

Girls Speak Out group

**The impact, importance and
future development of the
Peer Educator role**

**COSECAM Review
By: Rebecca Swarbrick
Research & Advocacy Intern**



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Girls Speak Out group

The impact, importance and future development of the Peer Educator role

1. Context

1.1 Background

Cambodia's recent history has been one of hardship and turbulence. Education levels are low and poverty is widespread; about 85% of the population are living in rural areas with limited access to education or jobs. Extensive poverty and more than two decades of war can lead to extreme behaviours, and as a result women or girls often fall victim to abuse or exploitation.

In a country where trafficking and sexual exploitation is high, women and girls are easily tricked into migrating for respectable work that does not exist, or are sold by their families to meet living expenses. Others suffer through domestic violence brought on as a result of issues associated with poverty and stress, but also by behaviour like drinking and gambling.

The United Nations Convention on the Rights of the Child (UNCRC) was passed in 1992. Cambodia is a signatory which requires the country to protect children from all forms of sexual exploitation and abuse. The government, NGOs and international organisations, work towards preventing such events, and protecting and rehabilitating its victims but more systematic efforts are needed.

Rehabilitating victims back into society takes time, and in severe cases requires a lot of professional help and support. One of the key aims of the NGO Coalition to Address (Sexual) Exploitation of Children in Cambodia (COSECAM) is to build up the capacity of coalition members to enable them to fully assist children in need, particularly those who have been abused, exploited or maltreated.

1.2 The Girls Speak Out Group

The Girls Speak Out group (GSO) was set up by COSECAM in 2004 under the name Child-Victim Lobby (CVL) to enable victims to participate in the planning and implementation of activities relating trafficking and sexual exploitation. The project aims to support these victims in becoming positive agents of change.

The GSO group currently consists of 24 girls aged between 14 and 20 years old. The members have either experienced some form of trauma such as domestic violence, rape, trafficking into prostitution or labour, or are at high risk of becoming a victim. This project enables victims who have completed most of their rehabilitation therapy to share their experiences with those who have been through similar or other traumatic events.

The group consists of girls from COSECAM's coalition members who (with the exception of a few who have reintegrated back into their communities) live in shelters located in Battambang (KnK, KMR), Svay Rieng (CCPCR), Prey Veng (Gautte d'eau Neak Loeung), Kandal (HCC) and Phnom Penh (CWDA, CCPCR).

GSO primarily undertakes four main areas of activity. Namely:

- **Knowledge and skill development.** The girls and their caretakers meet every 6 weeks in Phnom Penh. This enables the girls to learn new skills and knowledge on a range of social issues.
- **Peer Education.** With increased capacity building, the girls share their knowledge on social issues with other children in their community.
- **National Advocacy.** The girls actively plan for and participate in national advocacy events. This includes the annual event in Phnom Penh and PoiPet to mark the Anti-Human Trafficking day 12th December, and the annual International Children's day which is held in Phnom Penh on 01 June.
- **Exchange Visits.** The girls also participate in visits to other shelters which gives them the opportunity to see first hand how different centres operate. In some instances the girls give advice on how they can improve their rehabilitation program for those who live there.

1.3 The Peer Educator role

The children and youth of Cambodia are the future of this country. With such a young population (the average age is around 18 years old) and with much work still to do in rebuilding the social fabric and systems, it is important that they are educated on what is right and wrong, and how to prevent themselves becoming a victim of social injustice.

Therefore an important function of the GSO group is to enable the girls to act as peer educators to other girls and boys in their communities. This means sharing knowledge related to their own experiences (something which the girls are keen to do) or other topics that they have learnt at the GSO meetings, with those in their shelter, friends at school or work colleagues. If the girls have been reintegrated back into their community they may also educate the children in their village.

1.4 Project Objectives

The overall purpose of this project was to conduct a review of the GSO Peer Educator role. The objectives of this review were to:

- Understand the impact of the Peer Educator project;
- Determine the importance of the Peer Educator project;
- Explore how the Peer Educator role could be better supported and developed, and propose recommendations for 2010 and beyond.

1.5 Methodology

In order to collect the information for this report, three workshops were conducted with the GSO girls and their caretakers. The research activities were organised as follows:



Workshop 1: Sunday 25th October 2009, Phnom Penh

- Input from 21 GSO girls and 7 Caretakers.
- The purpose of this session was to understand why the girls joined GSO and how they felt about the Peer Educator programme.
- After a wide ranging discussion

about the Peer Educator role, the girls were randomly divided into small groups of 5 or 6 to discuss in detail what works, what could be improved, and what additional support would help them in their Peer Educator role. This set up made sure that every girl was given the opportunity to fully participate in the discussions in a smaller, perhaps for some, more comfortable environment.

- A girl from each group presented back and explained their comments.

Workshop 2: Sunday 22nd November 2009, Phnom Penh

- Input from 22 GSO girls and 7 Caretakers.
- The purpose of this session was to understand their thoughts on why the Peer Educator role is so important, what impact they have had on others, and their future needs in fulfilling this role.
- The girls were randomly split into 4 groups and asked to discuss either the importance or impact of the Peer Educator role, organisational issues, or their Peer Educator needs in 2010 and beyond.
- The Caretakers were also asked to participate and discuss what they saw as the benefits and challenges of the Peer Educator role, and how they would develop it going forward.
- Each group presented back their findings and explained their comments.

At the end of the workshop 1, each girl and caretaker was given a questionnaire to complete and return at workshop 2 (see Appendix 1 and 2). A total of 29 questionnaires were completed – 22 by the girls and 7 by their caretakers.

Workshop 3: Saturday 12th December 2009, PoiPet

- Input from 21 GSO girls.
- The purpose of this short session was to prioritise the girls training preferences in 2010, and to collect examples of where they have made an impact in their community.



- The girls all completed a short questionnaire (see Appendix 3).
- This was followed by a general discussion on the impact of the Peer Educator role.

2. The Overall Impact of the Girls Speak Out Group

2.1 Reasons for joining the Girls Speak Out Group

There are a few key reasons why the girls originally want to join the GSO group. These reasons included:

- **To become more knowledgeable**

All of the girls joined GSO because they wanted to become more knowledgeable about the social issues affecting themselves and other Cambodians.

A couple commented that they had wanted to learn more about the trafficking issues in Cambodia. One girl had been keen to learn more about the issue in order to make it easier for them to share information with their friends. The other girl wanted to make sure that they could personally avoid it.

Another girl specifically stated that she joined the group because she was interested to learn and understand more about social issues in Cambodia in general.

- **To become a good child, student and citizen**

As a result of their own experiences, many girls saw joining GSO as a route to helping them become good children, students and citizens.

For example in facilitating Peer Educator meetings and educating their peers, the girls often gain a lot of respect from attendees. The girls want to be considered good role models, and the behaviour and attitude of girls who have suffered from abuse or trafficking can act as a good example to other children from similar situations.

- **Sharing experiences with people from similar situations**

Several girls had wanted the opportunity to share their experiences with other girls who had been in similar situations.

One girl specifically stated that she had been struggling with her previous experiences and had been keen to share them with people from similar backgrounds who would understand.

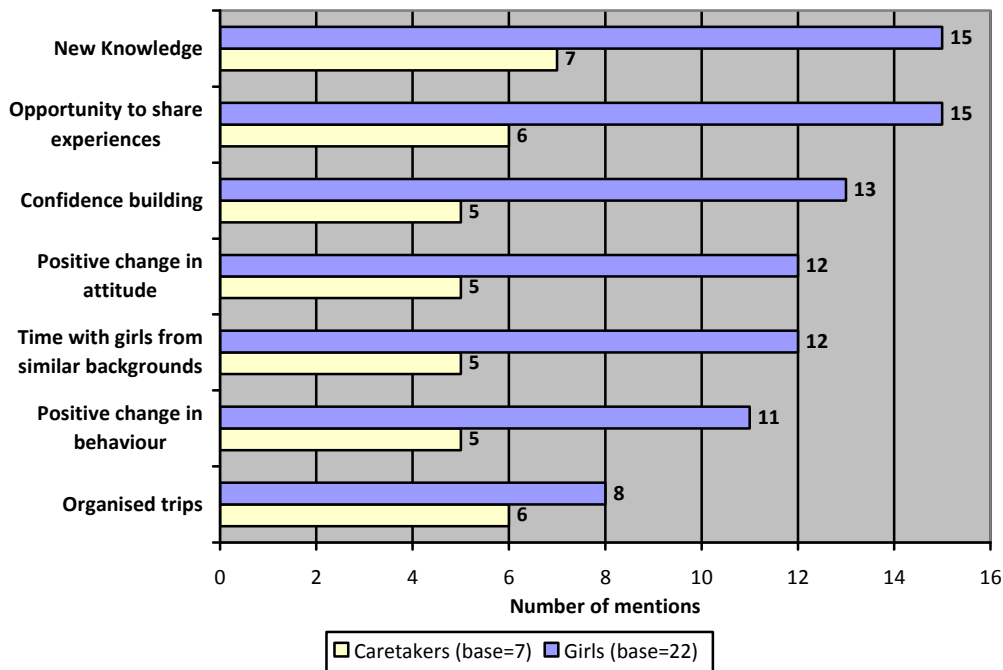
Others had wanted to learn more information about the rehabilitation process and training initiatives in different shelters. They were keen to understand different situations and the types of problems encountered.

GSO not only allows the girls to share their experiences, but it also enables them to share their future aspirations in a safe and understanding environment.

2.2 Benefits of attending the Sunday workshops

The girls and their caretakers were asked what they thought the benefits were of attending the Sunday workshops. A total of 22 girls and 7 caretakers answered this question in the questionnaire that was completed in workshop 2. The feedback was as follows:

Table1: Benefits of attending the GSO workshops



As table 1 reveals, all the girls and caretakers believe that there are many benefits to attending the Sunday workshops. Key highlights from the data show that:

- In total 15 out of 22 girls (68% of those surveyed) had benefited from learning new knowledge on social issues. All the caretakers saw this as a benefit to attending the workshops.

“Being a member of GSO has improved my knowledge and has made me more aware of social issues.”

“I now understand the tactics of traffickers, have learnt about child rights, and now know how to advocate.”

Prior to joining GSO and according to the Caretakers, the girls are aware of some of the social issues, but their overall understanding is limited.

- Again 15 girls believed that it gave them the opportunity to share their experiences, and 6 Caretakers were also of this opinion.

“We are brave, dare to speak out, and share our experiences amongst the GSO group.”

- Overall 13 girls (59% of those surveyed) believed that attending the GSO workshops gave them increased confidence. A total of 5 out of 7 caretakers supported this view.

“Not only has it developed my self-confidence, but it has also made me braver, more friendly and knowledgeable.”

“I have a more positive attitude and am becoming braver. I dare to speak out.”

- Interestingly 6 out of 7 caretakers believed that the girls benefitted from organised trips such as visits to other shelters. This view was only held by just over a third (8) of the girls.

Whilst many of the girls did not think that they personally benefited from the organised trips, it is something that they enjoy doing, and the majority of girls want to go on an exchange visit in 2010.

The girls also discussed how much they enjoy participating in national advocacy campaigns. The girls benefit from feeling empowered, for example having the opportunity to do something on a national basis to promote anti trafficking and exploitation sentiment.

“It provides opportunities for those who have been involved in social issues. From the workshops I have become an activist and know how to protect myself from bad things.”

2.3 Understanding the importance of GSO

From the discussions held with the girls, it is clear that GSO has become an important part of their rehabilitation process. It provides victims or those at risk of becoming a victim of trafficking or exploitation a forum for support and self development.

From observation of the girls and their interaction with each other, it is clear that many have made good friends with girls from other centres and that this interaction is itself an important part of their healing process. It is perhaps the only opportunity outside of their shelter where the girls can talk to others of a similar age with similar experiences.

Through building capacity of the GSO girls they are able to educate others and prevent others suffering a similar fate to themselves.

The girls also find increased confidence and bravery through participating in GSO activities such as the exchange visit and support on advocacy campaigns.

“It is important because it has changed me into a new person and I have become much braver.”



Through advanced capacity building some of the girls have the potential to become activists.

3. What is a Peer Educator Event

As a result of participating in the Girls Speak Out program the girls have confidence and are empowered to educate their peers on social issues. This is done through a Peer Educator event.

3.1 Target Audience

Participants at Peer Educator events include both boys and girls depending on the subject matter, and the number of attendees varies depending on the size of the centre.

3.2 Set up

The process of organising an event depends on the experience of the girl concerned and the way the Peer Educator role is organised at their shelter. Typically the girls are responsible for choosing their own topic and doing their own background research.



However if it is required, the girls caretaker will spend time discussing the topic and issues with them.

If the event is to be held at the shelter, some caretakers will assist with the organisation and ensure that the appropriate children attend. In other shelters the girls are left to organise this themselves – it just depends on the operations of the shelter. If the event is to take place at school, at work, or in the commune, the girl will be responsible for organising this herself.

The events take place once every month.

3.3 Subject Matter

The girls often choose topics based on what they have learnt at the Sunday GSO workshop. These topics can relate to their own personal experiences, what they see going on in their community, or what the caretaker believes will be an issues that they or someone in the shelter will face in the future.

The subject range differs widely, and recent events facilitated by the girls includes information on trafficking & exploitation, domestic violence, avoiding discrimination in the community, safe migration, prevention of drug usage, and sexual harassment.

4. The Impact of Peer Education

4.1 Impact on the community

It is hard to gauge the full extent of the girls' impact amongst their peers, but it is evident that they do make an important difference. The choice of topic matter and the sharing of information do make a difference. As described by one of the girls, the role of the educator is to share knowledge in order to prevent something bad happening.

The girls were asked what impact they had recently had on their peers, and using their current Peer Educator topics their impact can be demonstrated as follows:

1. Trafficking & exploitation

People fall victim to traffickers for many different reasons. For example some are persuaded to follow a trafficker or middle man to find a job that does not exist. Children, especially vulnerable children, need to know how to avoid such situations.

"In the shelter I want to share my knowledge on human trafficking. I don't know how many people in the shelter have suffered from this, but I just want to share my knowledge with other people."

"I educate them not to fall for the perpetrators' tricks."

Example of impact: A girl had stopped attending school. The GSO girl explained about traffickers and the potential tricks that may cause her harm if she continued to miss school. The girl was persuaded to go back.

2. Domestic Violence

In Cambodia, children sometimes run away from home due to domestic violence issues. Running away from home can put children in danger of falling victim to trafficking or exploitation.

This is what happened to one of the GSO girls who ran away from home because she was being beaten by her parents and ended up working in a factory. This is why one particular GSO girl shares information on Domestic Violence with her peers.

Impact: One girl educates her friends on why they should not leave home to find work in an unknown place. They are informed on potential trafficking or exploitation risks, and who to contact in difficult circumstances.

3. Avoiding discrimination in the community

When children are reintegrated back into their community people often feel sorry for them and treat them differently. In one shelter some children were close to being re-integrated and it was considered important that they were prepared for any discrimination that they might experience.

Impact: Helping to prepare children in their shelter for reintegration into their community and how to prevent against discrimination.

HIV was another topic discussed. Children of HIV parents are often unfairly discriminated against. One girl witnessed bullying and discrimination and wanted to do something to stop this behaviour.

Example of impact: A boy at the GSO girls school was nicknamed HIV boy because both his parents have the disease. The girl educated and persuaded the bullies not to discriminate against the boy and the bullies stopped.

4. Safe migration

One GSO girl had been a beggar and flower seller in Thailand. Having been rescued and returned safely to Cambodia, this girl, with the help of other GSO girls in the same shelter, educates new girls in her shelter on migration issues and how to stay safe.

Example of impact: A girl had managed to escape from a brothel and the GSO girl taught her about safe migration.

5. Prevention of drug usage

Another girl facilitated a discussion on drugs. Many of the boys in her shelter had migrated to Thailand and during this time had used drugs. The boys wanted to share their experiences and knowledge with the rest of the shelter and the GSO girl was asked to facilitate the session.

Impact: The children at this shelter now know more about the impact of drugs and no longer want to try drugs in the future.

6. Sexual harassment

One girl regularly educates other children on sexual harassment – more specifically focussing on which parts of the body are private and which parts are not. The Caretaker explained that in this particular community the adults do not think there is anything wrong with their actions and that

is why it is important that everyone understands what is appropriate and what is not.

Impact: The children in this particular community are now more informed on what behaviour is socially acceptable.

4.2 Other impacts

The Peer Educator role also has other positive impacts which include:

- **Positive impact in shelters.** The effect of trafficking and exploitation of children (sexual or labour) presents many different problems in shelters including behaviour challenges. Therefore the sharing of different experiences is very important for unburdening or avoiding such incidents in the future.
- **The GSO girls are able to protect themselves better.** One girl mentioned that through her increased knowledge she was able to prevent a bad situation developing. A man had tried to force her into his car, but as a result of everything she has learnt through COSECAM she was able to protect herself.

“It is important for myself and others because when I was not a Peer Educator I felt stupid and it was easy to follow other people.”

- **Relaying of information.** By sharing information with others, these newly informed children relay this information to their friends, who in turn educate their friends. And so the cycle continues.

5 The Importance of Peer Educator

5.1 Importance to the GSO girls

The girls actively want to educate their peers on trafficking, abuse and exploitation issues so that they can avoid falling victim. The Peer Educator activity is important to the girls because they are:

- **Supporting their community's development program.** Many stated that they really enjoyed being part of this program and helping with the social issues prevalent in Cambodia. It is important that in a country with so many social problems, that people who want to help educate others are given the opportunity to do so.

"I want to be part of helping with the social issues in this country – including trafficking."

"Trafficking happens in my community and I want to help."

- **Able to offer more informed help or advice.** By having more knowledge and understanding on a range of social issues the girls are able to help others resolve their problems. As they are more informed they are able to offer better advice.

"I now have more knowledge than I did before. When people and friends ask me questions related to human trafficking and exploitation, I can now answer them."

"It is important for me because the Sunday workshop provides me with knowledge so that I can help my friends by sharing this information afterwards."

In addition, the girls help themselves because they are better prepared to react to adults who may be doing bad things.

- **Supporting personal development and growth.** Through educating others the girls develop confidence, bravery and self esteem. They also improve their communication and leadership skills as they are acting in a position of authority and responsibility.

"Before being a Peer Educator I was very quiet, but now I talk and help solve problems as well as share my knowledge with others."

The girls feel that by educating others they are empowered and moving forward in their life.

“I want to improve myself and move on from my past experience.”

From the caretakers' perspective, they see the girls in their care develop in confidence, display more positive attitudes and behaviours, and improve their interaction with peers.

- **Creating positive emotions.** Sharing knowledge on social issues and helping other people has a positive impact on the girls. It makes them feel good to be able to help others.

“Helping to share information with my friends makes me happy.”

The caretakers commented that the girls are proud to be representatives of the GSO group because through the Peer Educator role they inform people in their shelters and community and they enjoy taking part in national events.

- **Building friendships in their shelters.** By educating others, particularly in their shelter, the girls are able to develop friendships.

5.2 Benefits to the community

There are three core benefits of the Peer Educator role in the community that highlight the importance of the role. These are:

- **Raising awareness of social issues.** The girls play an important role in helping to raise awareness of the social issues in Cambodia amongst their peers. Most attendees will not be aware of the issues, or indeed the extent of the issues in Cambodia.
- **Helping to prevent human trafficking and exploitation occurring.** By educating friends, colleagues or others in their local community it ensures that they are informed on human trafficking and exploitation issues. The benefit of this is that it helps to prevent these situations occurring to participants as well as others that are subsequently informed.
- **Peer to peer dialogue** Sometimes the girls are better placed to communicate with their peers than adults. For example sometimes the adult is unable to get through to the child. In such circumstances the girls' knowledge is invaluable because they are able to help these children.

6. Developing the Peer Educator role

In order to assess how the Peer Educator role could be better supported the girls were asked to discuss what works well and what challenges they faced in performing this activity.

6.1 What works well

In preparing and delivering a Peer Educator event there are several things that the girls felt work well. This includes:

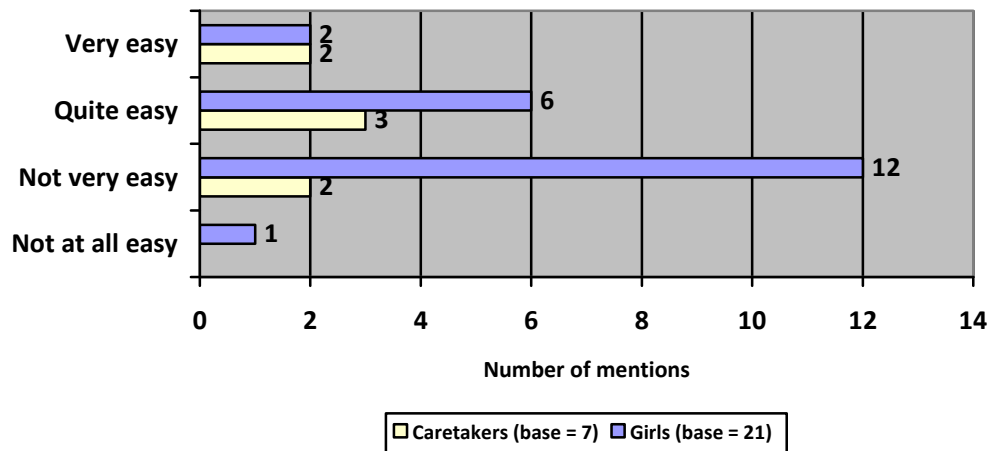
- **A supportive environment.** The girls felt that they got sufficient support from their Caretakers and other GSO girls. For example the more experienced girls actively support the less experienced girls by boosting their confidence and sharing knowledge.
- **Developing knowledge.** As previously highlighted, the girls become more knowledgeable on social issues, which informs both themselves and the community.
- **Self development.** The girls believe that by talking to and explaining things to others it helps them to build their confidence; increase their bravery and develop stronger communication skills.

6.2 Challenges

6.2.1 *Sharing information*

The girls were asked how easy they found it to share the learning's from the GSO workshops with their friends or colleagues. Overall 62% (a total of 13 out of 21 girls who answered this question in the first questionnaire) did not find it easy to share the learning's from the workshop with their friends or colleagues.

Table 2: Ease of sharing information



There were several reasons why the 8 girls found it very or quite easy to share information. This included:

- **More experience.** These girls described themselves as more experienced and confident than the other girls in the group. Due to their experience they feel better able to answer the questions asked by the attendees.
- **Strong communication skills.** Some stated that they are good at building rapport and communicating with others.
- **Personal experience of the topic.** Several were very confident about their level of knowledge because they had had personal experience of the topic they were currently educating others on.
- **IEC.** Others believed that they have the relevant materials to help them communicate the issue appropriately.

There are many reasons why the other girls did not find it easy – some of which correlate directly with those who found it quite or very easy. These challenges included:

- **Not enough experience.** For some the issue was simply being fairly new to the role and lacking both confidence and experience. These girls were still trying to learn how to perform this role. Some admitted that they simply needed to be braver.
- **Weak facilitation skills.** Many stated that they had poor facilitation skills. This included difficulties in overall management of the meeting such as

being able to get everyone to participate in the discussion and ask questions, handling information fatigue, or being able to explain the issue correctly.

- **Limited supply of materials.** Some do not have enough copies of the materials to explain the topics well enough in their sessions.
- **Limited support from Commune Leaders.** Community leaders are hard to contact, and when contact is made one girl stated that they were not supportive or helpful in arranging venues or attendees.
- **Age issues.** Sometimes the girls are younger than the participants and are therefore not perceived to have enough knowledge on the subject.

6.2.3 Time restrictions

The girls were asked in the workshops what other challenges they faced in performing the Peer Educator role. While most struggled or were unwilling to answer this question, a few insightful learning's emerged. These included:

- **Researching the topic can take time.** The long period of time it takes to research topics and prepare for a Peer Educator session. This can have an adverse effect on schooling and other activities.
- **Conflicting priorities.** Having the available time can also be an obstacle for girls who have been re-integrated into the community and want to continue with their Peer Educator role. For example they may have conflicting priorities such as work commitments.

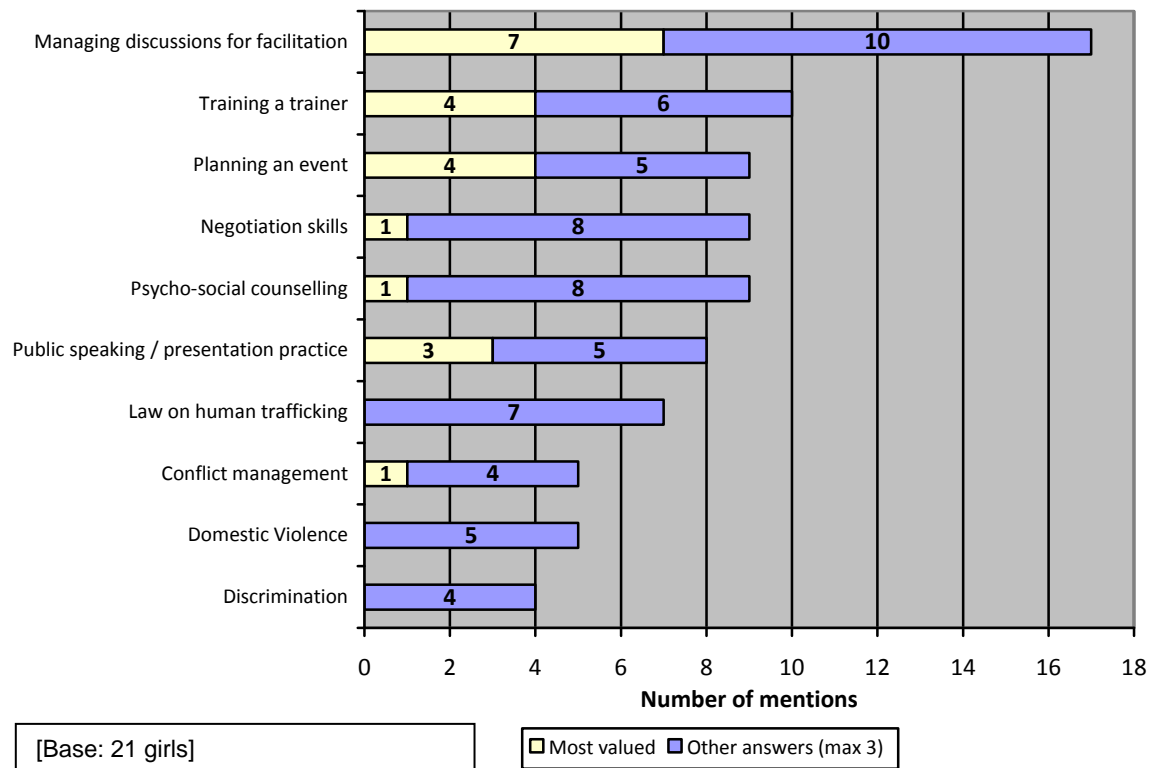
6.3 Skills and knowledge requirements

All girls agreed in the workshops that they wanted more help on how to share information with friends and colleagues at the GSO workshops. Several discussions took place about how the current process could be improved, and what 2010 might look like in terms of their own leanings.

Initial feedback focussed on wanting more facilitation skills (18 out of 22 girls identified this as a need in the first feedback questionnaire).

In the second questionnaire the girls were asked to complete a more detailed assessment of their developmental needs. The question focussed on what Peer Educator skills and knowledge the GSO girls would like to learn in 2010. The girls were asked to select the learning they would value most, and then three other learning preferences.

Table 3: Skills and knowledge sought for Peer Educator role in 2010



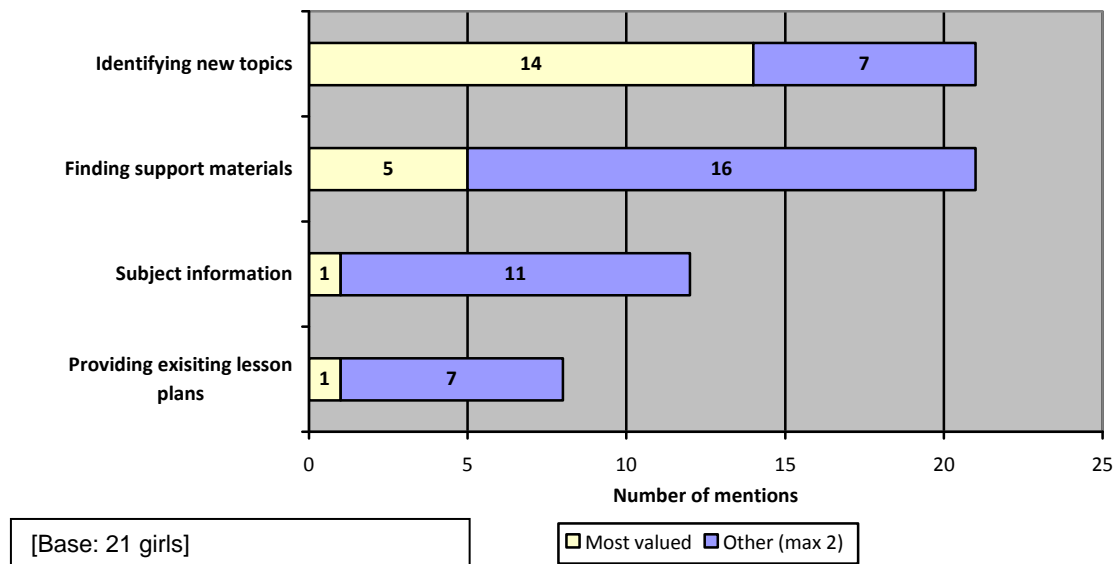
The top three sought after skills and knowledge were as follows:

- Overall 17 out of 21 girls wanted training on how to manage discussions as a facilitator. For 7 girls this was their preferred training requirement.
- A total of 10 girls wanted training a trainer skills and for 4 of these girls it would be their most valued learning.
- A further 9 girls wanted training on how to plan an event. Again, a further 4 girls saw this as being their most valued learning.

6.4 Additional support requirements

The girls were also asked in the second questionnaire what additional support they would like from COSECAM and their Caretakers.

Table 4: Additional support requirements CHANGE COLOUR



It is clear from this data that the girls want more support in identifying new topics and finding support materials such as pictures to help facilitate the sessions.

- Overall two-thirds (14 out of 21 girls) would most value help from COSECAM and their caretakers in identifying new topics. The remaining 7 girls saw this as something else that they would like support on.
- A total of 5 girls would most value help in finding relevant support materials. The other 16 girls saw this as something else that they would like support on.

6.5 Other considerations

In continuing discussions, the girls other considerations for the development of the Peer Educator role included:

- **Establishing some budgetary control for the girls.** By making a budget available the girls can host organised discussions at grass root level with people in the community on trafficking and other related issues.
- **Use of media and communication tools.** The girls want to make use of the media to raise awareness about trafficking issues. For example through the speaking on the radio, production of posters or flyers.
- **Commitment to 2010 exchange visit.** The girls want to go on a community exchange visit in 2010. This is largely the effect of not doing this in 2009.

6.6 Feedback from Caretakers

6.6.1 Caretaker concerns

The caretakers feel that they spend a lot of time with the girls helping them with their Peer Educator responsibilities – particularly when the girls are new to the role. As the girls become more experienced and confident, the Caretakers do not need to spend as much time with them.

However most of the girls are only able to stay in the shelters for a limited period of time before they are reintegrated back into their community or re-housed in a more permanent shelter. Reintegration creates an issue for the Caretakers as they are often required to find and support a new GSO attendee, which takes up a lot of time.

The caretakers are also concerned about the welfare and safety of the GSO girls who have been reintegrated and now perform their Peer Educator role directly in their village or community. They are concerned that the girls may be at high risk of being beaten by a middle man or unsafe travelling, as they are openly speaking out about a dangerous operation. This is why the girls that stay in the shelters are not allowed to perform the Peer Educator role in the villages.

This is also a major concern for COSECAM. Currently COSECAM do not want the girls to educate communities independently. If the communities become aware that the girls are victims of rape, trafficking or exploitation then they may discriminate against them. COSECAM do not want the girls to become subjects of victimisation in communities.

6.6.2 Skills and knowledge requirements

The caretakers identified two core areas need for the girls in terms of skills and knowledge training

- Improve training a trainer i.e. continue to build the capacity of the girls so that they can train others.
- More detailed training in facilitation skills and how to use the skills for different activities such as managing discussions or using energisers.

6.6.3 Other development opportunities

The caretakers also had ideas on how the Peer Educator role could develop in the future. Their comments included:

- Put a structure in place with GSO group, to include support for the Peer Educator role. Roles to be put in place would include a Chairman and Secretariat.
- Allow the girls to manage the budget allocation. Spending of any spare money would then be agreed by the committee.
- Increase number of girls from different shelters attending GSO.

7. Peer Educator recommendations going forward

Specific recommendations for the Peer Educator role

Recommendation 1: Focus initial training in 2010 on skills development not knowledge development. The key areas of provide training on in 2010 are managing discussions for facilitation (which could include the use of energisers to manage information fatigue or enabling the attendees to know each other, and how to handle difficult questions) , training a trainer, and planning an event (which would include the development of lesson plans).

Recommendation 2: Provide opportunities to practice presentation and public speaking skills at each GSO Sunday workshop. The girls could either share what they presented at their most recent event, or practice something new. The purpose of doing this would be to give the less experiences girls an opportunity to build their confidence in a supportive environment. If time is an issue the girls could be divided into smaller working groups.

Recommendation 3: Provide opportunities for the girls to share lessons learnt and discuss what impact they have had in their community. The purpose of this is to keep them focussed on the reasons for and importance of the Peer Educator role. Many girls struggled throughout the research to articulate what impact they had made,

Recommendation 4: COSECAM to provide each Caretaker with copies of relevant quality support materials such as story books. The purpose of this is to ensure that each girl in every shelter has access to a pool of appropriate support materials as necessary to conduct the Peer Educator event.

Recommendation 5: COSECAM to provide each Caretaker with a pack of information on trafficking and exploitation. The information would include information on the severity of the issue in Cambodia and the legal requirements. The purpose of this is to help the girls prepare and develop their lessons plans, and save time.

Recommendation 6: **COSECAM to suggest a new topic idea on a 3-monthly basis and provide training, support materials and information.** The purpose of this is to help the girls, the majority of girls requested help in identifying new Peer Educator topics.

Recommendation 7: **Set SMART objectives and achievements for the girls, caretakers and COSECAM.** The purpose of this is to ensure that there is a clearer focus to Peer Educator role and that targets are set, measured and controlled on an on-going basis. However SMART objectives should first be set for the GSO group as a whole.

Recommendation 8: **Consider other Peer Educator opportunities.** The purpose of this would be to expand the girls peer educator role and share their knowledge more broadly in safe environments such as other shelters.

Additional recommendations for National Advocacy role

Recommendation 9: **Give the more experienced girls an opportunity to become activists through capacity building.**

Recommendation 10: **Consider partnering with other youth groups sharing the same focus for joined up and collaborative national advocacy working.**

Recommendation 11: **Explore the potential for increased media usage (e.g. radio) as an avenue to raising awareness.**

Additional recommendation for GSO

Recommendation 12: **Review structure, options for budgetary control and size of GSO group.** What ever the outcome it is important that reasoning is fed back to both the Caretakers and the girls.

8 Conclusions

There is a need to raise awareness about human trafficking and exploitation amongst the young, particularly amongst those who may be at risk.

As victims of trafficking and exploitation, the GSO girls are well placed to act as Peer Educators to ensure that other children and youth are aware of the potential dangers, and what is morally right and wrong.

It is clear that the girls do not want to hide from their past experiences. Instead they want to be brave and help others to ensure that they do not have to suffer a similar fate themselves, or fall victim to other forms of abuse.

By building capacity amongst the GSO girls, both the girls and the community are being educated. They are providing knowledge to their peers to make sure that they are aware of social issues and do not fall victim to child trafficking or exploitation.

Through the actions of the GSO girls more children are given the opportunity to learn how to protect themselves and to know what behaviours are acceptable or not. The girls have impacted on their community in many ways from encouraging children to go back to school to avoid trafficking risks, preventing bullying and discrimination, discouraging drug usage, and explaining morally what is right and wrong.

The Peer Educator role not only has a positive impact on the children in shelters but it also enables the GSO girls to protect themselves from perpetrators.

The Peer Educator role is important for the girls rehabilitation and self development because it helps them to develop confidence, bravery, self esteem, respect from others, and interpersonal skills. It enables the girls to feel that they are a good child, good student and a good citizen.

In addition to this the Peer Educator role is important to the girls because it enables them to support their community development program by raising awareness of social issues and helping to prevent human trafficking and exploitation from happening. It also enables the GSO girls to provide better help and advice to other children; in particular it can help in situations where adults are unable to communicate effectively with a child.

Going forward there are opportunities to strengthen the operations of the Peer Educator function in terms of ensuring appropriate material and information provision, regular ideas on new topics, and the setting of specific, measurable, achievable, realistic and timely objectives to monitor progress.

In order to enhance their ability to deliver the Peer Educator role, the girls are primarily seeking training in managing discussions during facilitation, training a trainer, and planning an event.

**Appendix 1 – Workshop 1 and 2
Review of GSO Workshop sessions**

Girls Feedback Form

Date:

Organization:

We would really appreciate it if you could spend 5 to 10 minutes completing the questionnaire below.

The purpose of this questionnaire is to help us understand if the workshops are meeting their intended purpose, and going forward what your thoughts are on the types of training and activities we should be providing. Please be assured that your individual responses will remain confidential.

We need the feedback forms for analysis and planning at the next GSO session in November 2009 (date to be confirmed).

Q1a Overall how useful do you find the Sunday workshops?

Please tick only one answer

<u>Statement</u>	<u>Tick only one</u>
Really useful	
Quite useful	
Not very useful	
Not at all useful	

Q1b Why do you say that?

Please write in the space provided

Q2 How do you benefit from attending the Sunday workshops?

Please tick only all answers that apply

<u>Statement</u>	<u>Tick all that apply</u>
Confidence building	
New knowledge	
Spending time with girls from similar backgrounds	
Opportunity to sharing experiences	
Organized trips e.g. visits to other shelters	
Positive change in attitude	
Positive change in behaviour	
Other benefits (please write in space below)	

Q3a How easy do you find it to share your learning's from the workshop with your friends / colleagues?

Please tick only one answer

<u>Statement</u>	<u>Tick only one</u>
Very easy	
Quite easy	
Not very easy	
Not at all easy	

Q3b Why do you say that?

Please write in the space provided

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Q4 What is the easiest way for you to share your knowledge?

Please write in the space provided

Q5 Do you need additional help or support at the GSO workshops to enable you to share more information with your friends / colleagues?

Please tick only one answer

<u>Statement</u>	<u>Tick only one</u>
Yes	
No	

Q6 What would you benefit from learning in 2010? This could include skills, knowledge transfer, activities

Q7 What role would you like GSO to perform in 2011-2012? This could include skills, knowledge transfer, activities

Q8 Do you have any other comments that you would like to share?

**Appendix 2 – Workshop 1 and 2
Review of GSO Workshop sessions
Caretaker Feedback Form**

Date:

Organization:

We would really appreciate it if you could spend 5 to 10 minutes completing the questionnaire below.

The purpose of this questionnaire is to help us understand if the workshops are meeting their intended purpose, and going forward what your thoughts are on the types of training and activities we should be providing. Please be assured that your individual responses will remain confidential.

We need the feedback forms for analysis and planning at the next GSO session in November 2009 (date to be confirmed).

Q1a Overall how useful do you think the girls find the Sunday workshops?

Please tick only one answer

<u>Statement</u>	<u>Tick only one</u>
Really useful	
Quite useful	
Not very useful	
Not at all useful	

Q1b Why do you say that?

Please write in the space provided

Q2 In your opinion, what are the benefits for the girls in attending the Sunday workshops?

Please tick only all answers that apply

<u>Statement</u>	<i>Tick all that apply</i>
Confidence building	
New knowledge	
Spending time with girls from similar backgrounds	
Opportunity to sharing experiences	
Organized trips e.g. visits to other shelters	
Positive change in attitude	
Positive change in behaviour	
Other benefits (please write in space below)	

Q3a How easy is it for the girls to share the learning's from the workshop with their friends / colleagues?

Please tick only one answer

<u>Statement</u>	<i>Tick only <u>one</u></i>
Very easy	
Quite easy	
Not very easy	
Not at all easy	

Q3b Why do you say that?

Please write in the space provided

Q4 What do you think is the best way for the girls to share their knowledge?

Please write in the space provided

Q5 Do the girls need additional help or support at the GSO workshops to encourage them to share more information with their friends / colleagues?

Please tick only one answer

<u>Statement</u>	<u>Tick only one</u>
Yes	
No	

Q6 What do you think that the girls would benefit from learning in 2010? This could include skills, knowledge transfer, activities

Q7 What role would you like GSO to perform in 2011-2012? This could include skills, knowledge transfer, activities

Q8 Do you have any other comments that you would like to share?

**Appendix 3 – Workshop 3
Girls Feedback Form**

Q1 Can you think of an example / examples where you have had an effect on others through your Peer Educating Role

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Q2 What skills and knowledge would you like to learn in 2010. In part A, please tick the one learning you would most value. In Part B please tick 3 other things that you would like to learn.

	<i>PART A</i> <i>Tick only <u>one</u></i>	<i>PART B</i> <i>Tick only <u>three</u></i>
<u>Skills</u>		
Improve training a trainer		
Managing discussions for facilitation		
Public speaking / presentation practice for facilitation		
Planning an event (including lesson plans)		
Conflict management e.g. diffusing tension, stressful or traumatic situations		
Negotiation skills		
<u>Knowledge</u>		
Domestic violence		
Discrimination		
Law on suppression of human trafficking and exploitation		
Psycho-social counselling job function		
Social worker job function		
Something else? (write in)		

Q3 What additional support would you like in 2010 from COSECAM / your Caretakers. In part A, please tick the one learning you would most value. In Part B please tick 2 other things that you would like to learn.

Please tick only one answer

	<i>PART A</i> <i>First choice</i> <i>Tick only <u>one</u></i>	<i>PART B</i> <i>Second choice</i> <i>Tick only <u>one</u></i>
Providing existing lesson plans		
Identifying new topics		
Finding support materials such as pictures to help facilitate sessions		
Subject information documents		

Q4 Do you have any other comments that you would like to share?