

Annex 15: Guide/Tools Utilised by Research Team

Annex 15.1.: Introduction to PRA with children

Annex 15.2: Instructions about conducting PRA with children

Annex 15.3.: Instructions for community PRA tools

Annex 15.4.: Male FGD Questions

Annex 15.5: Child PRA intro and instructions_VN

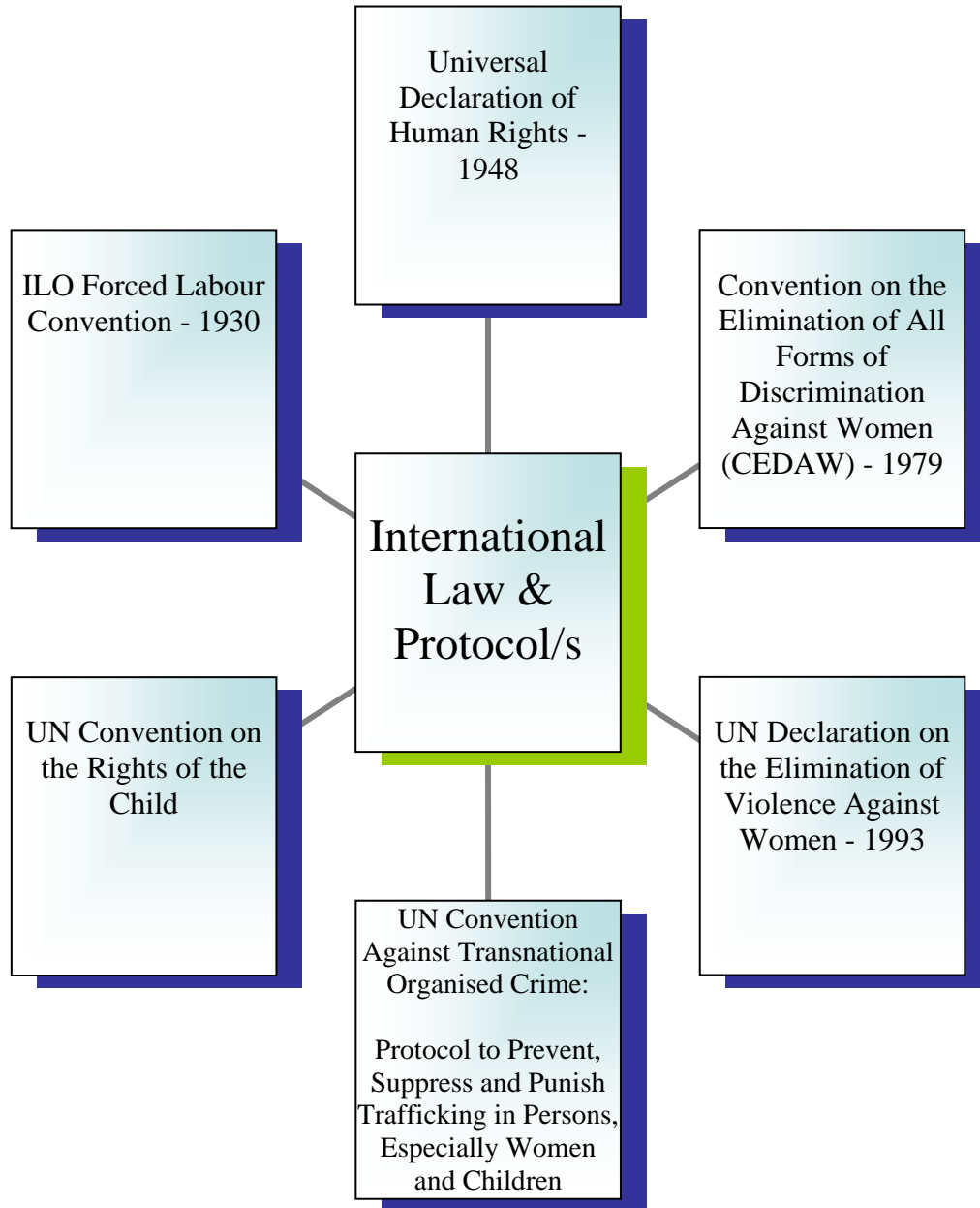
Annex 15.6: Community general tools_VN

Annex 15.7.: Community map_VN

Drawing – children’s PRA activities. 2006.



LEGAL FRAMEWORK – INTERNATIONAL LAW

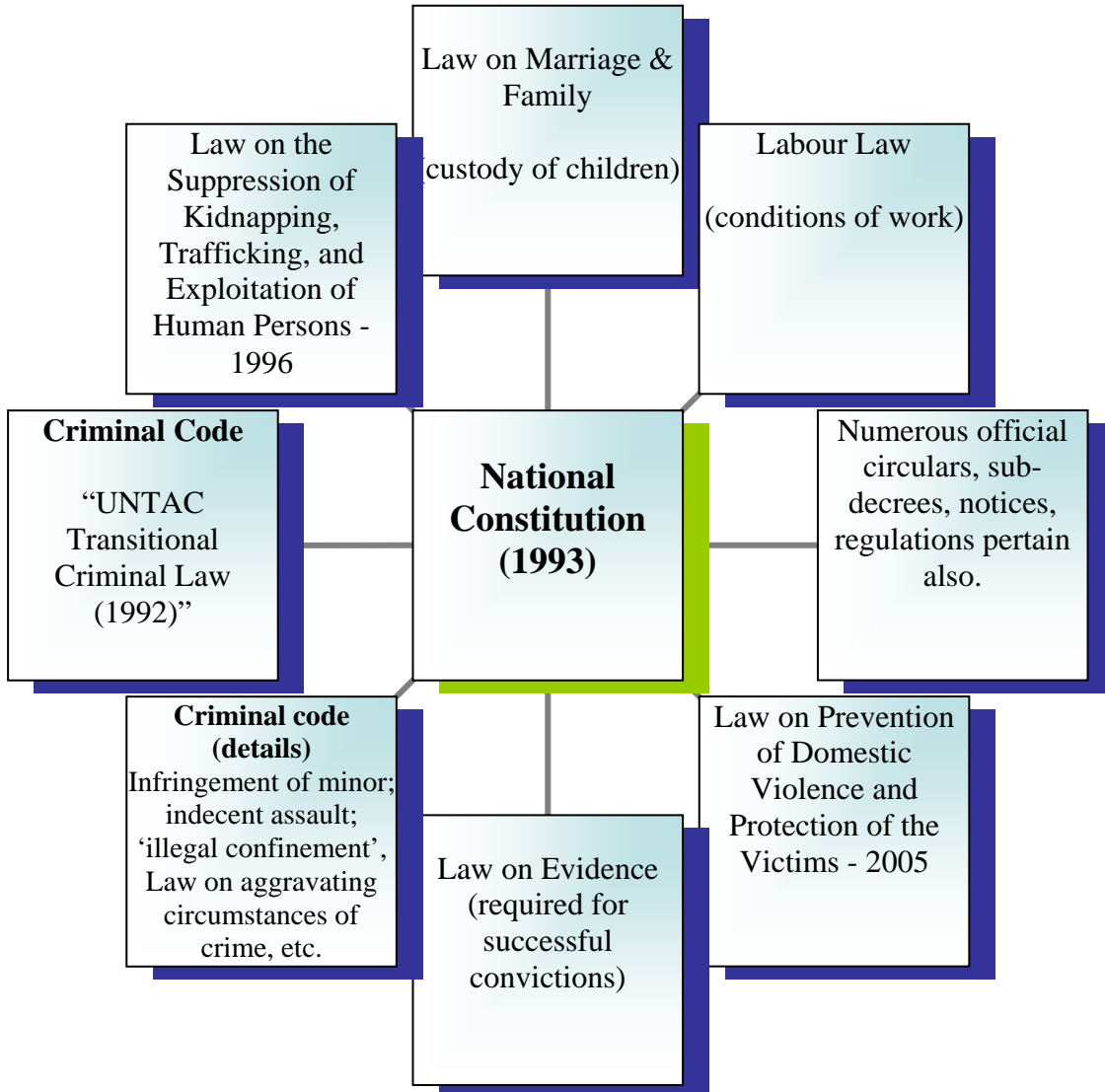


LEGAL FRAMEWORK – REGIONAL AGREEMENTS

REGIONAL COOPERATION AND NETWORKING TO COMBAT TRAFFICKING

1. Bilateral Memorandum of Understanding (MOU) for Eliminating Trafficking in Women and Children and Assisting Victims of Trafficking (concluded with Thailand in May 2003).
 - Action Plan for Implementation currently being developed.
2. Bilateral agreement for Eliminating Trafficking in Children and Women and Assisting Victims of Trafficking (signed with Vietnam in October 2005).
 - Action Plan for Implementation currently being developed.
3. Cambodia has signed extradition agreements with China, Lao PDR and Thailand
4. Signing of the Framework Agreement on ASEAN Cooperation in Tourism which includes a provision to penalize the exploitation of women and children
5. Development of sub-regional MOU on human trafficking - the Coordinated Mekong Ministerial Initiative on Trafficking (COMMIT); and the accompanying Sub-Regional Plan of Action.

LEGAL FRAMEWORK – CAMBODIAN LAW



OFFICIAL DECLARATION:

A presentation given by Madam Un Sokunthea (2005) on behalf of the Ministry of Interior, Commissarial-General of National Police, Central Department of Justice Police and Department of Anti-Human Trafficking and Juvenile Protection, the national legal framework used for convicting trafficking offences include:

- National Constitution
- Law on the suppression of kidnapping, trafficking and exploitation of human person 1996
- UNTAC transitional criminal law of 1992
- Law on criminal procedures of 1993
- Law on aggravating circumstance of crime
- Law on marriage and family

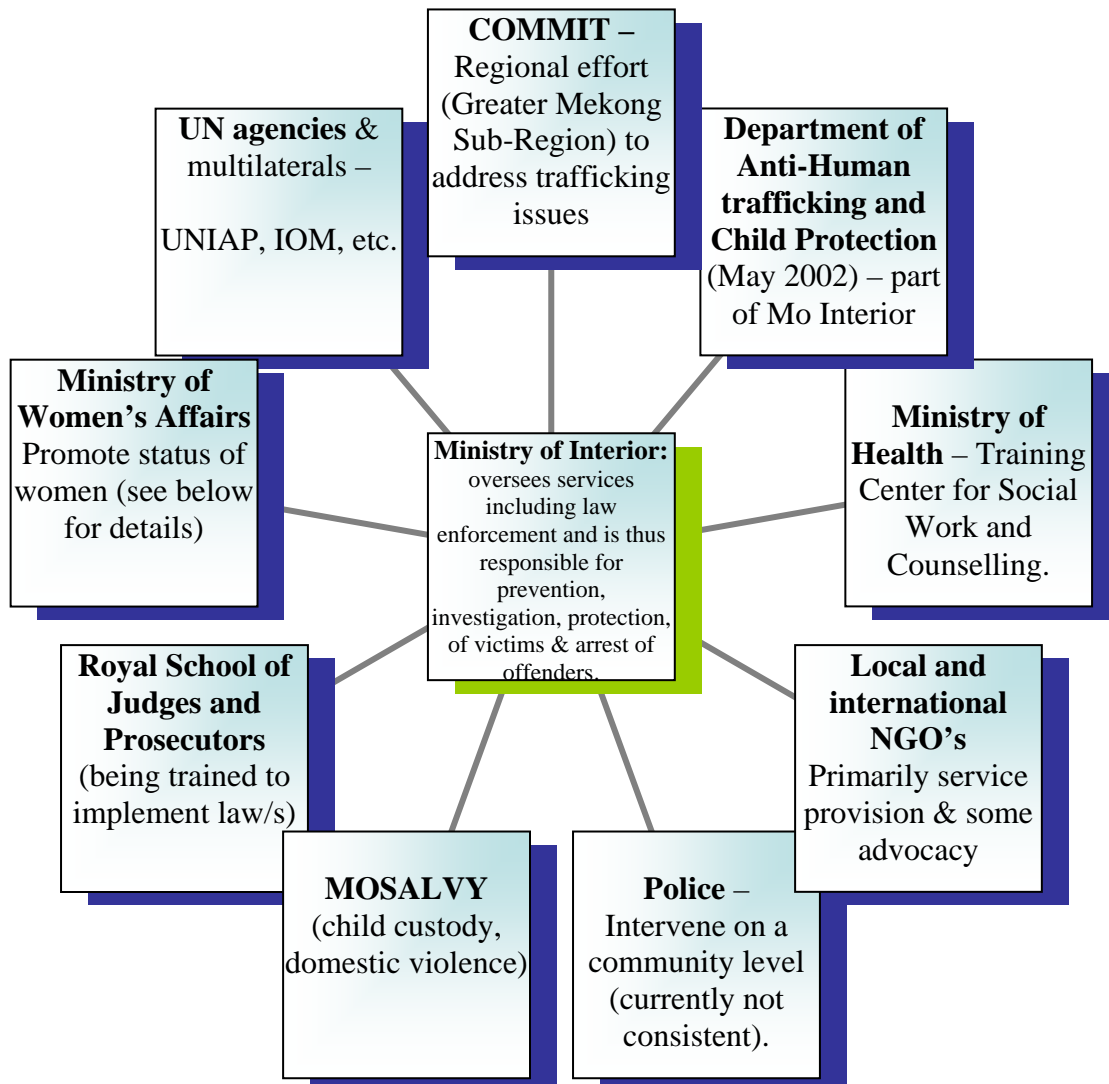
Annex 4: Legal Framework Overview (Trafficking, sexual exploitation)

- Labour law
- Sub-decree No 63 on crime suppression

She also stated that other instruments referred to are:

- UN convention on the rights of the child
- UN convention on the elimination of all forms of discrimination against women
- Protocol on prevention, suppression and punishment of human trafficking, especially women and children

LEGAL FRAMEWORK – MAJOR PLAYERS IN NATIONAL IMPLEMENTATION



Additional notes on the role of the Ministry of Women's Affairs (taken from MoWA statement on its programme on Prevention of All Forms of Trafficking of Women and Children, 2005):

- The Ministry of Women's Affairs (MoWA) is the Ministry mandated to promote the status of women. Its main role is to serve as a catalyst and to advocate for and coordinate efforts that put the concerns of women on the development agenda and mainstream gender concerns into national policies and programmes. Its priority areas include health, education, economic empowerment, legal protection especially of the victims of violence and abuse against women. The Ministry has a program for lobbying and putting resources into the creation of laws, policies and strategies to punish the trafficking of women and children and to seek support for an effective implementation of the laws and the promotion of public awareness about the issue of trafficking and support for victims.
- The Legal Protection Department of the Ministry of Women's Affairs has been mandated to provide support to victims of trafficking and sexual exploitation and has the authority to intervene to protect the rights of the victim and ensure their safety and well-being. The department works closely with and can seek the assistance of the Ministry of Interior, the Ministry of Foreign Affairs and the Ministry of Justice. The department can refer urgent cases directly to the Prime Minister.
- In October 2005 and under the chair of the Ministry of Women's Affairs, a further agreement between Cambodia and Vietnam was signed on Bilateral Cooperation for Eliminating Trafficking in Children and Women and Assisting Victims of Trafficking and an action plan for implementation is currently being developed. In November 2005, the Ministry's effective advocacy campaign resulted in Cambodia ratifying the UN Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, Supplementing the United Nations Convention Against Transnational Organized Crime.

This represents a significant achievement and the Ministry of Women's Affairs is working to ensure that legal frameworks are sufficient to provide a solid foundation to ensure justice for victims of trafficking and sexual exploitation and conviction and appropriate punishment for exploiters. Following ratification of the UN Protocol, the Ministry is currently working closely with the Ministry of Justice to craft a new law consistent with the UN Protocol (in particular the Protocol definition of trafficking) and it is envisaged that a new law will be adopted by the Council of Minister to passed to the National Assembly in 2006.

Annex 14.1: NGO's Question Framework

Chab Dai - VN Research Project

January 2006

Data Collection Framework - NGO's IMPLEMENTING WITH Vietnamese

	Questions
NGO's / Agencies Working with VN - Implementing Projects	
	What kind/s of activities do you do within the VN Community?
	What geographic location/s? Why did you select those locations?
	Is this in a mixed Khmer/VN programme or do you focus specifically on the VN?
	If mixed, what would you estimate to be the proportion of assistance to VN compared to Khmer?
	How did you decided to do those specific activities - process of needs assessment, source of information, etc.?
	What are the major issues / problems in the location/s where you work?
	What kind of educational opportunities exist in your location/s? Vocational training, formal education, non-formal, apprenticeship, etc.?
	What kinds of services or social networks exist for families? Physical health, credit, mental health, mediation?
	Where do families go for help in a crisis?
	What could be done to improve the services offered to ethnic VN children and families?
	What kind of community networks and community groups exist in your target communities? Were these in place before you started working, or did they result from your work?
	Can you help us to understand how the VN community is organised: formal leaders, informal leaders, interface with Khmer authorities, etc.
	Is sex trafficking a problem in your target community/ies?
	What are the community attitudes towards sex trafficking?
	How would you explain the reasons why children might be trafficked?
	What are community attitudes towards re-integration: can former sex workers return to the community?
	Do you think that people look down on sex workers and/or trafficked children? Why, why not?
	Is it the same attitude no matter what the age of the child?
	Can you think of some ways that sex trafficking could be stopped?
	Who should be taking responsibility to address issues of sex trafficking? Why?

Annex 14.2 Children - PRA Framework (Gourley)

TOPIC	QUESTIONS	METHODOLOGY
Group Demographics	# / Sex of Children in Group: Name of Community: Time in Cambodia: Recent: <2 yrs. / Long-Term: 3> # of Parents: Both / One / None # of Siblings: <2 / 3-4 / 5> Parents Literate, Khmer? Yes / No Parents Literate, VN? Yes / No Kids Attend Khmer School? Yes / No Kids Attend Church/Temple? Yes / No Housing Type: Thatch / Wood / Cement Housing Security: Own / Rent	Picture chart summarizing # of children in each answer category
Living Standards	Food Security: # of meals ea. day / # of dishes ea. meal Ever have to skip meals? Y / N Drinking Water: adequate, clean Washing Water: adequate, clean Clothing: Condition/adequate # Housing: Condition (leaks, etc.), adequate size Household Supplies: adequate bedding, utensils Medical care: accessible, affordable Livelihoods (separate flipchart): # + Types of incomes per household; who is involved; Consistency of income	Basic Needs Assessment (Free drawing, discussion ranking of basic needs)
Children's Activities	What do you usually do in the morning? List activities... What do you usually do in the afternoon? What do you usually do in the evening?	Daily Timeline (drawings + discussion of activities)
Awareness, Attitudes & Vulnerability	What are the important places for your family in the community? Why? What places are good for children? Why? What places are not good for children? Why? <ul style="list-style-type: none"> • Porn cafes - #'s / accessibility by children • Brothels - #'s / location (close to schools, homes) • Prostitutes - Do they know personally: age/sex/relationship to child; reasons they work as CSWs; what do they and their friends think of CSWs; what do their parent think or say about them • Trafficking: Do they understand what trafficking is; have they heard or known of kids being trafficked; how did it happen + who was involved (parents, pimps, strangers, etc.) 	Community Map (Drawings + discussion of awareness & attitudes)
Closing and Suggestions	What are the biggest problems of children in your community? What are your ideas to help children with these problems? What kinds of activities would you like to have organised for you?	Drawings + Discussion

Chab Dai - VN Research Project

January 2006

Data Collection Framework - TEACHERS AT NGO SCHOOL/s

Questions	
Questions about their students/classes	
	How long have you been a teacher with this NGO?
	Demographics of students in their classes (numbers, sex, general performance).
	Attendance: what is the usual pattern? What do you think affects attendance?
	Occupations of families represented by kids in their classes.
	Speak Khmer? Level?
	What educational opportunities are there for children in this location: skills training, vocational training, formal school, private school - other?
	When do children usually start working? At what age? Usual occupation?
	Who cares for the children: in the morning, after school? (child-to-child, grandparents, no one?)
	How would you describe in general terms, the socio-economic situation in the communities that your students come from?
	Do you know of any families of children in your own class that have been involved with sex trafficking? Can you explain the situation to me?
	What are the community attitudes towards sex trafficking?
	How would you explain the reasons why children might be trafficked?
	What are community attitudes towards re-integration: can former sex workers return to the community?
	Do you think that people look down on sex workers and/or trafficked children? Why, why not?
	Is it the same attitude no matter what the age of the child?
	What do you think can be done about it, if anything?
	Who do you think should take responsibility for addressing sex trafficking? Why?
Questions about their own communities	
	What is the name / location of your community?
	Major problems in your community?

Annex 14.4 - Shelter Staff Framework

Chab Dai - VN Research Project
January 2006
Data Collection Framework - SHELTERS

	Questions
Agencies / NGO's Working with VN - SHELTERS / AFTER-CARE	
	What is the number and ages of VN girls/women currently in your care?
	From where do the VN girls/women originate - geographic locations.
	Demographic information: their age, size of their family, ages of people in family, major occupations represented within the family, who is head of household, where is their home, what is their level of formal education, what languages can the girls speak, etc.?
	Can you describe the trends/proportion of VN, and variables such as age, compared to Khmer (or other ethnicities)?
	Is this the first time for each of these girls/women to have been trafficked?
	Are there other children from their immediate family who have also been sold?
	Do they know of other girls/women from their community who have been sold/trafficked as well?
	Reasons for the girls/women to have been trafficked (debt, poverty, anger, etc.)?
	Do you have information about the circumstances surrounding their sale? For instance, who was involved (ie. mothers, extended family or relatives, friends, etc.)? On what 'pretext' were they sold (ie. were they told they would go work in a factory?)
	Can you give us some idea of the language that is used by the girls to talk about their experience: ie. how they refer to the people who sold them, who bought them, the work they do, etc.
	Attitudes of the girls/women toward the people involved in trafficking them?
	What work/business were the girls involved in before they were trafficked?
	What are the community attitudes towards sex trafficking?
	How would you explain the reasons why children might be trafficked (ie. do you think poverty is the main reason? Debt? Sense of hopelessness? Or is it because it is simply an acceptable occupation? So that families can afford a bigger tv? Other?)?
	What are community attitudes towards re-integration: can former sex workers return to the community?
	Do you think that people in their community look down on sex workers and/or trafficked children? Why, why not?
	Is it the same attitude no matter what the age of the child?
	Can you think of some ways that sex trafficking could be stopped?
	Who should be taking responsibility to address issues of sex trafficking, especially as it relates to Vietnamese? Why?

Annex 14.5 Case Study – girl/s in shelter

Chab Dai - VN Research Project

January 2006

Data Collection Framework - Case study, girls in shelter

Questions	
Girls / women who have been trafficked: CASE STUDY INFORMATION	
	Demographic information: their age, size of their family, ages of people in family, major occupations represented within the family, who is head of household, where is their home, what is their level of formal education, what languages can the girls speak, etc.?
	Can you tell me the story of what happened to you? For instance, who was involved (ie. mothers, extended family or relatives, friends, etc.)? On what 'pretext' were you trafficked (ie. were you told you would go work in a factory or as a domestic in someone's home?)
	What is your understanding of the reason this happened - is it because your family is poor, your family has debts, your family needs money to go back to VN, etc.?
	What kind of work were you doing before you were trafficked? How much income did that earn for you/your family?
	Is this a problem generally in your community - or does it only happen to very few girls?
	Do you know other women/girls who were trafficked from your community? From other communities?
	Have there been other children from your own family who have been sold / trafficked?
	What kinds of words or language do people in your community use to talk about trafficking: ie. how do people refer to the ones who buy, who sell, the locations they go to, type of work, etc.?
	How would you describe community attitudes towards sex trafficking?
	What are community attitudes towards re-integration: can former sex workers return to the community?
	Do you think that people look down on sex workers and/or trafficked children? Why, why not?
	Can you think of some ways that sex trafficking could be stopped?
	Who should be taking responsibility to address issues of sex trafficking? Why?
	Is there any place that a child from your community can go if they think that this is going to happen to them? Where can you get help and protection?
	Aspirations: what would you like to do in the future to earn a living, if you could do anything at all? What would it require to achieve this - skills, education, language, etc.?

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Data Collection Framework - CHURCH PASTORS/LEADERS

Questions	
	How many people live in the neighbourhood?
	Geographic locations - by the river, are there 'poorest' communities, 'dangerous areas' within the larger 'slum'?
	Are Khmer/VN connected or separated?
	Can you help us to understand how the VN community is organised: formal leaders, informal leaders, interface with Khmer authorities, etc.
	What kind of community networks and community groups exist in your target communities? Were these in place before you started working, or did they result from your work?
	How would you describe the socio-economic situation of your neighbourhood in general?
	What types of jobs/income do people have?
	At what age do children usually start working? Is this different for boys/girls?
	At what age do children usually leave home? For what reason (ie. get married)? Different for boys/girls?
	Do you know the migration pattern of VN residents? How long have they lived in PNP? Where did they come from? Are they long-term or short-term residents?
	Demographics of your congregation: how many, men/women/children, what occupations, etc.?
	How would you describe the socio-economic situation of your congregation as a whole?
	What types of activities does your church do? When? (regular, periodic, occasional, etc.)
	What level of education do residents have? Is there access to schooling? VN, Khmer, Chinese, other?
	Are there any opportunities for vocational training, apprenticeship, etc.?
	What are the major community issues / problems in your neighbourhood?
	What kinds of services or social networks exist for families? Physical health, credit, mental health, mediation?
	Where do families go for help in a crisis?
	What could be done to improve the services offered to ethnic VN children and families?
	What happens to children in very very poor families if the family cannot afford to feed them? Do they send the children to beg, live on the street, live with relatives, etc.?
TRAFFICKING DETAILS	
	Is sex trafficking a problem in this community?
	What are the community attitudes towards sex trafficking?
	How would you explain the reasons why children might be trafficked?
	What are community attitudes towards re-integration: can former sex workers return to the community?
	Do you think that people look down on sex workers and/or trafficked children? Why, why not?
	Is it the same attitude no matter what the age of the child?
	Can you think of some ways that sex trafficking could be stopped?
	Who should be taking responsibility to address issues of sex trafficking? Why?

PRA Framework – SOCIO-ECONOMIC PROFILE

TOPIC	QUESTIONS	METHODOLOGY
Demographics	Name of community: # families Time in Cambodia: literate Khmer: % literate VN: % Housing types: % Housing security: %	Round discussion in group perhaps illustrated w pictures
Economic description of households in community	How many different levels of economic status are there for families in your community? <ul style="list-style-type: none"> ▪ How do their income and expenses compare? ▪ How do people make up the difference? ▪ How many of the families in your community fall in the identified categories? 	10 seed method of four income levels Drawing on the map. Indication of level
Businesses/ markets	<ul style="list-style-type: none"> ▪ What small//big businesses are there? ▪ Where are markets? 	Assign symbols for various businesses.
Religion	<ul style="list-style-type: none"> ▪ Indicate wats, churches, other places of religious practice 	Assign different symbols
Social interaction places. Entertainment/Play for children	Where are places that people meet for social purposes. <ul style="list-style-type: none"> ▪ Men ▪ Women ▪ Both women and men ▪ Children 	Assign different symbols
Where are places for employment that will grow/ stay the same/ will disappear		Different colours
Health	Where do people go for health care? How much do they spent?	
Credit	What are sources of credit? <ul style="list-style-type: none"> ▪ Are there different sources of credit for different purposes? ▪ Do they use collateral? ▪ What are levels of interest? ▪ Payment frequencies? ▪ Are there penalties for not paying on time? \$ or social or....? ▪ What do people go into debt for? 	

PRA Framework - COMMUNITY ORGANISATION

TOPIC	QUESTIONS	METHOD
Entry in Community in Cambodia	<p>What are the ‘official’ steps when you arrive in Cambodia; who is involved from position of authority.</p> <p>How about:</p> <ul style="list-style-type: none"> • House, electricity, water • School • Health • Registering? • Marriage • Children being born • Household book? • Work?/ Opening a business? • Credit • Other? 	Time line drawing with discussion
Information flow	Who is responsible for information? How is the community organised?	
Conflict situations?	<ul style="list-style-type: none"> ▪ What happens when there is a conflict between husband/wife? ▪ What happens when there is a conflict between neighbours? ▪ What happens when there is a crime? ▪ What happens when there is a ‘disaster’ Fire etc. 	
Khmer authorities	<ul style="list-style-type: none"> ▪ When do you meet Khmer authorities? ▪ What do you need from Khmer Authorities? ▪ How are relationships in general? Specific? ▪ Is it easy to approach them? Are there differences for Vietnamese or Khmer? 	
Church	How does the church fit within community structures? When does the church become visible?	

PRA Framework -- FAMILIES IN COMMUNITY

TOPIC	QUESTIONS	METHODOLOGY
Group demographics	participants age: Name of community (of origin): Time in Cambodia: literate Khmer:/literate VN Employment Father/Mother: Did they attend school: # years Housing type: Housing security:	Round discussion in group perhaps illustrated w pictures
Economic description of households in community	How many different levels of economic status are there for families in your community? How do their income and expenses compare? How many of the families in your community fall in the identified categories? Where do the participants fit?	10 seed method of four income levels Indication of level
People involved in earning income	Who in your families brings income/resources?	Discussion, illustrated with pictures?
Economic opportunities	What are the opportunities to earn income for men from their community? 1) How do they compare in terms of money 2) In terms of it being a good/not so good way to earn an income 3) In terms of inside/outside community What are the opportunities to earn income for women from their communities? 4) How do they compare in terms of money 5) In terms of it being a good/not so good way to earn an income 6) In terms of inside/outside community	Listing and 10 seeds
Economic roles	What are the ways children contribute to family income? Which ones are: > Greatest in contribution > Best for family > Best for child	> Listing and 10 seeds, three times > Discussion and reasons are important parts of these exercises.
Trafficking/CSW	What factors influence vulnerability to trafficking/working as CSW? Who involved in trafficking, arranging for children to be trafficked	List factors and use 10 seeds to prioritise. List and 10 seeds.
Outcome of trafficking/CSW	What are/can be outcomes/consequences of trafficking/CSW? ■ Who should be responsible? ■ Is it something that should continue or...?	

PRA Framework – for GIRLS IN SHELTERS

TOPIC	QUESTIONS	METHODOLOGY
Group demographics	Girls age: Name of community (of origin): Time in Cambodia: # Parents: # Siblings Parents literate Khmer: Parents literate VN Employment Father/Mother: Did they attend school: # years Housing type: Housing security:	Round discussion in group perhaps illustrated w pictures
CSW	When arrived in shelter: From raid?: When start as CSW: How long as CSW:	Discussion
Roles of girls in family	What roles do girls fulfill in their families? How do they rank/spent time on/ importance of role?	Listing and 10 seed or pie-chart
Economic roles	What are the ways girls contribute to family income? Which ones are: ➤ Greatest in contribution ➤ Best for family ➤ Best for girl	Listing and 10 seeds, three times! Discussion and reasons are important parts of these exercises.
Major relational influences in girls lives	Who are strongest influences in girls lives?	Venn diagram
Trafficking/CSW	What factors influence vulnerability to trafficking/working as CSW? Who involved in trafficking, arranging for girls to be involved in CSW?	List factors and use 10 seeds to prioritise. List and 10 seeds.
Outcome of trafficking/CSW	What are/can be outcomes/consequences of trafficking/CSW? ▪ For girls ? ▪ For communities?	

TOPIC LIST – GIRLS/WOMEN IN TRADE

TOPIC	QUESTIONS	METHODOLOGY
Group demographics	Girls age: Name of community (of origin): Time in Cambodia: # Parents / # Siblings Parents literate Khmer / Parents literate VN Employment Father/Mother: Did they attend school: # years Housing type: Housing security:	Round discussion in group perhaps illustrated with pictures
Family situation	<ul style="list-style-type: none"> ▪ What are things that are good about their family? ▪ What are things that were/are problems in their family? ▪ Does their family face a difficult situation for income? Money? Debt? ▪ Are they able to have a relationship with their family at the moment? Do they visit? Do they send money? Does their family help them? 	
CS work	<ul style="list-style-type: none"> ▪ How did they arrive in their current place & work? ▪ When start as CSW? How long as CSW? ▪ Were they sold? By whom? 	Discussion /history
Current situation	<ul style="list-style-type: none"> ▪ How is their life? What is hard, what is ok? ▪ How are they doing financially? Are they in debt situation with brothel owner? ▪ Are they free to come and go? ▪ Can they describe the situation; can they rank it compared to how things were before being a CSW? 	Ranking (?) Draw a face to depict their feelings about situation.
Future?	<ul style="list-style-type: none"> ▪ How long do they think they will work as CWS? ▪ If they want to do something else, what would it be and how would they try to do it? Do they know anyone who might be able to help them in this? 	
Trafficking/CSW	<ul style="list-style-type: none"> ▪ What factors influence vulnerability to trafficking/working as CSW? ▪ Who involved in trafficking, arranging for girls to be involved in CSW? 	List factors and use 10 seeds to prioritise. List and 10 seeds.
Outcome of trafficking/CSW	<ul style="list-style-type: none"> ▪ What are/can be outcomes/consequences of trafficking/CSW: For girls ? For communities? ▪ If they could give a message to parents who are considering bringing their children to prostitution what would it be? 	

Introduction: Conducting PRA activities with Children

1. Goals

- To gather basic information about the children's family and living conditions.
- To understand the children's awareness of brothels, pornography and trafficking in their communities.
- To understand the children's attitudes towards these activities and the people involved.
- To understand if the children are at risk of being trafficked or influenced by the sex industry.

2. Methods

We will be using PRA (Participatory Rapid Assessment) exercises to conduct the discussions with the children. PRA activities are generally easy and fun to use and help people to feel comfortable sharing information about their lives. The particular activities we will learn about today have 2 parts:

- **Pictures:** Participants (or the facilitator) draws pictures to illustrate a question or an answer. Using pictures helps people to relax by taking the focus off of the interviewer and placing it on the drawings instead. Pictures can also generate ideas and lively discussion, and are fun for both the facilitator and the participants!
- **Discussion Questions:** PRA questions often start with a broad topic, then lead to a specific focus. This helps the participants to feel comfortable with the discussion before beginning to talk about a sensitive topic, and gives context to what is said. It is important to use the given questions only to get the discussion started about a certain topic. The participant's knowledge and interests will then guide you in asking more detailed questions, much as a student would ask a teacher to explain more about something s/he has said.

3. Using Appropriate Language

Because different cultural and age groups may use different terms for topics related to sexuality, it is important to use language that the participants will be familiar with and understand. When discussing sexual behaviour with young children, it is also wise to avoid terms that are too descriptive or direct, as these may require a lengthy explanation that is better given at another time and context. With this in mind, please discuss and decide on the best translations for the words below:

- Pornography
- Brothels
- Prostitutes
- Trafficking

In addition, it is also important to avoid speaking or reacting negatively about these topics or people involved with them, so that you do not influence the children's discussion of them. This includes avoiding asking children directly about their experience e.g. "Have you ever watched a pornographic movie?" as this may lead to fear and embarrassment. Instead, lead the discussion calmly no matter what is said, and ask about the children's general knowledge first. If a child volunteers to share his or her personal experience, you may then ask for more explanation, but avoid judgemental or embarrassing questions or comments.

4. Roles and Skills used in PRA

There are typically 2 persons involved in conducting a PRA exercise: the Facilitator and the Assistant Facilitator. Both are equally important and involve different roles and skills. Discuss the following descriptions with your partner, and decide which of you is most suited for each role.

- **Facilitator**

Role: The Facilitator asks questions of participants and *manages the discussion* until the desired information is obtained.

Skills: Facilitators are typically “people persons”, i.e. people who are friendly, outgoing and enjoy talking to and learning about other people. They are often warm and humorous and are able to make participants feel comfortable about talking about their lives. They are especially good at *asking questions* based on *careful listening* to the participant’s answers.

- **Assistant Facilitator**

Role: The Assistant Facilitator helps *manage the time and materials* involved with the PRA exercise.

Skills: The Assistant Facilitator is a typically “task-oriented” person who enjoys making sure work is completed efficiently and on time. During a PRA activity, they pay attention to important details that allow the Facilitator to concentrate on leading the discussion. 4 details that the Assistant Facilitator must manage are:

- i. *Taking clear notes* of important answers and information during the discussion
- ii. *Organize and distribute* materials such as pens and paper
- iii. *Watch the time* allotted for each activity and remind the Facilitator of time limits if needed
- iv. *Remind the Facilitator* of questions or information that s/he may have forgotten to cover

INSTRUCTIONS FOR PRA WITH CHILDREN

Group demographics

Purpose:

1. To understand basic information about the children participating in group discussions.

Materials:

1. Flipchart paper
2. Pens of different colors

Method:

1. Have the children sit in a circle and explain that you would like to ask some basic information about them and their families.
2. On flipchart paper, draw a picture representing each of the topics below. Then ask the children to answer the questions after each topic.
3. Count the number of children who answer each question and write the number next to the picture on the flipchart. (You may need to write a word or symbol next to the number to explain what it means, ex. 6 children have both parents, 6 children have only 1 parent, and 3 children have no parents.)
4. If needed, ask additional questions about the children's answers and write the additional information on the flipchart (if possible).

1. Name of Community:

2. Number of children participating in discussion: boys / girls

3. Time children have been living in Cambodia: Short-term: 2 or less yrs / Long-Term: 3 or more yrs.

4. Number of parents living with the children: Both parents / one parent / live with relatives

5. Number of Siblings living with them: 2 or less / 3 to 4 / 5 or more

6. Number of children whose Mother/Father can speak Khmer well: Can Speak / Cannot Speak

7. Number of children whose Mother/Father can read Vietnamese: Can read / Cannot read

8. Number of children who attend: Church / Temple

9. Number of children who live in: Thatch house / Wood house / Cement house / Boat house.

10. Number of children who live in: Rented house / Own house

Children PRA - BASIC NEEDS ASSESSMENT

Purpose:

To understand a family's (or community's) living standard, i.e. if their basic survival needs are being met in the areas of food, water, clothing, housing, medical care, etc.

Materials:

1. Flipchart paper
2. Pens of different colors

Method:

1. Have the participants sit in a circle and explain the purpose of the activity to them.
2. Ask them what their basic needs are to survive – explain the difference between “wants” (something we can live without, e.g. a television) and “needs” (something that we must have in order to live or have a decent living standard e.g. food).
3. Draw their answers (facilitator or a volunteer) on a piece of flipchart paper in the middle of the group.
4. After all the needs are drawn, ask them to tell you about each picture using the following questions as a guide:

1. Food: How many meals do they each each day? How many dishes each meal? Do they ever have to eat less or miss meals because they do not have enough food?

2. Drinking Water: Do they have enough? Is it pure? Where do they buy it from?

3. Washing Water: Do they have enough? Is it clean? Where do they get it from?

4. Clothing: Do they have enough clothing for school and general use?

5. Housing: Is their house big enough for their family? Is it in good condition?

6. Household Supplies: Do they have enough mats, pillows and mosquito nets, etc. for sleeping? Do they have enough cooking and eating utensils, etc.?

7. Medical care: When they are sick, do they have any problems getting treatment?

8. Livelihoods (separate flipchart): Ask the children to tell you all the different kinds of jobs that people in their house do to earn money. Ask who earns money in their house – do they also work? Does their work and/or income change at different months or seasons during the year?

Children PRA - DAILY ACTIVITIES

Purpose:

To understand what the children do during the day, if they are busy or if they have free time, if they are involved in harmful activities, etc.

Materials:

3. Flipchart paper
4. Pens of different colours

Method:

1. Divide a flip chart into 3 sections, and draw a picture at the top of each representing morning (sunrise), afternoon (hot sun) and evening (moon).
2. Ask the children to tell you about the different activities that they do in the morning, afternoon and evening.
3. Draw pictures of each activity that they children tell you about.
4. After they have finished telling you all of their activities, ask them questions to understand more about these. Especially ask about activities that may be helpful or harmful to children, so that we can understand which activities to support or reduce.

Children PRA - Community Map

Purpose:

1. To understand the children's awareness of helpful and harmful people, places and activities in their community, especially pornography and the sex industry.
2. To understand the children's attitudes towards these places, activities and the people involved.
3. To understand if the children are at risk of being trafficked or influenced by the sex industry.

Materials:

1. Flipchart paper
2. Pens of different colours

Method:

1. Have the children sit in a circle around a piece of flipchart paper.
2. Ask them to draw all the places that are important for their families – explain that this is like making a map of their community.
3. Ask them to explain why each place is important, exploring if there is anything particularly positive or negative about the people and activities there.
4. Now ask them to draw the places that are helpful to children in their community, and explain why they are good places for children.
5. Ask them to draw the places that are harmful to children in their community, and explain why they are not good for children.
6. If the children draw brothels or pornography cafés, ask about what they know and think them using the questions below as a guide. (If they have not already mentioned them, you can ask the children if they exist in their communities, and then have them draw and explain them.)

Pornography Cafes

- How many are there in their community?
- Where are they - are they close to schools or children's homes?
- Who owns them – Khmer or Vietnamese?
- What time do they show the movies, and how much do they charge?
- Do children go there? If so, how old are the children and how often do they go? Do they go alone or with friends?
- How do these places and videos affect the people who watch them and the community?
- What do they think about these places – if they think they are not good, what should be done?

Brothels

- How many are there?
- Where are they? Are they close to schools or children's homes?
- Who runs them – Khmer or Vietnamese?
- How many prostitutes work there? What nationality are they?
- How old are the prostitutes?
- Do they know any prostitutes personally? If so, what is their age, sex, and relationship to the child who knows them?
- Why do the women work as prostitutes?
- Are there any boys or men working in the brothels? If so, what do they do?
- What are the working conditions for people who work in the brothels?
- How much money do they think the prostitutes earn?
- What do they and their friends think of the prostitutes? What do their parents think or say about them?

Trafficking:

- Do they understand what trafficking is?
- Have they heard or known of kids being trafficked in their communities? If so, how did it happen?
- What adults were involved in the trafficking (parents, pimps, strangers, etc.)?
- What happened to the children who were trafficked?
- What do they think about the trafficking problem and what should be done about it?
- Do they know if there are laws about trafficking?
- Are they afraid of being trafficked?
- What would they do if they or someone they know is at risk of being trafficked?

Children's Ideas and Suggestions

Purpose:

1. To understand what the children think are the main problems affecting them and other children in their communities.
2. To understand what the children think should be done to help them.

Materials:

3. Flipchart paper
4. Pens of different colours

Method:

1. Have the participants sit in a circle and explain the purpose of the discussion to them.
2. Ask the children the following questions:

What do you think are the biggest problems of children in your community?

What are your ideas to help children with these problems?

What kinds of activities would you like to have organised for you?

Do you have any other requests?

3. Close the meeting by thanking them for telling us about their lives, ideas and suggestions!

1. GROUP DEMOGRAPHICS

Purpose:

1. To understand basic information about the adults participating in the group discussion.

Materials:

1. Flipchart paper
2. Pens of different colours

Method:

1. Have the adults sit in a circle and explain that you would like to ask some basic information about them and their families.
2. On flipchart paper, draw a picture representing each of the topics below. [Or you can ask one of the adults in the group to draw, and have them take turns drawing for each of the points as this will encourage them to be active in the group.] Then ask the adults to answer the questions after each topic.
3. Count the number of adults who answer each question in a particular way, and write the number next to the picture on the flipchart. [You may need to write a word or symbol next to the number to explain what it means: ex. 5 adults have 3 children, 1 has 7 children.]
4. If needed, ask additional questions about the children's answers and write the additional information on the flipchart (if possible).

1. Name of Community:

2. Number of adults participating in discussion: (specify if women or men)

3. Time the adult participants have been living in Cambodia: Short-term: 2 or less yrs / Long-Term: 3 or more yrs.

4. Number of parents living in their house (one or two): Both parents / one parent / also have adult relatives living in the house

5. Number of children living in the house: 2 or less / 3 to 4 / 5 or more

5. Ask about the employment/occupation of the participant and the participant's husband/wife: yes/no for having a job; part/time, full/time; daily work; beside this picture, write down all the types of work that each participant and his/her wife/husband do to earn an income. There might be several types of work done by one/both the husband/wife.

6. Number of adults participating in the group who say they can speak Khmer well and who say their husband/wife can speak Khmer or not: Can Speak / Cannot Speak

7. Number of adults who can read Vietnamese (again, ask them to tell you about their husband/wife also): Can read / Cannot read

8. Number of the adults who attend: Church / Temple

9. Number of adults who live in: Thatch house / Wood house / Cement house / Boat house.

10. Number of adults who live in: Rented house / Own house

2. ECONOMIC DESCRIPTION/OPPORTUNITIES IN COMMUNITY

Purpose:

To understand the family and community economic situation: are the families poor, very poor, not so poor? To find out how many people living in their community are in different categories of wealth or poverty. And to discuss what economic opportunities the families have; and to find out if this is different for women and for men.

Materials:

1. Flipchart paper.
2. Pens of different colours.
3. 10-seeds.

Method:

1. Have the participants sit in a circle and explain the purpose of the activity to them.
2. Ask them how many levels of 'economic status' are in their community: *you can use start by using simple language and then see if they use the same terms we used during our training.* If they say 'poor', be sure to ask if all poor people are the same so that we can get a good understanding of the number of levels of poverty they have in their community.
3. Draw their answers (facilitator or a volunteer) on a piece of flipchart paper in the middle of the group. Write the word/s they use to describe different levels of wealth/poverty, and then a short description of what that looks like. For example, do those kinds of families rent/own houses; do they live on the street; do they have enough food; do they own a motorcycle; do they have full-time or contract employment; do they just have daily employment; etc.
4. After the description is completed, ask them to use the 10 seeds to show how many of the people in their community are in the category of wealth/poverty. Don't ask them for percentage of families in each category, just ask them more/or less and use the seeds to represent more/less. After they have completed this, be sure to mark on the paper how many seeds they put for each of the categories.
5. After this is done, ask them to tell you about the ways for adults to earn income (kinds of work or jobs) for each level of wealth/poverty using the following questions as a guide. We want people to answer the questions for men and then to answer the same questions for women. You should use different flipchart paper for recording the information about women and different paper for recording information about men.

1. What are the ways that men/women in this category earn income?

- The recorder should write down all the ways that people in the group say.
- But the facilitator should only write a summary word/picture (for instance, they may tell you: have drink shop, have phone shop, own motorcycle sale shop – the facilitator can simply write: owns shop). You should have a maximum of 6-7 types of work listed.
- Write the main types of employment down the left side of a new paper (maximum 6-7).
- Ask them to use the 10-seeds to show you how many of people in this wealth/poverty category are involved in each of these types of occupation/employment.
- When they are done, be sure to draw in how many seeds they put for each type of work.
- Ask them if it is considered 'good' work or 'not so good' kind of work. Be sure to ask them **why** they think it is good or not so good (for example: it is good because it gives freedom, it is not so good because the work is physically dangerous; it is not so good because it hurts other people; it is good work because it is consistent and easy to find).

6. After this has been done for women and for men, ask them the same question about children. How do children contribute to the family income? It will be different for boys and for girls, so be sure to have different paper for boys and different paper for girls.

It is possible that for very rich families, the answer is that children do not contribute to the family income because the mother/father earn enough money. So if this is what the people tell you, then you can just write that down. But, we know that children of poor and very poor families often do help their families to earn money.

2. What are the ways that boys/girls in this category earn income?

- The recorder should write down all the ways that people in the group say.
- But the facilitator should only write a summary word/picture (for instance, they may tell you: sell rice at the market, sell cakes at the market, sell bread at the market – the facilitator can simply write: food/rice stall in market). You should have a maximum of 6-7 types of work listed.
- Write the main types of employment down the left side of a new paper (maximum 6-7).
- Ask them to use the 10-seeds to show you how many of children in this wealth/poverty category are involved in each of these types of occupation/employment.
- When they are done, be sure to draw in how many seeds they put for each type of work.
- Next, ask them at what age are children when they start doing each kind of work?
- Then, ask them if it is considered 'good' work or 'not so good' kind of work. Be sure to ask them **why** they think it is good or not so good (for example: it is good because it gives freedom, it is not so good because the work is physically dangerous; it is not so good because it hurts other people; it is good work because it is consistent and easy to find).

If the participants do not say anything about selling children into the sex trade during this discussion, then you will need to ask them specifically after you have completed the exercise.

You can say that you have heard some families sell children for work or for sex so that the family can get some income. Ask them if this happens in their community? If it does, do they know anyone who has sold their child? Ask them if this is a 'common practice' and if they can estimate how many families in their community have done this.

If they do know someone who has sold their child, ask them what they think was the reason for the family to do that?

For this part of the discussion, you can just have the facilitator take notes; do not write down anything on the flipchart paper.

After everyone in the group has responded to your questions, then you can list on the big paper all the reasons they gave for families who sell children into sex. Then use the 10-seeds to ask them which is the biggest reason or most important reason that families do this.

Parents Ideas and Suggestions

ONLY TO BE DONE IF THERE IS SUFFICIENT TIME!

Purpose:

1. To understand what people think are the main problems affecting them and their children in their communities.
2. To understand what they think could and should be done to help.

Materials:

1. Flipchart paper
2. Pens of different colours

Method:

1. Have the participants sit in a circle and explain the purpose of the discussion to them.
2. Ask the following questions. You can ask them to draw a picture of what they think the problems are and then what can be done about it.

What do you think are the biggest problems in your community?

What are your ideas to help with these problems: what can be done? Who should do it?

3. Close the meeting by thanking them for telling us about their lives, ideas and suggestions!

COMMUNITY MAP

Purpose:

1. To understand more about the community in which Vietnamese people live.
2. To understand the community members' awareness of helpful and harmful people, places and activities in their community; especially pornography and the sex industry.
3. To understand the adult's attitudes towards these places, activities and the people involved.

Remember, the purpose is not to draw a perfect map, but to get ideas from people about places in their community!

Who is involved:

1. Please have at least 5 people in the group: two women from the community, two men from the community, and the teacher from that community.
2. These people should not be Newhope Staff or teachers; it would be possible to do this activity with people that are also going to participate in the Group Discussion in their community. But the mapping and the group discussion must take place at different times because they will each take about 2-3 hours to complete.

Materials:

3. Flipchart paper.
4. Pens of different colours.
5. Crayons.
6. Please use a different symbol and/or a different colour for each type of place we ask to draw: businesses, government buildings, social/entertainment places, etc. Be sure to specify on the paper what the different symbols/colours mean so that we can interpret the map later!

Method: Have the adults sit in a circle around a piece of flipchart paper. Explain the purpose of the exercise to them.

1. Markets: ask them to draw (and write the name of) all the markets, large or small, in their community. Write a short description of what main things are sold in each market (for instance, is it a vegetable market? Is it a wholesale market? Mainly a meat market? Etc.).
2. Big businesses: ask them to draw the big businesses in their community. Such as factories, gas station, big restaurants, big karaoke bar, etc.
3. Small businesses: now ask them to draw the smaller businesses in their community. Like coffee shops, motorcycle repair shops.
4. Household businesses: then ask them if there are people who work out of their homes. For instance, if they know women who do laundry in their home? Or who sell food from outside their house? Or who have a gambling parlour in their homes?
5. Credit/money lenders: ask them to put on the map any places where people in the community can get credit/money for starting business, etc. This might be a business or a house or a bank.
6. Government Administration: ask them to draw any kinds of government buildings in their community. That would include: hospital or government clinic, government schools, police station, village chief house, commune council building, and so forth.
7. Religion: ask them to draw any wats or churches or mosques or other temples that are in their community.

8. Social interaction places: for men. Ask them to show you all the places that men meet/go for social purposes. That might be a coffee shop, a soccer field, hair-cut shop, etc. Make these places a certain colour.
9. Social interaction places: for women. Ask them to show you all the places that women meet/go for social purposes. That might be the hair dresser, the market, a noodle shop on the street, etc. Make these places a different colour from where men go.
10. Social interaction places for men and women: ask them to draw if there are any places that both women and men go to for social interaction? Make these places a different colour from both women/men.
11. Play/social interaction places for children: ask them to draw places where children go for playing or for entertainment? It might include a park or some green space, coffee shops or porn cafes, etc. If it is different for girls and for boys, please indicate that by using different colours.
12. **Ask them to explain why each place is important, exploring if there is anything particularly positive or negative about the people and activities there. The recorder can write down these details, the facilitator does NOT have to put all of that information on the map.**
13. Brothels/pornography cafes: If this has not come up in the discussion/on the map already, then you will need to ask the adults directly to draw brothels and pornography cafés; ask about what they know and think about these places using the questions below as a guide.

Pornography Cafes

- How many are there in their community?
- Where are they - are they close to schools or children's places of play?
- Who owns them – Khmer or Vietnamese?
- What time do they show the movies, and how much do they charge?
- Do children go there? If so, how old are the children and how often do they go? Do they go alone or with friends?
- How do these places and videos affect the people who watch them and the community?
- What do they think about these places – if they think they are not good, what should be done?

Brothels

- How many are there?
- Where are they? Are they close to schools or children's homes?
- Who runs them – Khmer or Vietnamese?
- How many prostitutes work there? What nationality are they?
- How old are the prostitutes?
- Do they know any prostitutes personally? If so, what is their age, sex, and relationship to the child who knows them?
- Why do the women work as prostitutes?
- What are the working conditions for people who work in the brothels?
- How much money do they think the prostitutes earn?
- What do they and their friends think of the prostitutes? What do their parents think or say about them?

Focus Group Questions for Vietnamese Men

The following discussion guide is intended to explore the awareness, attitudes and behavior of Vietnamese men in regards to prostitution and more specifically, the issue of child trafficking. The questions may be presented utilizing PRA (Participatory Rapid Appraisal) exercises such as the *Ten Seed Technique*, *Community Mapping*, *Weekly/Daily Schedule*, etc. They may also be asked directly, depending on the skill of the facilitator, the openness of the participants to discussing sensitive topics such as sexual attitudes and behavior.

When discussing such topics, the facilitator should not ask questions about the personal behavior of participants, but rather ask about men in general. In addition, do not show any surprise or negative reaction that may embarrass the participants and cause them to stop talking or provide false information.

The questions are grouped into three categories that begin with general, non-threatening topics and gradually move towards more specific information about sexual behavior among men. These categories are 1. *Leisure and Recreation*, 2. *Awareness and Attitudes*, and 3. *Behaviour and Risk Reduction*. However, these questions are meant to be a guide only, and the facilitator should feel free to explore other relevant topics or information that arise during the course of the discussion. Behavior which is healthy and helpful to men should particularly be noted as these activities can point to areas that could be promoted in the community as positive alternatives for men.

1. Leisure and Recreation

Note: if the topic of brothels and/or pornography come up in this discussion, the facilitator may explore it in the context of leisure and recreation; otherwise these topics may be brought up directly during the next set of questions on Awareness and Attitudes.

- What leisure activities do the Vietnamese men in your community enjoy in their free time? Of these, which are the most popular? Why do men enjoy these the most?
- Are there any leisure activities which are particularly done as a group? Do Vietnamese men prefer these as opposed to other activities which are done alone?
- Which leisure or recreational activities are men more likely to do when they have extra money? Which will they do when they do not have money?
- What do Vietnamese men usually do when they are sad or upset? What makes them feel better?
- Are any of these leisure or recreational activities considered negative? Why?
- Which activities are generally considered positive? What are the benefits?

2. Awareness and Attitudes

Pornography Cafés:

- (If not already brought up during previous discussion): Have you heard of pornography cafes? Are they any in your neighborhood? If so, can you estimate how many?
- Is visiting these cafés considered a leisure activity for men? Why or why not?
- How popular are pornography café's among the men in your neighborhood? About what percentages of men you know visit them regularly? Do they usually go in groups or alone?
- Do men in general visit these café's, or only some? If only some, what are the reasons that some go while others do not?
- Do most men consider pornography acceptable, or do some think it is negative? Why do they think it is acceptable or negative?
- What are some of the words used to describe pornography in your language, and what do they mean?
- Do any of the terms carry positive or negative connotations, and if so, why?

Brothels, Prostitution and Child Trafficking

- (If not already brought up during previous discussion): Are there any brothels in your neighborhood? If so, can you estimate how many?
- Is visiting brothels considered a recreational activity for men? Why or why not?
- Do most men consider visiting brothels acceptable, or do some think it is negative? Why do they think it is acceptable or negative?
- What are the “official” or “polite” words used for “brothel” and “prostitute” in the Vietnamese language? What exactly do these words mean?
- What are the different slang terms used for these words? What exactly do they mean? Do they have any particular positive or negative connotation?
- Are there certain terms used to describe particular kinds of prostitutes, including very young girls? What meaning and connotations do these terms have?

3. Behavior and Risk Reduction

- How popular are visiting brothels among the men in your neighborhood? About what percentage of men that you know visit them regularly? How often do these men visit brothels?
- Do certain types of men tend to visit brothels more than others? e.g. What are the average ages, occupations, marital status, etc. of men who frequent brothels?
- Are there times that men are more likely to go to brothels, e.g. when they are sad or upset, or when their friends invite them? Do alcohol, drugs or gambling play a role in the lives of men who visit brothels?
- What are the reasons that some men visit brothels while others do not?
- If going to brothels is considered negative and harmful by some men, why do they go? Are there ways that they try to reduce the risks?
- Do men usually go to brothels in groups or alone? What is the reason for this?
- Have you heard of men encountering very young prostitutes? What is their opinion of this, is it considered acceptable for them to have sex with them? Why or why not?
- Have you heard of child trafficking? What is your understanding of it?
- Have you heard of children or women being trafficked in your community? If so, who was involved and what happened? Were the victim and perpetrator Vietnamese, and if so, how long have they been in Cambodia?
- Do you know of any traffickers operating in their neighborhoods? If so, how do they operate?
- Do you know if there are laws about trafficking, or about children working as prostitutes? If so, what do the laws say? Do the laws deter men from sleeping with child prostitutes?
- Do you know who to contact to help a trafficked Vietnamese child or woman?
- What kinds of positive alternatives to risky sexual behavior could be promoted to Vietnamese men? E.g. organized sports, artistic or religious activities, etc.
- What do you think are the best ways to reduce the risk for those that choose to continue?
- Which methods have you seen NGOs use to reduce risky sexual behavior? Which methods or messages seem to work, and which do not work? Why?

Những Thông Tin Tổng Quát

Mục tiêu:

1. Để nắm bắt được những thông tin cơ bản liên quan đến các em tham gia trong nhóm thảo luận.

Tài liệu:

1. Giấy khổ lớn
2. Bút phốt nhiều màu

Phương cách:

1. Cho các em ngồi thành vòng tròn và nói cho các em biết là bạn muốn tìm hiểu một số thông tin thông thường của các em và gia đình các em.
2. Trải giấy ra trên sàn đất và minh họa một số hình ảnh biểu thị cho từng chủ đề dưới đây, sau đó cho các em trả lời những câu hỏi tùy theo từng chủ đề.
3. Đếm số lượng những em đã trả lời từng câu hỏi và viết xuống trên giấy cạnh hình ảnh minh họa của chủ đề đó. (Bạn có thể viết hoặc minh họa một biểu tượng nào đó cạnh bên con số để giải thích ý nghĩa của nó. Ví dụ: 6 trẻ còn đủ cha mẹ. 6 trẻ chỉ có hoặc cha hay là mẹ mà thôi. Còn 3 trẻ khác thì mồ côi.)
4. Nếu cần, có thể bổ xung một số câu hỏi khác tùy theo sự trả lời của các em và, nếu có thể, hãy viết những câu hỏi bổ xung đó ra trên giấy.

1. Tên cộng đồng: (Cây số 11?)
2. Số lượng các em tham dự: (15 em?)
3. Thời gian các em sinh sống tại Kampuchia:
 - a. Từ hai năm trở lại
 - b. Từ ba năm trở đi
 - c. Sinh tại đây
4. Số lượng các em đang sống với:
 - a. Cả Cha + Mẹ
 - b. Hoặc chỉ có Mẹ hay Cha mà thôi
 - c. Thân nhân
5. Số lượng anh chị em trong gia đình
6. Số lượng những em chỉ có cha hay mẹ biết nói tiếng hay không biết nói tiếng Kampuchia:
 - a. Biết nói
 - b. Không biết nói
7. Số lượng những em chỉ có cha hay mẹ biết đọc hoặc không biết đọc tiếng Việt:
 - a. Đọc được
 - b. Không đọc được
8. Số lượng những em đi Hội-thánh, nhà thờ Công-giáo hay chùa chiền.
9. Số lượng những em có nhà lá, nhà cây hay nhà gạch.
10. Số lượng những em sống trong nhà thuê và có nhà riêng.

Nhận định những nhu cầu thiết thực

Mục tiêu:

1. Để biết được mức sống của một gia đình; những nhu cầu thiết thực nhất như là ăn uống, nước sinh hoạt, quần áo, chỗ ở, đồ dùng trong gia đình, chăm sóc y tế có được đáp ứng không.

Tài liệu:

1. Giấy khổ lớn
2. Bút phốt nhiều màu

Phương pháp:

1. Cho các em ngồi thành vòng tròn và nói cho em biết mục tiêu của sự thảo luận.
2. Hỏi để các em trả lời về những nhu cầu thiết thực nhất là gì để có thể duy trì sự sống. Giải thích cho các em hiểu rõ thế nào là nhu cầu và thế nào là yêu cầu (wants). Ví dụ: Ăn uống là một nhu cầu mà tất cả mọi người đều cần phải có để duy trì sự sống hay là để có thể sống một cách tươm tất. Người ta không cần có TV để duy trì sự sống
3. Minh họa những câu trả lời của các em (trưởng toán hay tình nguyện viên) trên giấy để giữa các em.
4. Sau khi tất cả những nhu cầu đã được minh họa rồi, hỏi các em về ý nghĩa của từng hình ảnh đã được minh họa trên giấy, xử dụng những mẫu câu hỏi sau đây:

Cơm: Mỗi ngày các em ăn mấy bữa cơm? Có bao nhiêu món ăn trong mỗi bữa? Có khi nào các em phải ăn ít hơn bình thường hoặc là phải nhịn đói một bữa nào đó trong ngày vì hoàn cảnh thiếu thốn không?

Nước uống: Có đủ nước uống không và nước có tinh khiết không? Mua nước từ đâu?

Nước xử dụng: Có đủ nước để dùng không và nước có sạch không? Lấy từ đâu?

Quần áo: Có đủ quần áo để mặc hàng ngày và đi học không?

Nhà: Nhà có đủ lớn cho tất cả mọi người trong gia đình không? Tình trạng nhà ở; tốt / xấu?

Dụng cụ gia đình: Trong nhà các em có đủ mùng màn, chăn chiếu để ngủ không? Có đủ nồi niêu xoong chảo, chén bát đĩa để nấu nướng và ăn uống không?

Y-tế: Nếu như bị đau ốm thì các em có gặp khó khăn trong việc điều trị bệnh không?

Việc làm: (minh họa trên tấm giấy khác) Cho các em kể ra tất cả những loại công việc của những thành viên nào trong gia đình các em đang phải làm để kiếm sống. Ai là người kiếm tiền – các em có phải phụ kiếm tiền với gia đình không? Sự thu nhập của gia đình các em có bị biến đổi theo từng thời điểm trong năm không?

Bản đồ địa bàn

Mục tiêu:

1. Để nhận định được tầm hiểu biết của các em về những đối tượng sinh sống trong địa bàn; ai là người tốt và ai là kẻ xấu, những nơi nào trong địa bàn có những sinh hoạt lành mạnh không lành mạnh; ví dụ: những nơi nào có sách báo đồi trụy hay chiếu phim sex, quán gái...
2. Thái độ của các em về những nơi chốn có loại sinh hoạt tiêu cực và những người dính líu đến những sinh hoạt thiếu lành mạnh đó.
3. Để tìm hiểu xem các em có đang phải đối diện với những nguy cơ bị bán làm gái hay bị lây ảnh hưởng xấu của nó không? (Cho việc làm gái là tốt vì dễ kiếm được nhiều tiền)

Tài liệu:

1. Giấy khổ lớn
2. Bút phốt nhiều màu

Phương pháp:

1. Cho các em ngồi thành vòng tròn xung quanh tấm giấy trải trên sàn đất.
2. Cho các em minh họa ra trên giấy tất cả những nơi nào là quan trọng đối với gia đình các em – cho các em biết sinh hoạt này giống như là tập vẽ bản đồ trong chòm xóm của các em.
3. Sau khi các em đã minh họa xong rồi, cho các em giải thích lý do minh họa những nơi đó:
 - a. Tên của chỗ đó là gì và nó ở đâu?
 - b. Các em có thường xuyên đi tới đó không? Tại sao?
 - c. Ai ở đó (nếu như có)? Cảm tưởng của các em về những sinh hoạt của những người đó? Họ tốt hay xấu hay là bao gồm cả hai?
4. Đến lúc này cho các em minh họa những nơi mà các em cho là lành mạnh và hữu ích cho trẻ em trong chòm xóm và đặt những câu hỏi theo mẫu như trên để nhận định được những chỗ đó và những loại sinh hoạt đó là gì, những con người đó là ai?
5. Rồi bây giờ cho các em minh họa những chỗ mà các em cho là nguy hiểm đối với trẻ em trong chòm xóm các em và cũng hỏi theo mẫu những câu hỏi như trên để biết được những nơi đó là gì, những đối tượng liên quan đó là ai và những sinh hoạt của họ là gì.
6. Xử dụng những từ ngữ phù hợp khi hỏi trẻ về sự hiểu biết và cảm nghĩ của các em về những nơi chốn, sinh hoạt và những loại đối tượng dưới đây:
 - a. **Những quán cà-phê chiếu phim sex:** Có bao nhiêu quán cà-phê đó và có trẻ em nào đi tới những quán đó không?
 - Có chừng bao nhiêu quán cà-phê chiếu phim sex trong xóm các em?
 - Những quán đó nằm ở đâu – có gần trường học hay nhà các em không?
 - Chủ là ai – Việt-nam hay Kampuchia?
 - Thông thường thì mấy giờ họ bắt đầu chiếu phim sex và tiền thu là bao nhiêu?
 - Có trẻ em đến xem không? Nếu có, thì những em đó chừng mấy tuổi và có đi thường xuyên không? Mấy em đó đi một mình hay với bạn?

- Những quán cà-phê và những loại phim này có ảnh hưởng gì trên người xem và chòm xóm của các em?
 - Các em nghĩ thế nào về những quán cà-phê đó – nếu như ý các em cho là không tốt thì cần phải giải quyết thế nào?
- b. Quán gái:** Có bao nhiêu quán gái và chúng nằm tại đâu? Những quán đó có gần trường học hay gia đình của các em không?
- Có hết thầy bao nhiêu quán gái trong xóm các em?
 - Những quán đó nằm ở đâu – có gần trường học hay nhà các em không?
 - Chủ là ai – Việt-nam hay Kampuchia?
 - Có bao nhiêu gái làm việc trong đó? Họ là người nước nào?
 - Những người làm gái đó khoảng chừng bao nhiêu tuổi?
 - Các em có quen ai làm trong các quán gái đó không? Nếu có, thì độ tuổi, giới tính và mối quan hệ của các em đối với họ ra sao?
 - Tại sao phụ nữ lại làm gái?
 - Có những trẻ trai hay thanh niên nào làm việc trong những quán gái đó không? Nếu có thì công việc của họ trong đó là gì?
 - Hoàn cảnh làm việc của những người trong các quán gái đó ra sao?
 - Các em nghĩ là mấy người làm gái đó kiếm được chừng bao nhiêu tiền?
 - Các em và bạn mình suy nghĩ thế nào về những người làm gái? Cha mẹ các em nghĩ gì và có ý kiến gì về những người làm gái?
- c. Người làm gái:** Các em có quen biết ai làm gái không? Tuổi của những người đó, giới tính và mối quan hệ của họ đối với các em. Các em và bạn mình nghĩ thế nào về những người làm nghề đó; tại sao họ lại làm gái? Cha mẹ các em nghĩ hay có ý kiến gì về những người đó?
- d. Mua bán gái:** Các em có hiểu cụm từ “mua bán gái” là gì không? Có từng được nghe hay được biết có những em nào trong chòm xóm các em bị đem đi bán không? Nếu có thì sự việc đó xảy ra như thế nào? Ai là những người dính líu trong việc mua bán đó (cha mẹ, người môi giới, người xa lạ, v.v...)
- Các em có hiểu mua bán gái là gì không?
 - Các em có từng nghe hay biết những trẻ nào trong xóm các em bị đem đi bán không? Nếu có thì sự việc đó xảy ra như thế nào?
 - Có những ai tham gia trong việc mua bán gái (cha mẹ, môi giới, người lạ...)
 - Những điều gì đã xảy ra cho những trẻ bị bán làm gái?
 - Hỏi ý kiến các em về tệ nạn mua bán gái cũng như phương pháp giải quyết.
 - Hỏi xem các em có biết là nhà nước có luật pháp chống lại việc mua bán gái không?
 - Các em có sợ bị đem đi bán không?
 - Các em sẽ xử lý thế nào nếu như các em hay bạn của mình đang đối diện với nguy cơ bị đem đi bán?

Ý kiến và đề nghị của các em

Mục tiêu:

1. Để tìm hiểu xem các em nhận định được những tệ nạn nào là nghiêm trọng và chúng đã có những tác động xấu gì trên các em và những trẻ em khác trong chòm xóm của các em.
2. Để tìm hiểu xem các em thấy cần phải có những giải pháp nào để có thể giúp đỡ các em.

Tài liệu:

1. Giấy khổ lớn
2. Bút phốt nhiều màu

Phương pháp:

1. Cho các em ngồi xoay vòng xung quanh tấm giấy, giải thích mục tiêu của buổi thảo luận.
2. Hỏi các em theo những câu hỏi mẫu dưới đây:

Theo ý các em thì những điều gì là nan đề lớn của trẻ em trong chòm xóm của các em?

Các em nghĩ người ta cần phải làm gì để giải cứu những bạn đang bị gặp những nan đề đó?

Các em muốn người ta tổ chức cho mình những loại sinh hoạt nào?

Các em có những đề nghị hay ý kiến gì khác nữa không?

3. Kết thúc buổi sinh hoạt bằng sự cảm ơn các em đã chia sẻ cho chúng ta nghe về cuộc sống, ý kiến và đề nghị của các em!

1. BAN NGHIÊN CỨU VỀ CƯ DÂN TRONG CỘNG ĐỒNG

Mục đích:

1. Để hiểu được các thông tin cơ bản về những người đang tham dự nhóm thảo luận

Vật dụng:

1. Giấy vẽ khổ lớn
2. Viết nhiều màu khác nhau

Phương pháp:

1. Cho những người lớn ngồi vòng tròn và giải thích là quý vị muốn biết một số thông tin cơ bản về họ và gia đình của họ.
2. Trên tờ giấy vẽ, hãy vẽ một hình tượng trung cho từng tiêu đề dưới đây. (Hoặc quý vị có thể yêu cầu một vị nào trong nhóm vẽ và cho họ thay phiên nhau vẽ một điều nào đó trong số đó như vậy sẽ khích lệ họ hoạt động sôi sục hơn trong nhóm.) Rồi sau đó yêu cầu những người đó trả lời các câu hỏi sau mỗi tiêu đề.
3. Đếm số người lớn trả lời từng câu hỏi theo một cách riêng, viết con số cạnh hình vẽ trên tờ giấy (quý vị có lẽ cần viết ra một từ hoặc một ký hiệu cạnh bên con số để giải thích số ấy nghĩa gì: Ví dụ: 5 người lớn có 3 trẻ em, 1 có, 7 trẻ em)
4. Nếu cần, đặt thêm câu hỏi về các câu trả lời của các em và viết các thông tin bổ sung trong các giấy vẽ (nếu được)

1. Tên của cộng đồng:

2. Số người lớn tham dự trong buổi thảo luận: (ghi rõ là đàn ông hay đàn bà)
3. Thời gian người đang tham dự đó sống ở Kampuchia: ngắn hạn 2 năm trở xuống / dài hạn 3 năm hoặc lâu hơn.
4. Số cha mẹ sống trong nhà của họ (một hoặc hai): Cả cha mẹ / một mẹ hoặc một cha / cũng như bà con sống chung trong nhà.
5. Số trẻ em sống trong nhà: từ 2 trở xuống / 3 đến 4 / 5 hoặc nhiều hơn.
6. Hỏi về công việc làm và nghề nghiệp của người tham dự và vợ hoặc chồng của họ Có/không có việc làm; bán thời gian, trọn thời gian, làm công nhật, viết ra tất cả các loại công việc mà mỗi người tham dự thảo luận và vợ/chồng làm để kiểm tra, có thể một người làm nhiều việc / cả hai vợ chồng
7. Ghi số người lớn tham dự trong nhóm nói là họ nói rành tiếng Khmer và những người nói vợ hoặc chồng có thể / hoặc không thể nói tiếng Khmer
8. Ghi ra số người lớn đi nhà thờ / đi chùa
9. Ghi ra số người lớn sống trong nhà lá / nhà gỗ / nhà xây / nhà trên ghe,
10. Ghi ra số người ở nhà mướn / nhà mua

2. TÌNH HÌNH KINH TẾ / NHỮNG CƠ HỘI TRONG CỘNG ĐỒNG

Mục đích:

Để hiểu được tình hình kinh tế của gia đình và của cộng đồng: Là người nghèo, rất nghèo, và không nghèo lắm. Để biết được có bao nhiêu người sinh sống trong cộng đồng nhưng mức sống giàu nghèo khác nhau. Và để thảo luận về các cơ hội làm ăn mà các gia đình có được. Và để tìm hiểu xem là các cơ hội làm việc của các ông và các bà có khác nhau không.

Vật dụng:

1. Giấy vẽ khổ lớn
2. Viết nhiều màu khác nhau
3. 10 hạt nhựa.

Phương pháp:

1. Cho người tham gia ngồi vòng tròn và giải thích mục đích của hoạt động này.
2. Có bao nhiêu tầng lớp kinh tế trong cộng đồng: *quý vị có thể bắt đầu hỏi bằng những từ đơn giản và xem thử họ có dùng lại những từ đó không trong suốt thời gian chúng ta huấn luyện.* Nếu họ nói “nghèo” phải hỏi họ cho chắc chắn là có phải tất cả những người nghèo đều như vậy cả không vì thế chúng ta sẽ biết được rõ ràng nhiều loại hạng người nghèo ở trong cộng đồng.
3. Vẽ ra các câu trả lời của họ (người nào khéo vẽ tình nguyện) trên tờ giấy vẽ ở tại giữa nhóm. Viết ra các từ mà họ dùng để diễn tả những người ở các mức độ nghèo / giàu, xong viết mô tả ngắn gọn mức độ nghèo giàu đó trông như thế nào. Ví dụ, những loại gia đình đó ướn nhà / mua nhà; họ sống trên lề đường ?/ có đủ thức ăn mỗi ngày? / Có xe gắn máy riêng ?/ họ có làm việc trọn thời gian hoặc hợp đồng làm thuê; hay chỉ là làm ăn lương công nhật v.v...
4. Sau khi bảng mô tả được hoàn tất, yêu cầu họ sử dụng 10 viên nhựa để cho biết bao nhiêu người trong cộng đồng là những người trong tầng lớp giàu / nghèo. Xin đừng hỏi là có bao nhiêu phần trăm số gia đình nghèo trong mỗi tầng lớp, chỉ hỏi họ nhiều hay ít và sử dụng các hạt nhựa để diễn tả nhiều hay ít. Sau khi họ đã làm xong việc này nhớ là phải chắc chắn đánh dấu vào tờ giấy bao nhiêu hạt họ để vào mỗi tầng lớp.
5. Sau khi làm xong việc này rồi thì yêu cầu họ cho quý vị biết những cách mà người lớn kiếm tiền thu nhập (qua công việc làm, nghề nghiệp) cho mỗi mức độ giàu / nghèo sử dụng các câu hỏi hướng dẫn sau đây. Chúng tôi muốn người ta trả lời các câu hỏi của các ông và cũng các câu hỏi đó trả lời cho các bà. Quý vị nên dùng giấy vẽ khác nhau Để ghi lại các thông tin trên giấy về các ông và dùng giấy vẽ khác để ghi lại thông tin của các bà.

Những phương cách mà các ông và các bà làm kiếm tiền trong tầng lớp này?

- Người ghi chép nên viết ra tất cả các cách mà những người trong nhóm đã nói.
- Nhưng người vẽ thì chỉ viết tóm tắt chữ / hình (ví dụ như họ có thể nói với quý vị Là họ có một quán nước, cửa hàng bán điện thoại, cửa hàng bán xe gắn máy - thì người vẽ trên giấy chỉ ghi ngắn gọn là: có cửa hàng) Quý vị nên có tối đa 6,7 loại công việc làm trong danh sách.
- Hãy viết ra loại việc làm chính ở phía dưới bên trái của tờ giấy tối đa là 6,7 loại)
- Yêu cầu họ sử dụng 10 hạt nhựa để cho quý vị biết có bao nhiêu người trong tầng lớp người giàu / nghèo trong mỗi loại công việc / nghề nghiệp
- Khi đã làm xong nhớ chắc là phải vẽ ra bao nhiêu viên nhựa được đặt vào mỗi loại công việc
- Hỏi họ xem công việc đó có được xem là việc tốt không hay không tốt lắm. Nhớ Hỏi họ **tại sao** họ nghĩ việc đó tốt hoặc không tốt (ví dụ: việc đó tốt vì nó cho sự tự do, việc ấy không tốt vì rất nguy hiểm cho thân thể, nó không tốt lắm vì nó làm tổn thương đến người khác. Việc đó tốt vì nó lâu dài và dễ tìm.

6. Sau khi đã hỏi xong các bà và các ông rồi thì hỏi họ về các em cũng bằng những câu hỏi tương tự như vậy. Trẻ em góp phần vào việc thu nhập kinh tế gia đình như thế nào? Công việc của các em trai sẽ khác với công việc của các em gái, nhớ dùng giấy vẽ cho các em trai riêng cho các em gái riêng.

Có thể ở mỗi gia đình giàu, câu trả lời là không giúp gì cho gia đình vì cha mẹ đã kiếm đủ tiền để sống, nếu người ta nói như vậy thì cứ viết ra. Nhưng chúng ta biết rằng các em nhỏ trong các gia đình nghèo và rất nghèo thường phải làm việc để giúp gia đình.

2. Những phương cách nào mà các em trai và các em gái làm giúp gia đình trong tầng lớp này?

- Người ghi chép nhớ viết ra tất cả các cách mà những người trong nhóm kể ra
- Người vẽ chỉ viết ra những từ / hình tóm tắt (ví dụ họ có thể sẽ nói các em bán gạo ở chợ, bán bánh ở chợ, bán bánh mì ở chợ thì người vẽ vào bảng chỉ ghi đơn giản là gạo / bánh mì bán ở chợ) quý vị nên có khoảng 6,7 tên của các loại nghề.
- Viết ra các loại công việc chính ở phía dưới bên trái của tờ giấy (tối đa là 6,7)
- Yêu cầu họ dùng 10 hạt nhựa để chỉ ra có bao nhiêu trẻ em trong tầng lớp giàu, nghèo này có liên quan đến các loại công việc hoặc nghề nghiệp này.
- Làm xong, phải chắc chắn không quên vẽ ra số hạt nhựa là bao nhiêu cho mỗi loại nghề / công việc
- Hỏi họ ở độ tuổi nào các em bắt đầu làm những công việc đó?
- Xong rồi, hỏi họ công việc đó có được coi là 'tốt' không hoặc đó là loại công việc 'không tốt lắm. Nhớ đừng quên hỏi họ **tại sao** họ nghĩ việc đó tốt hoặc không tốt lắm (ví dụ: công việc đó tốt vì nó cho mình sự tự do, nó không tốt lắm vì việc đó nguy hại cho thân thể. Nó không tốt vì làm tổn thương những người khác. Nó tốt vì lâu dài và dễ tìm.

Nếu những người tham gia không nêu ra việc buôn bán trẻ em vào những chỗ mãi dâm trong suốt cuộc thảo luận, thì quý vị cần phải hỏi riêng sau khi đã làm xong bài tập.

Quý vị có thể nói rằng quý vị có được nghe một số gia đình bán con để đi làm hoặc làm gái mãi dâm để có một khoản thu nhập nào đó. Hỏi họ là trong cộng đồng nơi họ ở có chuyện này không? Nếu có, họ có biết người nào đã bán con không?. Hỏi họ đây có phải là ‘chuyện làm bình thường’ không?. Và họ có thể ước chừng có bao nhiêu gia đình làm như vậy trong cộng đồng của họ?.

Nếu họ có biết ai đó đã bán con mình, hỏi họ xem họ nghĩ là lý do gì mà gia đình ấy bán con?

Đối với phần thảo luận này quý vị chỉ cần người vẽ ghi chú lại, đừng viết bất cứ điều gì lên tờ giấy vẽ cả.

Sau khi mọi người trong nhóm đã trả lời các câu hỏi của quý vị, sau đó bạn có thể liệt kê trong một tờ giấy lớn tất cả các lý do mà người ta bán con làm mãi dâm. Xong dùng 10 hạt nhựa để hỏi các nguyên nhân nào là nguyên lớn nhất hoặc lý do nào quan trọng nhất mà các gia đình đó làm như vậy.

3. Ý KIẾN CỦA PHỤ HUYNH VÀ NHỮNG ĐỀ NGHỊ

CHỈ THỰC HIỆN KHI THỜI GIAN THÍCH HỢP

Mục đích:

1. Để hiểu được người ta nghĩ các vấn đề chính ảnh hưởng đến họ và con cái của họ trong cộng đồng của họ.
2. Để hiểu được là theo họ nghĩ điều gì có thể làm và nên làm để giúp đỡ.

Vật dụng:

1. Giấy vẽ
2. Viết nhiều màu

Phương pháp:

1. Cho những người tham gia ngồi thành vòng tròn và giải thích mục đích của cuộc thảo luận cho họ.
2. Hãy hỏi những câu hỏi dưới đây. Quý vị có thể yêu cầu họ vẽ về điều mà họ nghĩ là những nan đề khó khăn and sau đó là có thể làm gì được cho các nan đề khó khăn đó.

Quý vị nghĩ nan đề lớn nhất trong cộng đồng của quý vị là gì?

Ý kiến của quý vị để giúp cho các nan đề này là gì? Có thể làm gì được? Ai nên làm?

3. Kết thúc buổi thảo luận bằng cách cảm ơn họ về việc cho chúng ta biết về cuộc sống của họ, những ý kiến và những đề nghị!