (b) how to work directly with relevant people in the community, such as primary agents of care, community leaders, community health workers, traditional healers, to create awareness on psychosocial well-being so that potential clients can be detected/referred and they can avoid being victimised or traumatized again; and (c) how to follow-up through continued clinical supervision and refresher training courses;
- Support four students to participate in the one and a half year postgraduate diploma training curriculum, find them work with network agencies and assist them in their training capacity as para-counsellors; and
- Convene consultative meetings and workshops with stakeholders, especially management of victim care organizations, on the value of providing psychosocial care for victims.

### Some counselling guidelines

- (a) The counselling should be embedded in a broader healing environment, which includes emphasising social connections, spiritual/religious and recreational activities;
- (b) The counselling must not be solely focused on trauma/PTSD (Post Traumatic Stress Disorder) but rather the counsellor should follow the client's perspective, pace and presentation of complaints and explanations of these in order to assist the client. If trauma or trauma treatment becomes a relevant issue the counsellor deals with that accordingly;
- (c) The practice must be culturally adapted and appropriate;
- (d) It should take place when basic needs are met and a stable and safe environment is provided, and should emphasise rapport building and trust building;
- (e) It should incorporate the existing coping strategies and resources of the child and community, and;
- (f) It should be a response to the actual needs of the target population.

counseling into victim care organizations by trained counselors is responsive because there is a serious lack of trained professionals in this area and only recently has the issue of psychosocial needs of victims started to be addressed;

- The placement of graduates in partner organizations of TICSA is responsive; and
- The training manual and related papers on integration of psychosocial assistance in programmes for children in the worst forms of child labour is an excellent knowledge base for those interested in doing the same. (The papers: “Integration of psychosocial counselling in care systems in Nepal,” “Training psychosocial counselling in Nepal: Content review of a specialized training programme,” and “Psychosocial impact and psychosocial needs of children in the WFCL.”)

### Efficiency and implementation

Two training courses on psychosocial counselling have yielded 20 trained para-counsellors for victims of trafficking and four graduates in psychosocial counselling from Pakistan and Bangladesh at the Purbanchal University in Nepal. The Task Force of International Trauma Training noted that the overall training programme and the content of the specific intervention strategies have been adapted to its context, locally and internationally. Specifically, this entails that adaptations have been made to make the intervention culturally sensitive and appropriate and to include clinical supervision.

### Lessons learned

- The training courses do not encompass certain skills, techniques or topics, for example, managing substance abuse. Some trained counsellors do not get to profess their skills, as

### Elements of good practice

- The psychosocial counselling training (PCT) package is fully responsive to the needs of victims of trafficking and observes the ethical conduct of the profession. Generally, the counsellors are taught to respect the cultural belief systems of the clients and to respect his/her explanation, as it is correct from the client's perspective, and therefore try not to change or challenge their beliefs;
- The idea of introducing professional psychosocial

counselling is a relatively new concept in Nepal and some NGO managers train their employees in counselling, but do not seek to utilize their skills;

- Although the cultural dimensions have been taken into account, there are still cultural gaps between the Western and the Nepalese context, in terms of counselling skills and concepts. Basic communication skills and emotional support are, however, not incompatible, and counselling has for the most part, been positively received by its recipients based on CVICT's experience;
- Merely training quality counsellors is not enough. It is important to promote employment opportunities in order to place counsellors in an environment where they can deliver services to those in need. Efforts have been made among high-level staff of victim care organizations to promote the value of psychosocial counselling and its inclusion accordingly in their plans and programmes; and
- It is necessary to hold interaction sessions with local traditional healers (e.g. dhamis or jhankris) to identify ways of possible collaboration and mutual referral, thereby acknowledging and stressing the role of the traditional healers in the described project and at the same time raising awareness among them about general mental health issues.

### Testimony

“Before, I was aware of trafficking problems but I did not know what to do as a psychologist. This training opportunity built up my confidence and it gave me and other students practical work experience in organisations that serve victims of trafficking. As a trainer, I also helped to train widows and single women from Women for Human Rights. The most difficult part of our work is to convince the management of the organizations we work with of the value of psychosocial counselling. Often, trained counsellors are underused or misplaced for the job that is unrelated to their skills. As for the clients, they do not initially understand what we are trying to do with them; it is not part of their culture. Often they expect immediate visible outputs from meeting with us. It takes time for them to realise the benefits of counselling.”

*-R. P. Sapkota, Psychologist & Training Coordinator,  
CVICT.*

### The way forward

- More advocacies will need to be done to make people and professionals in Nepal aware of psychosocial counselling as an issue and what it can offer. It is important that those around the child, including rehabilitation centre staff and the child's primary agents of care can identify children who are in need of psychosocial care;
- Three parties can play an equally important role in the psychosocial scene of Nepal. These are the implementing organizations, the donor community (which will ideally be replaced by government agencies in the future) and technical agencies. In particular, implementing

organizations hold the key to integrating counselling, not only by name or token but by ensuring that trained para-professionals are used adequately through structures, commitments and systems;

- To retain the quality of services, periodical refresher training courses are essential, especially as counsellors work relatively independently in Nepal due to geographical conditions (hills and mountains, lack of roads);
- Advocacy should focus on working towards the creation of national policies regarding psychosocial care. National policies should aim at standardizing mental health and psychosocial care. This would give legitimacy to psychosocial programmes and encourage government involvement in this field of work in Nepal; and
- In order to maintain high standards of psychosocial counselling in Nepal, installing a Council of Psychosocial Counsellors of Nepal should be considered. The role of such a council would be to establish standards in relation to the quality of care; develop a code of conduct for psychosocial counsellors; monitor quality control and conduct impact assessment studies of the interventions; develop protocols or professional guidelines; and take the responsibility of ensuring and conducting the availability of clinical supervision for all clinicians.

## 3.2 Consortium of Partners for Combined Withdrawal Efforts

This is a good example of three specialized NGOs in Nepal - CHANGE NEPAL, SAATHI, and HELPLINE, who collaborated in improving outreach and recovery services for victims of trafficking. The working modality is guided by a memorandum of understanding between the three partners in which common and individual roles and responsibilities are clearly defined. The success behind this partnership was their determination to work towards the common goal of eliminating trafficking in children and the facilitation of the IPEC office in the field.

### How does the Consortium help to combat child trafficking?

- By intensifying efforts in outreach, interception, withdrawal and psychosocial care of trafficking victims;
- By promoting well-defined partnerships between specialised NGOs in providing recovery services;
- By soliciting support of establishment owners, transport sector and local authorities in intercepting cases of trafficking; and
- By pilot testing a comprehensive recovery and reintegration package suitable for trafficking survivors.



PHOTO by ILO/Sornkaew

### Situational analysis:

The survey conducted by Change Nepal on massage parlours around the Thamel, Kathmandu area alone found 84 registered and 150 unregistered massage parlours in operation. Thamel is a relatively small area and 800 girls are working under exploitative conditions as masseurs. Similarly, a study conducted by SAATHI and Maiti Nepal reconfirms that the number of girls involved in cabin and dance restaurants in the three districts of Kathmandu Valley alone exceed 3,000. Likewise, the vigilance maintained by HELPLINE at the Gangabu bus park (the main bus interception area in KTM) alone, daily intercepts a minimum of 10 girls and boys travelling alone from the districts in search of jobs.

### Pre-conditions

- Solid baseline survey; and
- Willingness, openness and a shared goal of partner organisations.

### Main actions

- Establish three drop-in centres providing psycho-social counselling;
- Establish transit homes providing short-term care including programmes, training and psycho-social counselling;
- Set up an interception point at the bus park;
- Intercept children from hazardous working conditions, such as cabin restaurants or massage parlours;
- Keep records of children from the bus park,



- cabin restaurants and massage parlours;
- Provide non-formal education (supported by World Education) and health aid;
- Provide vocational training and income generation training;
- Reintegrate children from the Transit Home; and
- Network with and conduct awareness raising with workers and owners of cabin restaurants and massage parlours.

have developed a positive attitude towards the project and have been good collaborators. Moreover, bus park operators, bus drivers, bus conductors, bus helpers and bus park vendors now know about the project and have been actively referring vulnerable cases to the outreach stand. This shows the effect of preventing recruitment of underage children in cabin restaurants and massage parlours while improving working conditions and increasing awareness of other young workers.

### Elements of good practice

- Specific roles of each partner are clearly defined: (1) training on income generation vocational training, scholarships, family support and community based care by SAATHI; (2) interception of victims and day-to-day operation of the transit home by Helpline; and (3) NFE classes and health aid for children in massage parlours by Change Nepal;
- The initiative strictly offers one of the most vulnerable groups to trafficking and victims with direct and well-rounded services;
- The intervention draws support of establishment owners and local authorities;
- The fundraising component is established early on with an Action Programme Steering Committee (APSC) formed to supervise the programme, liaise with the private sector and devise a fundraising component; and
- To promote the concept of saving, girls working in the cabin restaurants and the massage parlours are encouraged to each save a minimum of 200 rupees in their personal accounts.

### Effectiveness/impact

Involving owners of cabin restaurants and massage parlours has helped change their perception towards child labour. Now most establishments in the project area

#### The special partnership:

TICSA/Nepal is moving ahead with exploring the feasibility of non-institutional approaches to rehabilitation and reintegration. It recently signed agreements with three local NGO partners—SAATHI, HELPLINE and CHANGE NEPAL—to work together on the common objective of developing non-institutional services for trafficked children, entitled "Building a Comprehensive Recovery and Reintegration Process for Trafficking Survivors in Nepal". Under the new agreement, all three organisations will support efforts to withdraw children from the worst forms of child labour. HELPLINE will manage a transit home staffed by counsellors trained in psychosocial counselling with assistance from SAATHI, which will also provide occupational therapy/vocational training services. CHANGE NEPAL will work on withdrawal of girls from massage parlours and cabin restaurants, and boys and girls from the bus park, and provide medical services and an NFE programme to children in the transit home. Any child under 14 working in a massage parlour will be physically removed and placed in the transit home. The activity is expected to withdraw a maximum of 450 boys and girls and assistance for voluntary return to their home will be organized.

## Lessons learned

- It is possible to engage multiple partners in one action programme, provided that the tasks and targets are clearly defined and they have a common goal. What is important in this partnership is also a planned fundraising scheme that is built in the project design. Three different organizations bring in three different practices;
- Coordination among the owners of different massage parlours and local authorities has proved to be one of the most beneficial outputs of the programme. Behavioural change can be noticed among the owners who support the programme to eliminate child labour and trafficking; and
- Not many female workers under 18 years old are found in massage parlours, most are found in cabin restaurants.

## The way forward

- The fundraising component is one way to assure financial sustainability of the project. Each organization contributes to opening a revolving fund through monthly savings as individual sponsorship from the start up. This fund is handled collectively by all partners and at the end of the programme will be used as a collective fund to support girls who want to establish their own business;
- Other means of fundraising are being planned, for example through music concerts and similar events, through private and corporate child sponsorship and sales of documentary films on the issues. When suitable, the children will receive scholarships and grants for their families to offset the economic difficulties that may have driven them to unsafe migration;
- The project is carried out by a team of qualified and enthusiastic young workers, and they should

be given more training and exposure visits to see other successful project experiences; and

- Drawing on the work of the Central Child Welfare Board (CCWB) and the individual guidelines in victim identification and caring for victims of trafficking, the three organisations, through the AP Steering Committee (APSC), will establish a common operational guideline for minimum standards of care for their target children, which will be applied by the three partners and their partner organizations.

### 3.3 Case Management System (CMS)

This is an innovation approach for centre-based intervention to offer high-quality services to traumatized victims of trafficking. Intake forms for case management and a computerized Management Information System (MIS) are two good examples of the tools used to record separate cases and support effective rehabilitation processes. The CMS is also necessary for the application of Mulyidisciplinary approach to rehabilitation as practiced in Thailand and replicated in Indonesia.

The practice also demonstrates a successful application of a multidisciplinary approach (MDA) used in Thailand, to the Nepalese context. The model aims at delivering quality services to child victims of trafficking by improving the institutional capacity in dealing with all aspects of protection and rehabilitation of survivors. Child participation is also an important aspect that is knitted in to ensure the best interests of the child in the working approach and staff conduct.

#### How does CMS help to combat trafficking?

- By improving care standards for victims of trafficking through multidisciplinary case management; and
- By designing policies, plans, procedures and tools to improve rehabilitation services for child victims of trafficking.

#### Pre-conditions

- Knowledge base on case management and the multidisciplinary approach; and
- Recognition and commitment of the MDA and case management system of the shelter staff and management.

#### Case Management System in brief

CMS is an operational system by which each child is ensured individual care, protection and reintegration according to the assessed needs and expressed wishes of the child. Within the system, a rehabilitation, reintegration, and protection plan for each child is formulated by taking into account their specific needs. Effective case management strategies include the development of an effective intake system to support children through the MN facilities, ensure that they are protected, comfortable and fully aware of their situation, their rights and their future options.

At the same time, case management support professionals are identified in the vicinity of each care giving facility and are oriented and trained to provide routine Case Management services. These include doctors, counsellors, hospital staff, psychologists, lawyers, and social workers whose effective support is essential for the well-being of these children.

#### Main actions

- Exchange of knowledge between Thai and Nepalese partners through exposure visits;
- Formulate and implement case management plans and procedures and appoint an in-house multi-disciplinary team;
- Develop a computerized MIS and enter client data on a regular basis;
- Develop mechanisms and tools of child protection and participation (CPP) at several levels—including participation in decision-making regarding case planning, psychosocial interventions,

education, occupational development, discipline, reintegration, and daily activities;

- Provide implementation guidelines and norms regarding the disciplinary concerns of both residents and staff, with particular emphasis on positive behavioural reinforcement and participatory methods of conflict resolution;
- Train staff on child protection and participation concepts and develop an organizational code of conduct;
- Conduct case conferences using information from the case management system; and
- Supervise the implementation of case management and child protection mechanisms as a routine action.

### Elements of good practice

- The computerized case management system is useful in serving the multidisciplinary team assessing the case (case conference) and the child protection and participation guidelines are commendable;
- The result of the study visit in Thailand has been put to use. The MIS is in place and intake forms have been developed;
- Client data has been entered and is updated regularly;
- Reports generated from the system have proved to be helpful for case conferences and MDT investigations;
- Case managers now know what kind of data is necessary for assessing the client's needs and progress from the perspective of the MDT members. This is on-the-job training for them;
- Children are ensured of individual care;
- Staff members are trained to observe ethical conduct and be aware of the right to participation of the children, including non-professional staff such as cooks, guards, gardeners and drivers, as

they are part of the children's environment;

- The target groups are girls withdrawn from exploitative and hazardous work in small restaurants. The model aims at making their life in the rehabilitation shelter a healing experience; and
- The CPP training helps promote a better understanding of children's rights to participation among staff members at the centre, as well as at the district level.

### Benefits of the MIS?

MIS users reflect that the system is easy to use and is secure for keeping records of individual children. The system produces quick print-outs of case history which eases the work of the case managers and MDT members. Users are able to do research type of work with a focus on various points such as caste groups, age groups, and district-wide trafficked groups. The system enables case managers to quickly follow up the status of the client, their needs, interests, capabilities and problems.

### Responsiveness/ethics:

The development of child protection and participation (CPP) policies and a training package is a response to the lack of child participation in the rehabilitation process in Nepal. Confidentiality is observed in the use of a case management system. Only concerned staff members are given access through assigned usernames and passwords, only authorized staff can view the content and modify the content. MDT team members can ask for the report but are not allowed to use the system itself if s/he is not one of the users. Access is prohibited to non-related staff members and outsiders.

## Lessons learned

- The case management system is a new concept for the organization and was difficult to maintain at the beginning. The team faces many difficulties and confusion while formulating case management plans due to inadequate literature reviews relevant to the Nepalese society and lack of proper guidance and consultation. This was overcome with time;
- Adequate and comprehensive training is absolutely necessary for the staff and top management of rehabilitation center in order to ensure effective implementation of the CMS;
- It is difficult to follow up on children after they have been reintegrated. Survivors do not want to be in touch with the organization after being reintegrated because of their dreadful past, shame and the complex geographical structure; and
- In promoting child participation in decision making, it has been observed that it is not the caregivers' intention to deprive children of the opportunity for participation and expression. Rather it is a result of the lack of practical tools for caregivers by which they can involve children in decision-making processes. Such tools range from simple communication techniques and participation games to methodologies of decision-sharing, values clarification and life planning. Some helpful tools are being developed.

## The way forward

- Ways should be found for shelter residents to have more exposure visits and recreational trips to give them some space after days of staying in the shelter.

### 3.4 Female Restaurant Workers

This is a good practice that seeks to protect female restaurant workers, many of whom are under 18 years old and at risk of trafficking. The initiative is carried out by Maiti Nepal and its partners, and includes mobilizing the workers as peer leaders against trafficking, improving the workers' understanding on the dynamics, risks and

dangers of trafficking and equipping them with leadership and life skills. The consultation with employers and workers' groups is an added strength of this practice.

#### How do female restaurant workers help to combat trafficking?

##### Working with female restaurant workers:

- Workshop and orientation organized for female restaurant workers on anti-trafficking initiatives;
- 15 core group leaders formed and trained on the rights of the employees, trafficking and on ILO conventions on WFCL;
- 166 anti-trafficking group leaders identified in restaurants of the valley;
- Awareness raising activities conducted through use of IEC (Information, Education and Communication) materials by the peer educators;
- Non-formal education offered to 190 female restaurant workers;
- Life-skills training offered to 43 restaurant workers;
- Trainings for group leaders on leadership, communication and facilitation skills conducted;
- Training manual on trafficking developed in collaboration with WHR (Women for Human Rights);
- IEC materials for the small restaurant and hotel sector developed;
- Restaurant Associations initiated monitoring of restaurants for the welfare of workers; and
- Regular meetings held with peer group along with legal and psychosocial counseling.

- By empowering working girls in the small hotel and restaurant sector against trafficking;
- By using peer educators to detect those working in hazardous conditions and facilitating removal from such conditions; and
- By mobilising employers and other stakeholders in the combat against child trafficking in the small hotel and restaurant sector.

#### Pre-conditions

- Collaboration of small restaurant owners and associations and workers' unions.

#### Main actions

- Select female restaurant workers to be trained as a core group of mobilisers on behalf of female restaurant workers;
- Train young female restaurant workers on leadership and TOT on life skills so that they can work as peer mentors in their respective workplaces;
- Assist the core group to work closely with the Nepal Small Restaurant Workers' Union so as to keep the Union informed about the needs and voices of these girls and young female workers;
- Provide facilities and support to this wing of women workers, including knowledge for life

skills/education, parenting skills and facilities to address their psychosocial needs;

- Conduct activities with the Nepal Restaurant and Bar Owners' Association to promote the safety and health of their female workers by improving working conditions;
- Initiate dialogue with relevant government agencies as well as with the national media to generate a positive response at the levels of policy formulation, law enforcement, labour regulation and public concerns to protect female restaurant workers in Nepal; and
- In cases where underaged workers are found to be working under hazardous conditions, peer educators and the organization staff intervene to discuss with the employer and remove the workers from such situations.

### Elements of good practice

- The practice is an effective outreach to young female workers in one of the most high-risk service sectors. Its strength is in the mobilization of the workers to become peer leaders and educators for other workers;
- The engagement of female restaurant workers, the workers' union and employers' association is innovative;
- The involvement of the Restaurant Association, which initiated a monitoring system of restaurants to look at the welfare of workers;
- An important message that has been sent to restaurant owners and clients is that there are workers who do not wish to be engaged in commercial sex and their rights must be respected; and
- The dedication, time and energy of peer educators to the project is commendable because they are workers themselves and have to work to earn their living.

### Efficiency and implementation

Among the achievements, 15 core group leaders have been formed and trained on the rights of employees, trafficking and the ILO Convention on the Worst Forms of Child Labour. 166 anti-trafficking group leaders have been identified in restaurants of the valley. Awareness raising activities were conducted through the use of IEC materials by peer educators, and non-formal education (NFE) was offered to 190 female restaurant workers. 43 restaurant workers have been trained on life skills. The impact at the individual level among peer leaders is noticeable and they are working actively with other workers and the unions. The peer leaders also relay knowledge on safe sex practices and HIV/AIDS to workers who engage in commercial sex.

### Lessons learned

- Restaurant workers now expect alternative jobs as a result of being part of the project and there is a need to develop some employment alternatives for those who wish to leave their present jobs;
- Time, effort and openness are needed to develop a good rapport with workers in order to gain true information from them; and
- The lack of unity is still a reality in this sector and the formation of groups can take a lot of time.

### Testimony of peer leaders

“I feel more confident and happy to be able to contribute to social work,”

*-Madhu (20 years old)*

“I learned about life skills and peer education. As a peer leader, I am now aware of trafficking in children and can explain this to my colleagues. We inform the clients about our work and let them know that we do not sell sex. Clients now respect us more.”

*-Kalpana (23 years old)*

“We have learned something from life skills training. If clients try to take advantage of us, we ask them to behave like a role model and be better than others. What is difference if they are as drunk as others?”

*-Tara (22 years old)*

“When I first came to Dori, I witnessed the mistreatment of workers by restaurant owners and clients. I wanted to do something and my brother told me about the Maiti project. I went there and learned many things. Now I know all the cabin restaurant dancers here. We interacted with owners and were successful in negotiating salaries. I visit workplaces from time to time as a monitor. Employers have fear and respect for us and dare not mistreat the workers,”

*-Balkumari (21 years old)*

### A positive change

When peer leaders first started visiting different workplaces, employers used to ignore them and did not allow them to talk to their employees. Now employers/owners show their respect and interest and have discussions with them. This action has also resulted in owners and clients of dance/cabin restaurants treating their workers with more respect. One peer leader, also a worker, reported that her employer now entrusts her with accounts and financial matters. One peer leader was requested by her employer to arrange a meeting with the workers' union.

### The way forward

- Concrete plans and policies regarding female restaurant workers are being developed and will be implemented and monitored by the Government. A female restaurant workers' association (female wing) is to be established. A peer mentor support system will be adopted in the organization;
- The Interaction Programme between female restaurant workers, high level government officials, high ranking police officials and employers of small hotels and restaurants should continue to foster positive behaviours and provide active support for the protection of workers from trafficking and abuse;
- The code of conduct for restaurants owners/ employers to minimize the worst forms of child labour will be an important instrument to end the worst forms of child labour in this sector; and
- Providing a safe working environment in restaurants should be further supported.



Monitoring mechanisms should be enhanced and refresher training courses should be offered, when necessary, i.e. the Restaurant Monitoring Committee under the supervision of the Chief District Officer of Kathmandu and the Monitoring Committee for Safe Work Environments in Restaurants.

### 3.5 Empowering Single Women, Widows and Mothers

This good practice addresses one of the most vulnerable, often forgotten groups in society—widows, single women and single mothers. This practice brings this group to the attention of the public so that their problems and needs can be appropriately addressed. Its counselling programme offers traumatized single and widowed women a space to cope with their psychosocial difficulties, build their confidence and create a protective environment for their children.

The leading partner in this initiative is Women for Human Rights, in collaboration with Maiti Nepal, the Centre to Assist and Protect the Child Rights in Nepal (CAP-CRON), the Legal Aid and Counselling Centre (LACC) and the Centre for Victims of Torture (CVICT).

#### How does working with single women help to combat trafficking?

- By targeting single and widowed women and empowering their socio-economic status as protection for their vulnerable children; and
- By reducing gender inequality faced by single and widowed women.

#### Pre-conditions

- Knowledge base about the vulnerability of single/widowed women and the link to trafficking.

#### Main actions

- Engage single women as peer educators and train them to be social mobilizers to raise awareness within their communities about trafficking, in collaboration with other partners;
- Provide single women, single mothers and their

#### Knowing single women:

In Nepal, the term “single women” refers to women who are the lone supporters of their families, including women who are unmarried, divorced, separated, widows, or women with abusive husbands who opt for separate living arrangements.

Many single women and mothers are forced to live on their own with their children without receiving any moral or financial support from their families. A divorced woman is condemned and looked down on in society and is regarded as intolerable, inept at family life and a disgrace to her family. A widowed woman in Nepal is considered a bearer of ill fortune and a bad omen, and her presence is not welcomed in social, religious or other events. Single women, single mothers and their children are in danger of losing their citizenship and their societal rights because their citizenship is endorsed by a male leader of the family. The well being of single women/mothers and their children very much depends on their in-laws' attitudes and behaviours.

Subsequently, the ordeal faced by many single women/mothers makes them vulnerable to abuse, disempowerment and in the worst cases, psychological trauma. In addition, the children of single mothers often have limited access to education, healthy nutrition and are generally marginalised. They are in turn vulnerable to trafficking and other forms of child labour.

dependents with education and livelihood skills to safeguard them from trafficking;

- Conduct a series of campaigns to promote behavioural change among single women and their dependents through door-to-door campaigns, monthly sharing programmes, family integration programmes, and training packages on preventive measures of child trafficking;
- Form children's groups and create weekly programmes for them;
- Refer legal cases and traumatized cases to partner agencies that have relevant expertise;
- Mobilise the district units and their groups as pressure groups; and
- Offer livelihood training and income generating activities (IGA) for interested single women.



PHOTO by ILO/Sornkaew

## Elements of good practice

- The selection of this target group is innovative and the choice of implementing agency (WHR) is appropriate;
- Due to ongoing conflict in Nepal, young mothers (or wives) are becoming single women; their inclusion in project intervention is highly responsive;
- The initiative contributes not only to preventing trafficking but also to improving the status of women in Nepali society;
- It is practical to use the day care centre as a venue for empowering working women and keeping the groups intact;
- The women have been made more conscious about sending their children to other places and many of them become change agents in decreasing violence and negative attitudes towards single and widowed women;
- The income-generating component is part of a broader effort to assist single women and their children economically, socially, and psychologically; and
- The partnership with other TICSAs partners is effective in filling up the technical gaps of the organization, such as referral of cases for multidisciplinary case management, for psychosocial counselling or for legal services.

## Sustainability

The sustainability is being made possible through the establishment and continuation of the DSWG in each district which will carry on the work by themselves when direct assistance comes to an end. The DSWG intends to establish relations with the local district development committees (DDC) and village development committees (VDC) such that activities for single women and single mothers and their children are

included in their yearly programmes. This concept has been highlighted in every aspect of this programme. In addition, the key support members, such as social mobilizers, legal volunteers and employment volunteers will be the key mechanisms to maintaining the continuation of the DSWG in each district.

### Small enterprises

WHR conducts a programme that is helping small groups of women develop small enterprises. An important part is to first conduct market surveys in the surrounding area where the women reside to identify marketable products. These are extremely low cost surveys but are invaluable for assuring that the small businesses the women are trained to run have a viable market.

If viable, small groups of two to seven women will receive the necessary assistance and support. Some 30 women received training to start businesses in electronics, soap making, incense making, food processing, candle making, tailoring and livestock keeping. WHR encourages the women to open a bank account and has organized a small lending programme using these deposits in support of the business development component. Borrowers first receive micro-credit training. With very small loans, single women have started running a canteen, mushroom farming and operating a grinding mill. WHR's experience can be compared with TARANGO experience in Bangladesh, which works with rural poor female heads of families.

### Lessons learned

- Livelihood assistance to the mothers of vulnerable children has become part of the community-based

prevention. The rapid market survey has proved useful in estimating demand for the products that women are going to make.

### The way forward

- Small but effective initiatives that should be further strengthened as they are paving the way to self-reliance at the target group level, such as saving schemes among the women, small lending programmes, micro-credit training, women's canteen, mushroom farming and running a grinding mill;
- Likewise, WHR's livelihood programme seems to be progressing well and may profit even further from the experience of TARANGO (an NGO specialised in micro-enterprise development for rural poor women in Bangladesh) in using the CEFE model (Community-based Economies through Formation of Enterprises) for female heads of households with low levels of literacy. Such a model will be appropriate for single and widowed women because it is designed considering the rural community's capacity for absorption and the workload of their families;
- Children of single and widowed women from conflict torn districts, especially outside the Kathmandu valley need more and more support. Emphasis should be given to children who do not go to schools, and support should be made available to send them to school;
- The ILO Gender Training package (GECL) has been translated into Nepali and its further application should be encouraged, especially in a programme such as that of WHR;
- There is a plan to support continuation of group members through a day care centre, established and run by each DSWG. The centre offers after school support to children whose mothers have to work long hours. The responsibility of running the day

care centre is shared on a rotational basis among the single women and mothers or by older children in the group on a weekly, fortnightly or monthly basis. The operation of each centre does not require any financial support. In this way, the centre will become a place where members of the DSWG come together on a weekly or fortnightly basis so that they can share and learn from each other in all aspects of their lives. A club for the children of the group may be established to disseminate lessons learned from the programme as a future activity even after its completion; and

- There is a need for in-depth, accurate statistics of single women and their children which will help in building a solid strategic plan.

### Case studies

1. A single woman became a sex worker in order to fulfil her basic necessities. After counselling, she started working in a different area.
2. Another single woman had two daughters. Her elder daughter (domestic worker) committed suicide at her workplace. Her younger daughter was also a domestic worker. The counsellors suggested the mother remove her daughter from the workplace. The advice given to her made her aware of child rights and trafficking. She brought her daughter back.
3. Bina was a single woman whose husband was a driver in a travel agency. Unfortunately he had an accident and died while working. The insurance company compensated the travel agency but the agency refused to give money to his wife. Her case was filed by a legal volunteer with help from Pro-Public and then the case was won in her favour. She received Rs 25,000 for the first instalment and she will be getting all the insurance money. (WHR presentation)

## 4. Pakistan

## 4. Pakistan

### 4.1 GO-NGO Joint Efforts to Improve Rehabilitation Services for Returned Child Camel Jockeys

This is a collaboration which aims at enhancing institutional capacity in the rehabilitation, recovery and reintegration of child victims of trafficking using a multidisciplinary approach and psychosocial counselling and care. The main feature of the collaboration is the compact training curriculum, which is specific to the

needs of returned child camel jockeys. The initiative is built on a good partnership between a government bureau entrusted with this issue, the Child Welfare Protection Bureau and two experienced national NGOs, ROZAN and SAHIL.



PHOTO by ILO/Saifullah

## How does the collaboration help to combat trafficking?

- By enhancing the capacity of government-based victim care organizations using a well-designed training package, including a multidisciplinary approach.

## Pre-conditions

- Baseline information on the needs of relevant agencies;
- Support at the policy level and collaboration of care providing agencies; and
- Knowledge base on psychosocial counselling and a multidisciplinary approach.

## Main actions

- Conduct needs assessment of relevant service providing agencies;
- Review TICSAs proven materials on psychosocial counselling and using a multidisciplinary approach and design the training curriculum;
- Hold consultative meetings with partner agencies, especially those who will provide technical expertise for the training; and
- Conduct training for shelter staff concerned.
- Support the staff in the application of the knowledge learned.

## Elements of good practice

- The transfer of know-how by specialized NGOs to enhance the capacity of government agencies responsible for the care of returned child camel jockeys is the first of its kind in the country;
- The application of various TICSAs proven materials on psychosocial care and a multidisciplinary approach (MDA) in the context of child camel jockeys in Pakistan is innovative; and

- The pilot MDA model is to be integrated into the work of care providing institutions and the capacity of concerned staff strengthened accordingly through a tailor-made training curriculum.

## Problem analysis:

Pakistani boys from four districts including Rahimyar Khan, D.G. Khan, Sukkur, and Shikarpur, have been trafficked to work as camel jockeys in the United Arab Emirates. According to the ILO/IPEC Rapid Assessment of Trafficking in Pakistan by SDPI, boys are trafficked at a very young age, sometimes even as young as five. At the destination, boys trafficked for the purpose of camel jockeying have to endure harsh working conditions that affect their physical and mental development. Some suffer from physical and sexual abuse in addition to injuries related to camel jockeying. Many lost contacts with their families, and were not able to speak their native language. Many did not have a sense of belonging or emotional ties with their parents and siblings.

## Responsiveness

The multidisciplinary approach model tries to improve the overall quality of care for victims based on the principle that rehabilitation, recovery, and reintegration efforts need to ward off threats and dangers from the traffickers. Parents need to be assessed on whether they are ready to take care of the child. When necessary, economic assistance is given to the families. Shelters work with different groups of professionals in the provision of services, and systematic data collection is necessary for the provision of services to the children as well as other legal action.



## Lessons learned

One issue on the reintegration of withdrawn camel jockey boys to their families is their prospect of life back home. Many of these boys were taken away at very young ages. As a result, many of the children cannot speak the native language of their motherland, they do not feel that they are a part of their families, are unsure of their employment future and they feel displaced. This poses a challenge for the care facilities and for the families. Social reintegration is an important aspect in the care of child camel jockeys as they are not all happy or eager to be back home—where they feel like strangers.

### Where there is a will, there is a way:

On July 18th, the world's first camel race using robot jockeys was staged in the outskirts of Doha, Qatar. It was a trial for replacing human jockeys with robots. The trial has proved successful, and now the chapter of exploiting children in poor countries such as Bangladesh, Pakistan or Sudan, where a majority of the children were brought in to be used as camel jockeys, has come to a close.

(Dhaka's Daily Star, 7/10/05)

## The way forward

- Documentation of the training module and adaptation MDA package to the needs of care providing facilities for child camel jockeys should be shared widely with organizations working with repatriated child camel jockeys. Successful reintegration models should be documented and shared within (and beyond) TICS countries;
- Since many of these children have been trafficked with direct help from their parents, more sensitization and counselling for parents will be needed, as well as opportunities for income generation alternatives for them;
- Repatriation of the camel jockeys and their families is the beginning of a long process. The issue of compensation for families is being raised as the money can be used for the education of their returned children; and
- Another issue is how to make good use of the language proficiency that these children have developed while abroad. Some of these returned children should therefore be received as children with potential rather than as withdrawn, incapable victims.

## 5. Sri Lanka

## 5. Sri Lanka

### 5.1 Anti-trafficking Surveillance and Cyber Watch Unit

This is a good practice that addresses the demand side of child pornography, sexual abuse, paedophilia and trafficking. The model comprises surveillance of pornographic activities on the Internet, police foot surveillance of crime sites, detection of child abuse cases, arrest and prosecution of perpetrators and rescue and rehabilitation of victims. Confidentiality and professionalism are keys to the operation. The main actors of this model are the Anti-Trafficking and Surveillance Unit (ATSU) and the Cyber Watch Unit of the National Child Protection Authority (NCPA) of Sri Lanka.

#### The Cyber Watch Surveillance

The Cyber Watch Surveillance is run by the National Child Protection Authority (NCPA). It monitors paedophile websites, chatrooms and other Internet forums in an attempt to entrap pedophiles who come to Sri Lanka to pursue their sexual gratification. The Cyber Watch engages them by responding to their messages and entering into an exchange with them, and if they come to Sri Lanka, a decoy meets them and continues the process until events transpire far enough for the police to make an arrest.

How does the collaboration help to combat trafficking?

- By enhancing the capacity of government-based victim care organizations using a well-designed training package, including a multidisciplinary approach.

#### Pre-conditions

- National child protection plan should be in place;
- Positive policy environment regarding children's rights and the worst forms of child labour;
- Existence of directly responsible agencies with own staff and budget as well as enforcing authority on crimes against children;
- Recognition of sexual abuse, paedophilia and trafficking as crimes against children;
- Highly qualified, committed and voluntary-spirited multi-sectoral teams of professionals;
- Strong network of law enforcement units within and beyond national borders; and
- Functional telecommunication and information technology infrastructure and personnel with IT skills as well as support of Internet Providers and IT communities.

## Main actions

- Appoint government officials from concerned agencies to monitor the ATSU and Cyber Watch activities;
- Identify and map locations and perpetrators of sexual and other forms of crimes against children;
- Analyse the information gathered for effective law enforcement and follow-up and refer such information to appropriate authorities for further action, and monitor cases of both offenders and rescued victims;
- Create a network within and beyond borders with intelligence and law enforcement experts for training support, information sharing and case prosecution;
- Set up a multi-disciplinary team of law enforcement and welfare professionals to ensure well-rounded actions (i.e. an investigation officer, two police officers, two legal officers – one for anti-trafficking and the other for cyber watch activities);
- Provide the MDT, concerned government officials and other partners with training on human rights, children's rights, child trafficking, child labour, surveillance skills, intelligence work and investigation;
- Set up training and rehabilitation centres for rescued victims;
- Create a network with service organizations for case referral;
- Conduct surveillance actions at all levels (communities, cities, establishments, workplaces, Internet) and by all means (foot, radio, decoys, IP tracing etc.) to detect offenders and victims;
- Monitor, investigate and conduct rescue operations of cases of child sexual abuse, pornography and trafficking either by own initiative or when a complaint is lodged; and
- Conduct investigations on suspected cases and place charges on offenders, as well as rescue and

refer victims for appropriate services; and

- Monitor all referred victims by means of case records in the database, by direct visits and through coordination with service providers.

## Elements of good practice

- The intervention addresses the demand side of child trafficking and sexual abuse by successfully putting in place a group of protection agents;
- The intervention is an effective strategy for crime detection and prevention through strengthening professional and child-sensitive investigation skills of law enforcers and welfare personnel;
- The model is implemented by a child protection and law enforcement authority under a positive policy environment using multi-disciplinary players and a good network of law enforcers. It effectively takes advantage of the Internet and information technology;
- The good practice intervenes at different steps of trafficking; the surveillance actions are able to identify offenders and/or traffickers and prosecute them effectively;
- The idea of outreaching to victims and perpetrators via the Internet as well as the use of high-tech crime detection methods and decoys in tricking and trapping perpetrators is innovative. As the cyber watch is a potential trap, it serves as a deterrent to paedophiles and child abusers;
- The officers concerned have gained experience and capability to continue their work with efficiency; and
- The direct beneficiaries of this intervention are children at risk of trafficking, sexual abuse and pornography. They are children under 18 years old in vulnerable localities such as tourist belts, inner city slums, plantation areas, conflict affected areas, rural areas and other communities reachable by the work of the ATSU.

## Innovation and gender-sensitivity

The model has contributed to the elimination of child trafficking by making it a risky business and by effectuating the prosecution of perpetrators. Above all, it is one of few initiatives that openly addresses the demand side of the problem.

A gender sensitive approach is also used in the investigation. In the Police Unit, there are equal numbers of female and male officers. Female officers ensure that rescued girl victims feel safe and comfortable during their vulnerable time. All officers are exposed to training on gender concerns and child labour so that they can take gender-sensitive actions when handling cases. This is in addition to high-quality and child-friendly investigation skills training provided through four important training courses

### Evidence of progress:

Since 2002 a number of foreigners and locals have been prosecuted. Five newsletters were published and posters were developed and disseminated to raise awareness about the commercial sexual exploitation of children (CSEC) and the cyber watch programme. The actions and the results have been reported in several newspaper articles and have been praised by the UK and other countries as a good model. The prosecution of paedophiles seems to have a preventive effect – at least on situational abusers. As an example, a US based gay magazine warned their readers about the cyber watch programme in Sri Lanka and the danger of being prosecuted for CSEC.

on (1) Surveillance and Detection; (2) Cyber Watch Surveillance; (3) Surveillance and Child Trafficking; and (4) Media Personnel.

## Lessons learned

- Monitoring child pornographic materials on the Internet can be quite distressing for the staff concerned, therefore exposure to the materials is limited to a few hours a day and days of rest are given for the officer to cope with stress;
- A lack of cooperation by certain foreign authorities has been reported but this has been resolved on a case-by-case basis. Some embassies seem more interested in helping their own citizens (who committed sexual offences) getting out of the country than ensuring that they are prosecuted in Sri Lanka. In some cases foreign diplomats put serious pressure on Sri Lankan authorities in order to get one of their citizens released. An example is the case of a convicted paedophile who was released at the request of his embassy, highlighting that "the good relations between the two countries would be at risk" if the detained tourist was not released; and
- The intervention may still be too sophisticated in a place where the fight against poverty or lack of simple infrastructure (electricity, telecommunication, access to school) is still an issue. Although hardware and equipment can be secured through external funding, it is preferable that the authority supports the idea fully and the personnel concerned are competent to handle such a task. Issues of misuse of information, corruption and ignorance on children's rights in general are not to be overlooked.

## The way forward

While the Cyber surveillance seems to be a good model, potential replication in other countries must take into consideration the different contexts as well as the professional capacity of a responsible unit. Potentially, NCPA Sri Lanka could conduct or be involved in a Cyberspace baseline survey - checking various homepages and chat rooms and could also provide staff training to interested organizations in other countries.

More consultation and negotiation will be needed to deal with extra-territorial judiciary with countries of origin or perpetrators. Likewise, more funds may be needed to expand the coverage of the Cyber Watch, for example, only to have two to three officers monitoring the Internet for 16 or 24 hours a day (instead of one person for three hours/day) so that even more paedophiles who come into Sri Lanka can be apprehended.

## 5.2 Don Bosco Child and Youth Centre

This is a multi-purpose centre where vulnerable children and youth receive educational and vocational skills training courses – either at the Centre, or at locations outside of the Centre. The Don Bosco Child and Youth Centre, established in 2001 in Nochchiyagama, Sri Lanka, is an outstanding example of educational programmes that respond to child trafficking by offering a wide range of activities catering to the needs of both boys and girls and by creating networks with NGOs, entrepreneurs, local volunteers and local temples in managing the services for the children, in an area that was previously a centre of civil strife.

### How does the Don Bosco Centre help to prevent trafficking?

- By reducing the vulnerability of children and youth in conflict affected areas to trafficking through centre- and community-based interventions; and
- By providing comprehensive educational and job skills training opportunities for girls and boys at risk.



PHOTO by ILO/Lisborg

### Community-based training for the most vulnerable:

This is an in-village training programme initiated by the Don Bosco Children and Youth Centre and its partner IRRITECH. The aim is to extend the reach of vocational training programmes out of the Centre and to reach highly vulnerable children, particularly girls in remote communities who cannot travel to the Don Bosco Centre because of the distance and security. IRRITECH conducted a very simple, low-cost survey to determine the vulnerability of children in targeted communities and to identify children who are eligible to participate in the training programme. Children are assisted to choose vocations that best fit with their local practices and market demands and accordingly, trained in the village setting. Goat herding is one example of this CBT activity.

### Pre-conditions

- A solid network with local organizations and groups;
- A wide network of volunteers – a spirit of volunteerism among the elite groups of the local community;
- Good track record of the implementing agency;
- Decent employment opportunities and marketability in the target areas; and
- Recognition of authority and local communities.

### Main actions

#### The Centre management

- Establish the Centre and create a well-organized

and child-friendly atmosphere including facilities such as an administrative building, dormitories, indoor and outdoor workshops and classrooms, farming areas, a large, multi-purpose hall, a soccer field and many recreational spots;

- Appoint a large team of staff comprising two priests, two brothers, 23 regular teachers, 18 technical instructors, four administrative staff and one part-time counsellor;
- Set up a formal selection process for admitting children to the Centre: Children in the worst forms of child labour or whose siblings are in or have been in some sort of child labour situation; children of single-parent families, especially female headed households; dysfunctional families and those living in poverty;
- Recruit and train a psychosocial caregiver to assist children when the need arises; and
- Monitor the children's progress constantly (Salesians) to identify special needs of girls and boys who come to the Centre, e.g. those needing psychosocial or financial support.

### **Education**

- Offer educational and vocational classes to girls and boys, both at the Centre and at nearby temple facilities;
- Recruit volunteer teachers who work at temple facilities outside of the Centre, to offer NFE and remedial classes for children who are unable to come to the Centre;
- Operate vocational education classes, including motor mechanics, hydraulics and pneumatics, air conditioning maintenance and repair, electrical wiring, welding and iron works, brick making and bricklaying, construction work, machine shop operation, draughtsmanship and bakery operations;
- Conduct non-vocational education, such as remedial classes in English, Mathematics and Sciences, as well

as non-formal education and life skills classes.

- Include technical skills such as data entry, graphic design and other software applications;
- Offer non-mechanic classes such as food preservation, timber preservation and tailoring; and
- Arrange for a referral of children for courses with external service providers such as nursing, banking, culinary expertise and industrial sewing.

### **Dormitory**

- Provide dormitory facilities for about 100 boys and plan the construction of a dormitory for girls with controlled access to ensure their safety (Don Bosco was originally a boys' centre); and
- Arrange for small hostels for girls who have to travel far to study at the Centre, a situation which will be resolved when the construction of a girls' dormitory is complete.

### **Network**

- Coordinate with youth leaders and the Catholic Women's Association to identify vulnerable children to the Centre;
- Establish a solid network within the local commercial sector, where trained Don Bosco youth are well recognised, for apprenticeships, which could lead to more permanent employment for them; and
- Work with villages bordering the premises. Introduce social activities to raise awareness of villagers.

### **Community Based Training**

- Assist the children in choosing a profession that fits with the local market demand; and
- Conduct training in the village and follow up on progress.



### Remedial or tuition classes

A parallel system to formal education intended for children who cannot afford to pay for extra tuition fees, and are therefore lagging behind. Providing free remedial classes in English, Science and Mathematics and other subjects supports the strategy of keeping children within the formal education system. This service is made available to at least 2,550 school-age children, those under the age of 18.

### The Don Bosco's preventive method

The goal is to develop work habits, self-discipline and good citizenship in individuals. Salesians in Sri Lanka have a proven track record of expert techniques for interaction and strategies for dealing with emotionally disturbed youth. Since 1991, they have successfully rehabilitated about 600 youths and recently, some of the Child Soldiers of the Liberation Tamil Tigers of Eelam (LTTE) through the Ministry of Foreign Affairs and the NCPA.

### Elements of good practice

- The coverage of 2,000 boys and girls at a time makes the model responsive in terms of number, not to mention the comprehensiveness of services available;
- The model successfully involves local volunteers and temples in providing classroom space and educational services to children;
- The community-based training is creative and responsive as it extends an opportunity to children in their own villages;
- The model has gained due recognition within the

Government and among donors;

- The Centre covers a wide range of beneficiaries, such as street children, sexually abused children, ex-child soldiers, child domestic workers, victims of internal trafficking, children and adolescents from poor family backgrounds, children whose access to school is refused, and children vulnerable to commercial sexual exploitation;
- The Centre looks at market opportunities before deciding on what programmes to add; and
- The Centre nurtures community networks and develops close links with the Buddhist clergy in this primarily Sinhala Buddhist village and thereby has won the confidence of the predominantly Buddhist population. This has resulted in remedial classes being offered at the temples, extending the reach of the Centre.

### Responsiveness

This good practice demonstrates good use of cross-sectoral interventions, including vocational and non-vocational education and psychosocial counselling activities. These are enhanced by a wide range of youth activities and social services to entice “idle” children of the poorest communities and also to serve the influx of children seeking “greener pastures” and whose mobility to the North Central Province has been facilitated in the wake of the ceasefire between the Government and the LTTE.

One positive change is that the Ministry of Education has introduced incentives to school teachers to motivate them to improve the quality of their classroom thanks to the model set by the Centre.

### Lessons learned

- In reality it can be difficult to draw a straight line between those who are 17 years old and those are 19 or twenty years old, and there is a need to show some

degree of flexibility. However, repeated efforts should be made to focus on children below the age of 18;

- Due to their institutional structure, the Don Bosco Centre has, over the years, mainly been focusing on boys. With encouragement from TICSA, and recognizing the needs of girls, the Centre has gradually and successfully included girls into the programme, and is offering them education and vocational training activities suitable to their needs. This proves that gender equality can be addressed even in a male-oriented institution; and
- The Centre has found that even after successfully completing training, some girls are reluctant to work away from home due to parental objections, as most parents feel that their daughters need to help at home. A second concern is the lack of security when they relocate, as well as the cost of living away from home. These might be issues to consider when initially selecting girls for training, in order to better orient what they study to what they are ultimately willing to do.

### The way forward

- More can be done on the selection criteria to avoid using poverty as the main criteria for accepting children into the Centre. This is because not all poor children are highly vulnerable to trafficking. The age groups of the children should also be kept strictly under 18 years old;
- The Centre needs to explore revenue generating schemes based on its vocational training programmes. It is also planning to include more vocations, such as electronics training for boys and girls, three-wheelers repair and a professional bakery school;
- To replicate the whole model may be difficult due to its comprehensiveness and the size of services. However, certain aspects of the model are certainly replicable, such as remedial classes (also

implemented in Indonesia) and community-based vocational training.

### Goat herding case story:

In Ittikulama, a small village about 20 kilometres northwest of the Don Bosco Centre, Ilamgesinghe, an agricultural trainer, is actively working with a group of nine youth, ages 16 to 19, who are interested in herding goats. These young people live too far to go to higher secondary school and have decided to start their own business. With a proper baseline survey, they have identified goat herding as a promising occupation as it is part of their cultural set up and there are resources available in their home village.

After five days of training on a business concept according to the ILO-SIYB (Start & Improve Your Business) package, they started the theory of goat herding – types of animals, how to build shelters, disease prevention, cleanliness practices, feeding time, and so on. The training took place at a house of Milinda (boy), whose parents have some goats. The children stated that they want to start with one goat to test the water first, and if it goes well they will increase the herd. The students come from areas where goat herding is part of their livelihood, they know the value that they are bringing to their families, and they understand the reality of the profession. Even though they may move out to town one day because of employment demand, they can always come back and re-start this. Goat herding can be either a main profession or a sideline job for them. The trainees are confident and they are looking forward to the practical part of the training.

## 5.3 Community Hearts, Catch-Up Education and Social Mobilizers

This is a proven good practice of how a workers' organisation can successfully lead activities to raise community awareness, improve education and reduce trafficking in one of the high-risk sending zones – the plantation estates. In Sri Lanka, the plantation sector has been identified as a potential sending area for child domestic workers. Key actors of this good practice are NFE teachers and social mobilizers supervised by the Ceylon Workers' Congress (CWC).

### How do Community Hearts help to prevent trafficking?

- By bringing education to the door step of children vulnerable to trafficking for domestic work and commercial sexual exploitation;
- By offering the children options in education, assisting them to improve their academic performance, retaining them long enough in schools and enhancing the awareness of parents and community members against trafficking and in favour of education; and
- By monitoring the child trafficking situation in high risk areas through trained social mobilizers.



PHOTO by ILO/Lisborg

### Social mobilizers and social change

The social mobilizers are members of the plantation communities who have an understanding of the resident families. The majority of them are Thalavas cadre (supervisors of plantation workers) and the rest are members of plantation youth clubs. They are instrumental in delivering special programmes for members of their community. All the mobilizers are members of the Ceylon Workers' Congress, which is the largest union in the plantation sector. CWC covers a population of at least 600,000 persons and is widely recognized by employers, the Government and the public as a leading figure in the rights of workers in Sri Lanka.

### Pre-conditions

- Cooperation of the plantation management and plantation communities (estates);
- A strong workers' union; and
- A good network with local organizations and groups that can provide education and social services to children.

### Main actions

#### Social Mobilizers

- Recruit and train social mobilizers;
- Conduct general surveys in plantation estates to determine the extent of trafficking, raising awareness of the estate communities and families via door-to-door visits;

- Work closely with estate owners/managers to ensure that parents and children at risk can participate in educational and vocational skills training activities;
- Monitor the local situation and cases of children at risk;
- Supervise educational activities at the community hearts; and
- Provide peer counselling and conduct parental education.

#### **Community centre “hearts”**

- Identify locations for community centre “hearts”, which are strategically located in the hearts of the communities, either newly built or renovated from existing buildings;
- Repair facilities with the participation of the local community to create a sense of belonging among the workers and place the community centre “hearts” in the plantation estates;
- Serve as focal points for all preventive measures such as non-formal education (NFE), catch up education (CUE), remedial classes, recreational activities, library opportunities, etc; and
- Recruit one or two teachers to facilitate the centres, focusing on literacy and numeracy classes for younger children and catch-up education or tutoring for the older ones.

#### **Catch-up education**

- Offer remedial classes three times a week to children at no cost and after school hours;
- Send children already trafficked into exploitative employment back to school through the help of their parents, who are given an orientation on child rights and child labour laws; and
- Support these children with an education package that includes shoes, books, a satchel and stationery.

#### **Community sensitisation**

- Integrate a component of life skills into the training to ensure that the community is empowered to face the challenges brought on by traffickers and exploitative employers;
- Conduct the training both through formal and informal discussions and meetings held once every three months; and
- Interact with families and community members during the supervisory visits undertaken by social mobilizers and report the outcomes of the visits.

#### **Testimony:**

“Before I took this English tutoring class at the community centre, I only got 26 out of 100 at school. After the tutoring, my score went up to 76. I feel proud and motivated to do even better in the next test.”

A school girl attending catch-up education at Community Heart in Lindulla, Nuwara-Eliya region.

#### **Elements of good practice**

- The model ensures attentive and child-friendly teaching methods; many children have been able to dramatically improve their scores at school and the commitment for them (and their parents) to continue schooling is enhanced;
- The offering of remedial classes to children at risk of dropping out of school is relevant, while giving them peer counselling and their parents parental education, is responsive;
- The use of plantation supervisors as social mobilizers is effective in widening the reach of community sensitization efforts;

- Remedial classes help children with poor school records, thereby increasing their self confidence and reducing drop-out rates;
- The strong, social and political positions of the social mobilizers within the community as well as their link with law enforcement are a threat to traffickers on the plantations. This liaison works as a safety net for the vulnerable community;
- A change in the attitudes of adults has been observed through the influence of social mobilizers who lead the opinions within the community; and
- The difference in the needs of boys and girls is recognized and the gender dimension is therefore included in the training programme of the social mobilizers and awareness raising activities.

### Testimony

“I find it important to work closely with NFE teachers at the centre to support them in their delivery of classes. My colleagues and I often visit families, especially in cases where their children may be at high risk of dropping out of school. For us, school drop-out is a first sign that children may be trafficked or fall into the worst forms of child labour. We therefore plan to do seminars for children and parents about the disadvantages of school drop-out.”

*-Ms. Florina, CWC social mobiliser in Lindulla, Nuwara-Eliya region.*

### Sustainability

The community centres “Hearts” can continue to function with “support from the community”, plantation management and Government. This will be ensured because the CWC, as a prior obligation, can negotiate with the management to permit them to use a management owned building as a community centre in the Division of the Plantation under their purview. CWC has a strong organisational structure, which extends into all plantation areas.

The cooperation of the plantation management also indicates that employers (of the plantation workers) will take over the maintenance of the community “hearts” as the benefits of such an arrangement become more tangible to them. Through the present model, a cadre of girls and boys above the ages of 14 are provided with vocational training as a preventive measure and they become members of the “Big-Brother-Big-Sister” programme which will have an influence on the younger girls and boys within the community. It is expected that they will advocate against trafficking of children for labour and sexual exploitation among the adults as well as the children of the community.

### Lessons learned

- The Workers' organisation can be a strong IPEC partner in combating the worst forms of child labour. In the case of CWC, its strength lies in its ability to reach out, its close connection to plantation management and its firsthand knowledge of the plantation community. CWC also has considerable political influence and is committed to improving where necessary. Their frankness about difficulties in terms of programming clearly shows this;

- Logistics was presented as another problem area as activities are spread out over a relatively large and not easily accessible area; and
- It is possible to improve the academic performance of the children, thereby convincing the parents to keep them in school and reduce their vulnerability to trafficking.

## The way forward

- The documentation of project activities and beneficiaries could be improved, especially to guarantee gender-sensitive data at the field level. Although gender awareness training has been offered to social mobilizers, more needs to be done to ensure that all staff members along the line have the same understanding and are sensitive to the issue. One example is to improve records of child beneficiaries to reflect boys and girls clearly;
- Since the quality of regular schooling and cost of education have so much in relation to children dropping out of school, ways should be found to improve the quality of education in schools and to support parents in incidental costs of sending children to school. Without this, the catch-up education and remedial classes will only be short-term solutions to preventing children from dropping out;
- CWC is successful in community sensitization and in offering remedial education but more training and exposure is needed to strengthen their capacity in withdrawal and rehabilitation of victims; and
- ILO-IPEC will play a catalytic role in supporting trade unions to link with the plantation management and provide a model for sustaining the education programmes initiated through TICSА.



## 6. Thailand



## 6. Thailand

### 6.1 Case Information Management System (CIMS)

This is a working tool that improves the capacity of shelters for trafficked victims and vulnerable children in gaining access to and handling client data files, and in generating monthly reports and conducting case analyses for better services for rescued victims. The Case Information Management System or CIMS is a customized computer software that supports a common and integrated database of beneficiaries. The pilot test of the system in two government shelters has been successful and the Thai Government has accordingly pledged funds to expand the usage of this database. TICSA partners involved in this demonstration are the Mirror Art Foundation (system designer), Kredtrakarn Protection and Occupational Development Centre and the Pak Kred Reception Home for Boys.

#### How does CIMS help to combat trafficking?

- By improving the data storage system, reducing time in searching and processing children's data, improving case reporting for multidisciplinary purposes, and preventing loss of data and institutional memory as a result of staff turnover; and
- By providing comprehensive client data for multidisciplinary actions facilitating better care for rescued victims and vulnerable children.

#### Technical outlook

The CIMS has four important fields of information: (1) statistical data for departmental reports; (2) overall summary; (3) administrative and personal data; and (4) multidisciplinary data. Each field has a number of related main topics that help users in storing, categorizing, updating and summarizing data of children based on their ages, sexes, backgrounds, types of problems, assistance needed and services received.

The CIMS is operated on a local area network (LAN) and each user can access it via the Internet, with given usernames and passwords. There can be multiple users who view the same case of a child at the same time.

Modification is however limited per each user. The CIMS comes with a user's manual, which explains the technical steps of how to use the system the same way one can expect for a normal software manual. It is compatible with Windows operating system.

## Pre-conditions

- Support of the management of the institution concerned and of their supervisors in endorsing and replicating the system;
- The attitude of users towards computerised documentation as well as their technical skills in coping with possible technical errors and instability of the system at the testing stage;
- The ethical conducts of users in treatment of case confidential information; and
- A full-time person to be directly responsible for maintaining the system and updating data.

## Main actions

- Assess the needs of users in the two pilot shelters and develop the software based on these needs;
- Install the software at both shelters using LAN and assign usernames and passwords for authorized users;
- Enter client data from a few years back (as far as data is available) up to the present;
- Conduct periodic follow-up, helpdesk support and consultative meetings to users and take note of any drawbacks encountered;
- Improve and finalise the system based on users' feedback;
- Conclude the system and conduct a review meeting to share progress and lessons-learned with other stakeholders; and
- Support the replication and/or expansion of the system.

## Elements of good practice

- CIMS is the first computerized database system designed especially for use in government-run welfare homes for victims of trafficking. Moreover, the system was developed by an

NGO that worked closely with the staff of both homes to solicit the users' need for data and to enter preliminary data into the system;

- The quick summary of statistical data is a strong point of the system, as well as the easy access to children's bio data;
- Once the system is installed into the computer system of a welfare home, it can continue to run by responsible staff at no extra cost;
- The system ensures comprehensiveness of data of trafficking victims and easy processing that serves the purpose of case reports, multidisciplinary investigations and long-term anti-trafficking planning; and
- Online technical backstopping is provided to users by the Mirror Foundation, which reflects the best use of information technology.

### Testimony

“We find the case information management system helpful in processing statistical data of the clients in this Centre. Moreover, there can be multiple users on the same case file at the same time. Each user can enter and modify data of that file only in the area that is assigned to him or her. The entry of data can be tedious but there are certainly benefits to using a computerized system.”

*-Social Worker of Pak Kred Reception Home for Boys.*

## Being ethical and responsive

In practice, only authorized persons, such as social workers, psychologists, nurses, vocational trainers and administration officers, can have access to the system and modify data that is related to their respective areas of responsibility while all authorized users can view the complete data. Data can be processed based

on criteria such as age, year of reception, types of protection required, reasons for being accepted into the institution, dormitory location in the centre, levels of education and services offered. Multidisciplinary data provides information on psychosocial needs and services, medical care, educational services and vocational skills training. There is no limitation to how many cases the system can record.

### Lessons learned

- Due to the nature of government institutions, paper-based records are the primary source of information. The computerized database is useful but is extra work for the staff concerned. This has been resolved in the case of Thailand by having a full-time administration person (Pak Kred shelter) to enter main data on a regular basis and by having regular consultation and help desk support (for both shelters);
- There is a risk for users, not knowing the technical limitations of a database system, to want more data than is available or necessary, thereby complicating the system and its user-friendliness. This risk can be avoided by having an open discussion between the designer and users before the development and during the testing of the package. In this way, a compromise can be reached and only priority fields of data are maintained;
- There was a delay, as the database is complex and has to be tailored to the specific operations of each shelter. However, help desk support and regular consultations proved to be helpful in overcoming these difficulties; help desk support should continue for some time beyond the testing period, depending on the technical capacity of users; and
- Setting up a database is one thing; making sure it is used effectively is another. The idea of databases on trafficking victims is appealing in IPEC projects for obvious reasons. However, experience with databases in general suggests that they are most

likely to be used and updated if there is a strong and immediate need for the data or the analyses they support. This is very likely the case with this good practice. Centre staff was trained to manage the database and monthly reporting requirements drive its use. It should be noted that databases in national government agencies may not be driven by similar demands, therefore, a good needs assessment is crucial before such a database system is created.

### The way forward

- The challenge has been to prove that this innovative practice is successful and can be replicated in other government institutes with a high level of confidence. The demonstration of CIMS has proven to provide valuable guidelines and lessons for the Ministry in its own initiative. The Ministry of Social Development and Human Security has already planned to set up a computerized database at its key shelters in other provinces and funds have been promised. When fully in place, it can contribute to enhancing cooperation among Mekong countries in the return and reintegration of victims of trafficking. A review has also been planned for the information to be restored in the system to analyse trends and patterns in trafficking in persons in Thailand;
- An agreement of medium- and long-term backstopping of CIMS should be established to ensure that users can continue to receive necessary support and further training so that they can use the system efficiently and do not become demotivated because of technical hiccups; and
- The system is not gender-specific– it is being developed for and tested in one girl-only home and one boy-only home. This should be reconsidered and sex-divided data should be introduced even though the system is used in a one-sex institution.

## 6.2 Multidisciplinary Approach

This is a good practice on how a proven multidisciplinary approach (MDA) in a national, specialized NGO is being pilot tested in a government shelter, with the aim of building the shelter capacity and improving the quality of care of its residents. The partners of this good practice are the Centre for the Protection of Children's Rights (CPCR) and the Pak Kred Reception Home for Boys (Baan Phumvej).

### How does MDA help to combat trafficking?

- By leading to much needed improvements in case management where it is introduced.

### Pre-conditions

- A proven MDA package/experience and an organization competent in using it; and
- Recognition of the need for MDA and support of the management in government shelters.

#### Multidisciplinary case management team:

A small group of professionals and non-professionals who oversee and recommend activities conducted on behalf of each survivor from the time of intake through to integration. The composition of the team usually includes medical (including physical and psychosocial care), legal and social welfare professionals. The team should comprise people working both within the child facility and outside of it, who deal with the individual child's case. (See: Child-friendly Standards & Guidelines for the Recovery and Integration of Trafficked Children (ILO, 2006))

### Main actions

- Review the current case management capacity of the Pak Kred Home;
- Hire a part-time coordinator to work under the supervision of CPCR and the Pak Kred Home. The coordinator provides administrative and coordination service for the execution of this technical assistance;
- Provide on-site training on the MDA processes to the shelter staff as child victims are receiving rehabilitation services;
- Appoint a team of technical experts to work closely with the management of the shelter and to advise the latter for appropriate system set up in order to ensure in-house technical capacity in the required field and necessary networking with professional groups concerned with child protection and anti-trafficking work;
- Establish a library and multi-media unit within the Home to create age- and gender-appropriate therapy activities for male teenagers; and
- Prepare a report of the technical services and recommendations.

### Elements of good practice

- It is innovative to introduce a proven package of multidisciplinary approach for application at government shelters serving victims and those at risk of trafficking. The practice also recognizes the special needs of boys who are disadvantaged, in conflict with the law or who are residents in the reception home;
- The application of a multidisciplinary model is responsive to needs of the clients (boys) as it improves the general and technical capacity in case

- management among responsible staff; and
- The fruitful collaboration of government and non-governmental organizations in the application of this child-friendly and child-oriented multidisciplinary practice.

## Sustainability & replication

This good practice contributes to the implementation of Thailand's National Plan of Action against Trafficking in Women and Children and the draft National Plan of Action on the Implementation of the ILO Convention No. 182. It seeks to improve the rehabilitation system at the Pak Kred Reception Home for Boys to meet the principles and requirements set forward by the Child Protection Act of 2004. Upon completion of the tasks set forward in this project, the Management of the Pak Kred Reception Home for Boys will consider integrating the work accomplished into its regular programme, funded by Thailand's national budget.

The MDA has been replicated both in Thailand and in other countries school. Nepal (Maiti) and Indonesia (RPSA). Both have reported adaptation of the Thai model to rehabilitation to fit their respective socio-cultural contexts, as they are seeking to ensure child victims of trafficking receive the minimum required services during the recovery and reintegration process.

## Lessons learned

- It was difficult to introduce the MDA in a government shelter due to a few reasons: Staff has no or little knowledge and skills on MDA and the implementation budget is limited. Moreover, the organizational structure is not conducive, in that (1) the right person is not placed in the right job (social workers, for example); and (2) the ratio of staff per child is huge, making the work a burden. It took time for CPCR to work with the

management, which is supportive, and to lobby at the departmental level. The partnership between CPCR and the Home, with support of TICSAs, has however proved that it is still possible despite these limitations;

- CPCR and the Home have an open working relationship. CPCR appreciates the difficulties that the BATWC faces as the latter has only three to seven partially trained staff per province and MDA would simply be beyond their capacities. The non-judgemental understanding has been key to this partnership. It represents an excellent example of cooperation between NGOs and government institutions in addressing the problems of child trafficking;
- At the level of case conference, social workers and field staff have learned that comprehensive data of a child are necessary to assess the case from a multidisciplinary perspective. This helps to enhance their researching skills and to be more meticulous in collecting data through interviews, observations, home visits and other means; and
- It is observed that, due to the work load and various non-case-related demands, staff of the Pak Kred Home cannot maintain a precise calendar of a child nor of his/her short- and long-term plan/goal. In other words, actual work plans of social workers do not necessary reflect their job descriptions. The introduction of MDA has helped the shelter staff to start modifying this.

## The way forward

The Thai experience of developing a multi-disciplinary approach to rehabilitation and reintegration of trafficked children and mainstreaming trafficking in government agencies is being documented. This will provide valuable information to efforts in other TICSAs countries working on introducing a multi-disciplinary approach. The Thai experience will not serve as a model to be copied

elsewhere, but rather, will provide an example of how the approach is developed in one country and the problems encountered in doing so.

### The context

The work of the Pak Kred Reception Home for Boys is guided by provisions under the Child Protection Act of 2005 and the Measure in Prevention and Suppression of Trafficking in Women and Children Act of 1997 and Thailand's domestic Memorandum of Understanding to combat trafficking in women and children outlining procedures on the recovery of victims of trafficking.

Currently, the Home provides shelter to about 100 boys from five to 18 years old with about 500 residents per year. The majority of residents are boys of Thai and non-Thai origin who are in vulnerable situations. Many are victims of child trafficking. The non-Thai boys are mostly from Cambodia. They were found to be engaged in organized begging and have been rescued. They stayed at the Home while awaiting completion of legal processes and repatriation. During their stay they receive literacy training, counselling, and skills training. The tasks for rehabilitating and reintegrating boys is demanding and even time consuming, as the boy victims may have suffered from a sense of alienation or isolation.

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