

# Producing a Handbook on Anti-Child Labor Trafficking in Samut Sakhon, Thailand<sup>1</sup>

## การผลิตคู่มือเกี่ยวกับการต่อต้านการค้าเด็ก ในจังหวัดสมุทรสาคร ประเทศไทย

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### Abstract

Numerous preventive anti-human trafficking training programs have been created by the Thai national government agencies, international organizations, and non-government organizations providing broad human trafficking content and specific human trafficking information at the national level. However, the continuous child labor exploitation in Samut Sakhon province demands teachers and a school-based preventive program with lessons and activities to raise potential victims' awareness of the problem. This empirically-produced article, first, studies various contents/differences of some anti-human trafficking programs (by ILO, Fight Against Child

<sup>1</sup> This article is phase two of research project on “The Development of a Learning Process to Prevent Children of Migrant Workers from Human Trafficking: The Case Studies of Schools and Learning Centers Admitting Migrant Children in Samut Sakhon.” For convenience for general readerships just for this paper, the term of “human trafficking”, “child trafficking”, and “child-labor exploitation” could be, to some extent, interpreted as some closely-connected phenomena.

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Exploitation, Ministry of Social Development and Human Security of Thailand) and, second, tests a preventive, school-based, anti-human trafficking program with a purpose to create anti-child trafficking lessons and activities particular to the Samut Sakhon context (finally embodied in the published *Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students of Elementary Schools at Grades 3–6 in Samut Sakhon, Thailand*). The school is taken as the convenience ‘sample’ (located in the province with highest number of migrant and migrant children and high—although largely unreported—incidence of child-trafficking) because the teachers have shown and worked to help the migrant children studying in the school from being trafficked (in general covering both by strangers or own family members). Following some principles like “Community-based Coalition” (Fagan et al 2009) in class sessions conducted by local teachers, and in-depth interviews with teachers and migrant students in Samut Sakhon, this document and empirically-based research-experiment finds that the anti-child trafficking contents should primarily include all definitions relevant to child/human trafficking, local child trafficking phenomena, national anti-human/child trafficking laws and mechanisms, and case studies. Most importantly, this study finds the great assistance from the concepts of “Critical Consciousness Learning” (Godfrey and Grayman 2014), Art as Action and Analysis in Participatory Action Research (Ayala and Zaal 2016), and Creativity-based Storytelling (Eristi 2016).

**Keywords:** Anti-Child Trafficking Preventive Program, School-based Preventive Program, Migrant Students, Samut Sakhon, Empirically-tested Program.

## บทคัดย่อ

โครงการฝึกอบรมต่อต้านการค้ามนุษย์ในเชิงป้องกันหล่ายโครงการที่ได้จัดทำขึ้นโดยหน่วยงานภาครัฐบาลองค์กรระหว่างประเทศ และองค์กรพัฒนาเอกชน ซึ่งกำหนดเนื้อหาเกี่ยวกับการค้ามนุษย์ในภาพรวมและข้อมูลการค้ามนุษย์ที่เฉพาะเจาะจงในระดับชาติ อย่างไรก็ตาม การใช้แรงงานเด็กอย่างต่อเนื่องในจังหวัดสมุทรสาครต้องการครุและโครงการป้องกันตามโรงเรียน อันประกอบด้วยบทเรียนและกิจกรรมต่าง ๆ เพื่อให้ผู้มีส่วนได้ส่วนเสียตระหนักรถึงปัญหา ประการแรก บทความวิจัยนี้ศึกษาถึงเนื้อหาสาระและความแตกต่างของโครงการต่อต้านการค้ามนุษย์ (ได้แก่ องค์กรแรงงานระหว่างประเทศ (ILO), Fight Against Child Exploitation (FACE), และ กระทรวงการพัฒนาสังคมและความมั่นคงของประเทศไทย) และประการที่สอง บทความนิเทศสอบโครงการป้องกันตามโรงเรียนและโครงการต่อต้านการค้ามนุษย์โดยมุ่งสร้างบทเรียนและกิจกรรมเพื่อต่อต้านการค้าเด็กเป็นการเฉพาะตามบริบทของจังหวัดสมุทรสาคร (โดยสุดท้ายจะถูกรวบรวมไว้ในหนังสือคู่มือเกี่ยวกับการต่อต้านการค้ามนุษย์ ฉบับสำหรับคุณครูผู้สอน นักเรียนชั้นประถมศึกษาปีที่ 3 ถึงประถมศึกษาปีที่ 6 ในจังหวัดสมุทรสาคร) โรงเรียนถือว่าเป็นสถานที่ตัวอย่างที่เหมาะสมต่อการทำวิจัยนี้ (ตั้งอยู่ในจังหวัดที่มีเด็กและแรงงานข้ามชาติเป็นจำนวนมาก และมีอัตราการค้าเด็กที่สูง ถึงแม้ว่าโดยส่วนใหญ่จะไม่มีการรายงานก็ตาม) เพราะครุทำางานและให้ความช่วยเหลือเด็กต่างชาติในโรงเรียนจากการถูกค้ามนุษย์ (โดยทั่วไป จากทั้งคนแปลงหน้า หรือสมาชิกในครอบครัวของเด็กต่างชาติเอง) ตามหลักการบางอย่าง เช่น การร่วมมือกันของชุมชนในชั้นเรียนที่ทำโดยครุในพื้นที่ และการสัมภาษณ์เชิงลึกกับครุและนักเรียนต่างชาติในจังหวัดสมุทรสาคร เอกสารฉบับนี้และการทดลองวิจัยเชิงประจักษ์ พบว่า เนื้อหาเบื้องต้นเกี่ยวกับการต่อต้านการค้าเด็ก ควรรวมถึง คำจำกัดความทั้งหมดที่เกี่ยวข้องกับการค้ามนุษย์หรือการค้าเด็ก สถานการณ์การค้าเด็กในพื้นที่ภูมายและกลไกการต่อต้านการค้ามนุษย์และการค้าเด็ก และกรณีศึกษา สิ่งสำคัญที่สุด คือ การศึกษาครั้นนี้พบความช่วยเหลือที่ดีจากแนวคิด “การเรียนรู้ตามหลักจิตสำนึก” ศิลปะในฐานะการกระทำและการวิเคราะห์ เพื่อทำวิจัยเชิงปฏิบัติการแบบมีส่วนร่วม และการเล่าเรื่องตามความคิดสร้างสรรค์

**คำสำคัญ :** โครงการป้องกันเพื่อต่อต้านการค้าเด็ก โครงการป้องกันตามโรงเรียน นักเรียนต่างชาติ สมุทรสาคร โครงการที่ผ่านการทดลองเชิงประจักษ์

## I. Introduction

The existence of child labor exploitation in Samut Sakhon has raised great concerns to teachers at public schools and learning centers in Samut Sakhon, Thailand. In many occasions during interviews with the researcher, some teachers expressed that the migrant children in both Thai and non-Thai education systems should be given anti-human trafficking lessons so that they can understand and avoid the risk of being exploited/trafficked. While public schools provide the Thai curriculum for Thai and non-Thai students, the Learning Center offers the Burmese curriculum for migrant children who can speak the Burmese language. This research discovers that both kinds of curricula have not properly raised awareness on human/child trafficking of migrant children in Samut Sakhon according to what the teachers expressed when interviewed. Therefore, this research attempts to produce a Handbook that later is entitled *Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students of Elementary Schools at Grades 3–6 in Samut Sakhon, Thailand* (so-called anti-human trafficking handbook) that teachers at public schools and learning centers can apply to instruct their students to raise awareness of human or child trafficking among children in Samut Sakhon, Thailand.

As the first step, this article explores the contents of numerous available anti-human trafficking training programs to guide the research team in designing original anti-human trafficking lessons and activities for the teachers who teach migrant students at public schools and learning centers in Samut Sakhon. The substances of the existing training programs mixed with the inputs of teachers, students and research team in the anti-human or anti-child trafficking empirically-tested processes were re-modified and re-applied to develop a context-specific Anti-Human Trafficking Handbook. This *Handbook*

is prepared for the teachers teaching migrant students in grades 3 to 6 who have shown increasing pattern of dropping out from educational institutes (to be trafficked or mobilized to be under-aged laborers in Thailand). Being early school leavers have increased these migrant children's vulnerability into subjection under child labor exploitation (International Labor Organization, 2015, pp. xv-xvi).

Despite multiple educational choices, namely formal, non-formal and informal education (Smith, 2002) (Informal, non-formal and formal education: a brief overview of different approaches', the encyclopedia of informal education, available at [http://www.infed.org-foundations/informal\\_nonformal.htm](http://www.infed.org-foundations/informal_nonformal.htm) (Mar. 21, 2016) describing that "Formal education: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialized programs and institutions for full-time technical and professional training." "Non-formal education: any organized educational activity outside the established formal system—whether operating separately or as an important feature of some broader activity—that is intended to serve identifiable learning clienteles and learning by every individual acquires attitudes, values, skills, and knowledge from daily experience and the educative influences and resources in his or her environment—from family and neighbors, from work and play, from the market place, the library and the mass media.")publicly provided for migrant children in Samut Sakhon, these attempts cannot tackle migrant children labor exploitation in Samut Sakhon because they have not provided regular anti-human trafficking lessons for migrant children. Moreover, the migrant students who joined our training barely understood human or child trafficking because their migrant parents hardly discussed with their children to raise the latter's awareness. Ironically, these parents sometimes planned to encourage their children—in the form

of less obvious child trafficking as it is done by family members—to work while they are learning between the third and sixth grades or under 15 years of age (Kuisakhon, 2016).

Besides providing instruction on basic Thai language and vocabulary for daily use, health, and basic Thai labor laws, the Samut Sakhon Provincial Office of Non-Formal and Informal Education also train migrant workers Thai language lesson for communicating with colleagues and employers. These workers can have a better understanding and build up a good relationship with the latter. Nevertheless, the school curriculum lacks anti-human or -child trafficking contents for the migrants (Samut Sakhon Provincial Office of Non-Formal and Informal Education, Non-Formal Education Curriculum for Migrant Workers). The Ministry of Education of Thailand needs further thoughts to consider raising awareness of human trafficking tricks for migrant students.

Similarly, the Burmese migrant learning centers have been supported by migrant communities and non-government organizations through some community-based approaches. These centers have lectured in Burmese language and curriculum (International Labor Organization, 2014, pp. 6-7). Without awareness-raising through anti-human or -child trafficking lessons, these migrant students or their off-springs are facing risks of being trafficked because many migrant children work and study at the same time. These learning centers should offer the lessons.

Given this lack of the Anti-Human or Anti-Child Trafficking Handbook with lessons and activities for teachers of formal, non-formal and learning centers, this research sets the target of creation of the *Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students of Elementary School at Grades 3-6 in Samut Sakhon* to persuade instructors, academic scholars, migrant community-based organizations and non-government organizations to promote anti-human or anti-child trafficking awareness-raising as a regular course of schools and learning centers.

## II. Materials and Methods

### A. Paper Structure

This paper is divided into two sections. In the first section, the paper analyzes the lessons of the existing school-based preventive programs which might be applicable in designing an anti-human trafficking handbook for teachers of elementary school and learning center admitting migrant students in Samut Sakhon, Thailand. In the second section, the paper discusses and tests empirically the creation of lessons and activities that should be addressed in the Anti-Human Trafficking Handbook the teachers can use it to attract the attention of their migrant students on such human or child-trafficking lessons before these students drop out from academic institutions. It is noteworthy to acknowledge that the research team conducts in-depth interviews with teachers, students, principals and directors of schools and learning centers where many migrant child laborers vulnerable to human trafficking have attended.

### B. Paper Purposes

1. To analyze the possible difference between the Programs set by the ILO, FACE (Fight against Child Exploitation) and the Ministry of Human Development and Human Security. Later, this analysis result is used to test in the empirically-tested school-based and research-based research to create a handbook called “Anti-Human/Child Trafficking Handbook” for teachers and migrant students.

2. To reveal the theoretical supports behind the produced lessons and activities that will be later taken into a Handbook planned to be called “Handbook on the Fight against Human or Child Trafficking” as proposed by teachers and students in Samut Sakhon, Thailand.

### C. Paper Methods

In the first step, this paper utilizes the analyses over the programs, documents, and laws to guide the research that informs the creation of the *Handbook* and the accompanying empirically-tested school-based trafficking prevention programs. Various documents at international, national and provincial levels were reviewed to explore the existing anti-human or anti-child trafficking programs. Then, the researchers and research team conducted an assessment of what was missing in the existing programs to identify the target information and research methodology. To reveal the second step, this paper also later presents the context-specific, school-based anti-human trafficking lessons and activities as implemented in the sample school. Later, this set of “tests” was reviewed and analyzed based upon the views of the teachers, students, and the research team.

This empirically-tested anti-human or anti-child trafficking (in many other places also called “School-based Prevention Program”) also utilizes some important concepts used among the educational practitioners such as Community-based Coalition (Fagan et al. 2009) in the program-building. Community-based Coalition has been offered as a method to build a partnership with schools to reach a large population of students with more effective prevention programming (Fagan et al. 2009). This method comprises of building relationships with school personnel, fostering champions within the school, creating win/win situation in which schools’ needs were addressed, and initiating school-based prevention program as pilot efforts to be expanded later. Therefore, the research team members helping this empirically-based and documentary-based research designed in a quasi-experimental design are composed of highly committed students and volunteers who have concerns over the migrant children’s welfare and well-being.

## II. Results and Discussion

### A. Review and Analysis of the Existing Anti-Human Trafficking Training Programs

Increasingly, higher numbers of migrant students are dropping out from academic institutions in Samut Sakhon while they are still at risk of being vulnerable to human/child trafficking because they have become premature workers (Boon-Amorn, 2015; Barami, 2015; Boonthep, 2015; Kuisakhon, 2016; Lhekdee, 2015, Saosoong, 2015; Yee, 2015; Kranrattanasuit, 2016). This section analyzes the anti-human trafficking training contents from various existing programs. This paper approaches three outstanding training programs including (1) *Curriculum for Training of Personnel from Ministry of Labour and Concerned Agencies to Prevent and Protect Victims of Labour Trafficking* created by Ministry of Social Development and Human Security of Thailand, (2) *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation: Facilitators' Guide* produced by International Labour Organization (ILO), and (3) *Curriculum on Training Workshops for Multidisciplinary Practitioners to Combat Human Trafficking* made by Fight Against Child Exploitation (FACE). This section compares these programs based on five criteria: participants, objectives, duration of training, contents, and teaching tools (Ministry of Social Development and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE) 2006) (see *Table I: Comparative Table on Anti-Human Trafficking Training Programs*).

#### 1. Target of Training of the Programs Analyzed

This paper discovers that all the organizations (ILO, FACE, and Ministry of Social Development and Human Security) have designed training programs for various groups of stakeholders, namely government authorities, social

workers, non-government organizations, and other practitioners providing legal, medical, and social assistance for human trafficking victims. However, only the ILO pays attention to the private sector like employers who tend to be connected to human trafficking (Ministry of Social Development and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE) 2006). It is also noticeable that these programs pay attention to training with complicated lessons for adults.

## 2. Objectives of the Programs Analyzed

This research finds that all programs provide lessons on human or child trafficking to their pre-selected target groups. The Ministry of Social Development and Human Security, for example, intends to provide theoretical lessons on labor trafficking, relevant laws, and agencies as well as practical skills to tackle labor trafficking. Only the ILO emphasizes the human trafficking training course that meets its participants' needs. It is regarded as tailor-made or customized training program that caters directly to the needs of individual clients. This type of training tends to suit this documentary-based and empirically-tested research project because its unique child labor exploitation phenomenon needs specific anti-child trafficking lessons and activities. While FACE focuses on practical training, the Ministry of Social Development and Human Security emphasizes theoretical courses for adult participants. The Ministry's objectives include (1) educating on human trafficking knowledge for multidisciplinary practitioners so that they can work together, (2) eradicating their biases against human trafficking victims, (3) improving their practical skills so that they can work systematically and effectively, and (4) building coordinated networks among multidisciplinary practitioners both public and private sectors. Both ILO and FACE also express that collaboration among government practitioners is the core point of their training programs. Our

research team considers these points as a great idea to insert in the future [Anti-Human or Anti-Child Trafficking] *Handbook* because these points could strengthen both theoretical and practical knowledge of participants/targets. Mutual cooperation among actors also creates a strong commitment to battle human trafficking in migrant child trafficking (Ministry of Social Development and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE), 2006).

Moreover, our research team anticipates that Ministry of Education of Thailand would approve the future *Handbook* co-designed by the teachers, migrant students, and research team so that teachers of public schools and learning centers in Samut Sakhon could attract the attention of migrant students vulnerable as victims of human or child trafficking cases.

### 3. Duration of Training of Programs Analyzed

This paper observes that the training schedules are depended upon the details of contents that trainers wish to convey and the needs of the participants. For instance, FACE demands that training must exceed 20 hours to educate government practitioners in numerous human trafficking issues. Although ILO created several textbooks with various lessons, it required participants to attend only 10 hours of training. The Ministry of Social Development and Human Security does not address specific training hour in the curriculum, but it provides a brief anti-human trafficking curriculum (Ministry of Social Development and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE) 2006).

The aforementioned FACE, ILO and the Ministry of Social Development and Human Security programs are training adults including law practitioners; therefore, various complicated lessons are given in lectures in longer hours to ensure that the participants could implement them. (On the

contrary, the research team for the school-based trafficking prevention later sets a training time as flexible as the time needed by the teachers to reach a better understanding. The research team also urged these teachers to take lecturing time based upon the migrant students' capacity of understanding and enjoyment of learning in the lessons and activities even though the *Handbook* suggests a span of between 45 and 90 minutes for each lesson.)

#### 4. Contents of Programs Analyzed

This paper scrutinizes various issues that all three programs (FACE, ILO, Ministry of Social Development and Human Security) have highlighted in their training programs. Basically, ILO creates three Textbooks containing different sections and numerous activities. FACE focuses on (1) human rights and human trafficking, social, and cultural dimensions, (2) human trafficking education, and (3) practical skills for multidisciplinary practitioners. The Ministry of Social Development and Human Security gives nine internal practical lessons.

The authors notice that at the international level, all these programs underline definitions related to human trafficking issues (namely trafficking in persons, human trafficking victims, perpetrators, etc.), scopes, and impact of child trafficking, international human trafficking laws and mechanisms, and human trafficking case studies. These issues demonstrate the crucial anti-human trafficking information that should be provided to all relevant actors and learners. However, at the national level, FACE and the Ministry of Social Development and Human Security highlight some national anti-human trafficking laws and mechanisms while ILO highlights the international norm and mechanism. Furthermore, FACE Program underscores collaboration among multidisciplinary practitioners to tackle human trafficking and to provide appropriate assistance for victims (Ministry of Social Development

and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE) 2006).

### 5. Teaching Tools of Programs Analyzed

This paper notices that in their respective training, three programs (ILO, FACE, and Ministry of Social Development and Human Security) mainly utilize PowerPoint Presentations and handouts in their training sessions. ILO and FACE show human trafficking stories to explain this phenomenon to the trainees. These programs also design some exercises to allow their participants to practice their newly-acquired knowledge. These programs have not created other teaching tools (such as DVDs on human trafficking, children books, songs, etc.) because their targets are primarily adults. Therefore, they had no need to use these teaching tools to motivate their participants to follow the training sessions until the end (Ministry of Social Development and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE) 2006). In the case of children, however, these teaching tools would not be sufficient. Therefore, our research team designed and produced several teaching tools for teachers to encourage their students to follow all lessons and activities namely PowerPoint Presentation, DVD on human trafficking, children books, songs, postures of occupations, flash cards of occupations, and a Handbook.

Table I: Comparison of Existing Anti-Human Trafficking Training Programs

Issues		ILO	FACE	Ministry of Social Development & Human Security
<b>Target(s) of training</b>		Governments, Workers, Employers NGOs	Multidisciplinary practitioners providing assistance in legal proceedings, medical and social services for trafficking victims	Governmental authorities, social workers, and police officers
<b>Objectives</b>		To provide the training course that meets the course participants' needs.	1. To educate human trafficking knowledge for multidisciplinary practitioners so that they can work together. 2. To eradicate their bias against human trafficking victims. 3. To improve their practical skills so that they can work systematically and effectively. 4. To build a coordinative network among multidisciplinary practitioners both public and private sectors.	To provide theoretical lessons on labor trafficking, relevant laws and agencies as well as practical skills to tackle labor trafficking.
<b>Duration</b>		2 full days=10 hours	3 full days = 23.30 hours	N/A
Contents	Numbers of Lessons	1) Text book 1 includes 8 sections with 23 activities. 2) Text book 2 includes 8 sections with 21 activities.	1. Attitude Adjustment with 2 topics (1. human rights and human trafficking 2. social and cultural dimensions and human trafficking) 2. Human trafficking education with 7 topics	9 lessons

Issues		ILO	FACE	Ministry of Social Development & Human Security
Contents	Numbers of Lessons	3) Text book 3 includes 4 sections with 13 activities.	(definition of trafficking in persons, causes, national law, etc.) 3. Practical skills for multidisciplinary practitioners with 2 topics (roles and practices).	
	Definitions related to human trafficking	Yes	Yes	Yes
	Perpetrators	Yes	Yes	Yes
	Scope & Impact of Child Trafficking	Yes	Yes	Yes
	National Anti-Human Trafficking Laws	No	Yes	Yes
	National Mechanisms	No	Yes	Yes
	International Anti-Human Trafficking Laws	Yes	Yes	Yes
	International Mechanisms	Yes	Yes	Yes
	Case Studies	Yes	Yes	Yes
	Collaboration among Multidisciplinary Practitioners	No	Yes	No
Teaching Materials	PowerPoint Presentation	Yes	Yes	Yes
	DVD on Human Trafficking	No	No	No
	Children Books based upon case studies	Stories	Case studies	No
	Songs	No	No	No
	Postures of Occupations	No	No	No
	Flash Cards of Occupations	No	No	No
	Handbook/ Handout	Yes (Textbooks)	Yes (handout)	Yes (handout)
	Exercise	Yes	Yes	No

This Table compares these programs based upon the commonly-used five criteria such as the participants, objectives, duration of training, contents, and teaching tools (Ministry of Social Development and Human Security (n.d); ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e; Fight Against Child Exploitation (FACE), 2006). The Table thus shows five columns for five

criteria used and three rows for three programs as applied by three agencies (FACE or Fight Against Children Exploitation, ILO, and the Ministry of Social Development and Human Security).

These findings reveal that there are several programs for child protection from human trafficking produced by different stakeholders including the government agencies and non-government organizations. Three significant programs (ILO, FACE and Ministry of Social Development and Human Security) include crucial components of anti-human trafficking lessons, even though they did not produce various teaching materials in their training programs because their targets are mainly adults. As a result, these programs do not consider these training materials as essential tools to attract their targets into the training programs. (However, the international anti-human trafficking norms and mechanisms are not specified in the produced *Handbook* after the school-based preventive program because these are overly complicated for elementary migrant students to learn at their ages.

### **B. Discussion on the Selective Lessons and Activities in the Handbook on the Fight against Human Trafficking for Teachers**

This section will mainly discuss the class-based processes and empirical tests of researching and creating the future *Handbook on the Fight against Human Trafficking for Teachers* with its lessons and activities. The discussion will take into account the analysis of the other existing anti-human trafficking training programs. Moreover, the teachers and migrant students in Samut Sakhon (namely Wat Sirimongkol, Wat Koh, and Migrant Children's Development Center or M.C.D.C.) will be the main participants in creating the lessons and activities of the future Handbook.

### 1. The Needs of Creating the Handbook on the Fight against Human Trafficking for Teachers

The teachers from four public schools who have had experiences in teaching the migrant students at some elementary schools in Samut Sakhon notice that having anti-human trafficking training with a handbook containing lessons would allow them to disseminate preventive knowledge to migrant students. This training would provide opportunities for migrant students to learn the human trafficking situation in Thailand, especially in Samut Sakhon and to enable migrant students, who have been informed on anti-human trafficking, to convey this knowledge to their families and communities (Boon-Amorn, 2015; Barami, 2015; Boonthep, 2015; Kuisakhon, 2016; Lhekdee, 2015, Saosoong, 2015; Yee, 2015).

### 2. The Selective Lessons and Activities of the Handbook on the Fight against Human Trafficking for Teachers

The teachers and migrant students from two public schools such as Wat Sirimongkol and Wat Koh and a learning center known as Migrant Children's Development Center (M.C.D.C.) are the main participants in creating the lessons and activities of the *Handbook on the Fight against Human Trafficking for Teachers*. Because these institutions have recruited almost 100 percent of their students from among migrant students who are potential subjects to forced labor exploitation/human trafficking, raising awareness through education guided by teachers has been their ultimate goal. Although human trafficking issue can be considered a complicated subject for students to learn at their early age, the proposed Handbook for teachers with fundamental and simple lessons and activities and teachers' instruction in a relaxed environment would simplify human trafficking issues and contents and attract students' serious attention.

All teachers agree that proposed lessons of the Handbook should contain several basic lessons and activities that could raise awareness of human trafficking to migrant students. These lessons are made of (1) learning and understanding the living conditions of migrant students, (2) migrant students' test on migrant workers' situation, (3) learning the definition of "trafficking in persons", (4) storytelling to raise awareness of human trafficking in migrant children, and (5) learning from experience of human traffickers and human trafficking victims. It is worthy to emphasize, however, that the teachers are not required to run these lessons in this order (Kranrattanasuit, 2016).

**Lesson 1: Learning and understanding the living conditions of migrant students.** All teachers agreed that the first lesson of the proposed handbook should start with encouraging students to introduce their personal and family background in order to understand the living conditions of migrant students (This lesson is along the line of Godfrey and Grayman's (2014, p. 1801, in Shahnazarian, 2016) definition of critical consciousness as "the degree to which individuals are able to read social conditions critically and feel empowered to act to change those conditions. The activity called "Selection of favorite pictures" is rather similar to an activity called PhotoVoice (Wang and Burris 1997) that has three purposes: to enable people to record and reflect on their community strengths and concerns, to promote critical dialogue and knowledge about important voice, and to bring about changes. In the real PhotoVoice activity, the students were asked to take a photograph of their daily lives that evoked a feeling related to a theme.). This lesson combines key activities such as (1) meditation, (2) selection of favorite pictures, and (3) desire in life.

**Meditation:** Teachers made a significant teaching tip that meditation could allow students to take the conscious call to calm themselves on the basis of relaxation to prepare their mind for further activities (Kranrattanasuit,

2016, p. 9). While all teachers trained meditation (Teachers from Wat Sirimonkol School, Wat Koh, and Migrant Children's Development Center (M.C.D.C.) 2015 & 2016), many migrant students, particularly male students, complained that it was boring. However, these students insisted at the end of our research that the handbook should include meditation because it allows everyone to find peace in his or her mind prior to the next activity. Therefore, these students wanted to maintain meditation in this lesson (Students from Wat Sirimonkol School, Wat Koh, and Migrant Children's Development Center (M.C.D.C.) 2015 & 2016).

*Selecting favorite pictures:* Both teachers and students admitted that pictures (of occupations and workplaces of migrant workers in Samut Sakhon) could serve as a magic tool that helps them understand in the communication process. While the Burmese teachers have no communication problem with their students because they talk in the same native-Burmese language, the Thai teachers occasionally need more time to teach their migrant students because these students practice their native languages more regular than Thai language (Teachers from Wat Sirimonkol School and Wat Koh, 2015 & 2016). Similarly, migrant students in public school enjoyed having pictures or photos when they had to describe their family background (Students from Wat Sirimonkol School and Wat Koh, 2015 & 2016). Even though teachers and students at M.C.D.C. communicated in the same language (Burmese language), the students preferred to present their family information and environment around them through pictures or photos to their teachers (Students from Migrant Children's Development Center (M.C.D.C.) 2015 & 2016).

*Desire of Life:* All teachers believed that it is their obligation to persuade their students to envision their dreams of what they wish to be or to do in the future through drawing or painting exercise because imagination allows students to practice their creativity and directs them to be more focus

on what their favorite career is (Teachers from Wat Sirimonkol School, Wat Koh, and Migrant Children's Development Center (M.C.D.C.) 2015 & 2016). Many students are satisfied in doing this exercise, and some students have dissatisfied in join this practice because they have little skills in arts (Students from Wat Sirimonkol School, Wat Koh, and Migrant Children's Development Center (M.C.D.C.) 2015 & 2016).

### **Lesson 2: Migrant students' test on migrant workers' situations.**

After the lesson on the students' personal and family background, the teachers acknowledged that they could directly examine their students' knowledge of the situation of migrant workers. The result of this exam could evaluate the level of their students' understanding of the situation through different activities: (1) playing some games of indicating items for stress relief, (2) introducing self-identity, (3) exploring different ethnic groups of migrant student, and (4) brainstorming.

*Playing the games indicating items for stress relief:* Before teaching the situation of migrant workers, the teachers lead the students to play some games to relax them and to prolong their attention span (Kranrattanasuit, 2016, p. 13). Most students liked 'competition' with their friends in naming fruit, animals, flowers, and so on. They also enjoyed the result because the winners will be massaged by the losers (Students from Wat Sirimonkol School, Wat Koh, and Migrant Children's Development Center (M.C.D.C.) 2015 & 2016).

*Introducing self (self-identity):* Prior to teaching the situation of migrant workers, playing games to relax students can be another way to keep their attention (Kranrattanasuit, 2016, p. 13). The teachers reveal that their students come from different ethnicities of Burmese, Mon, Dawei, Arakan, Shan, and Karen. Many of students were born in Myanmar familiar with Burmese languages and cultures. They had been deeply cultivated with Burmese customs and traditions before they arrived in Thailand. For instance, the

students at M.C.D.C. have been traditionally bound by various cultural activities. Some students who were born in Thailand are trained in both Burmese and Thai language and culture (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). However, the migrant students (who were born in Myanmar or Thailand) are too shy to present their own identity in public. Therefore, this activity opens a platform for each student to share their precious ethnic culture through their costumes and languages. The students expressed their respect to other ethnic students' dialects and traditional costumes as they admired theirs (Students from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). The teachers believe that this activity can teach these students to accept the cultural and language differentiation to become open-minded (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016).

*Exploring different ethnic groups of migrant student:* The teachers affirm that migrant students have encountered positive and negative experiences as migrants and migrant workers in Thailand. Their experiences were normally hidden at homes because these students never realized that their exchange of experiences could raise awareness of the mischievous tricks of human traffickers (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). The authors discover that the migrant students were stunned by their peers' experiences in Thailand. They have engaged in hazardous works without realizing the risk of their lives, namely serving as their migrant workers' assistants at the factories with excessive heat and short breaks (Students from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016).

*Brainstorming:* It is notable that after the conversation on their positive and negative experiences as migrants and migrant workers in Thailand, the students were suspicious on the way out of becoming a child

labor (Students from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). The teachers played a significant role in deliberating caution of danger at workplaces. For instance, teachers ask numerous questions on whether working on fishing vessels, the construction field, and the shrimp peeling factory is dangerous, dirty, or difficult. If yes, how many of them would like to work there? Why would they like to work there? How could the students avoid themselves from being subject to child labor exploitation? (The teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). The migrant students were keen to answer these questions even though they were not sure what to do. Some students continued the discussions with their colleagues after this activity. The authors suggest that the teachers keep raising questions relevant to such human trafficking risk so that the migrant students would be conscious of harms before they become precocious workers.

**Lesson 3: Learning the definition of “Trafficking in Persons.”**  
*Exploring feelings through artworks:* The author finds that migrant students can better understand human trafficking situation when teachers clarified numerous definitions of trafficking in persons such as kidnapping, frauds, deception or abuse of power (The study of Ayala and Zaal (2016) has shown that engaging art as an element of Participatory Action Research would allow actions to travel visually, viscerally, and verbally with the potential to influence individuals, communities, and policies.). The teachers argue that although these technical terms are complicated to their migrant students, these students are enthusiastic to learn the terminologies. This lesson includes exploring feelings through artworks, drawing to express feelings, introducing individual or group of people involved in human trafficking and elements of human trafficking, and playing a game for relaxation (Kranrattanasuit, 2016, pp. 19-23).

*Drawing to express feelings:* The teachers admit that the term of human trafficking is complicated to explain to the migrant students. The teachers, therefore, decided to highlight the key elements of human trafficking such as (1) act including recruitment, transportation, transfer, harboring or receiving of persons, (2) means consisting of threats, or use of force, coercion, abduction, fraud, deception, abuse of power or vulnerability, giving payments or benefits, and (3) purposes referring to exploitation including prostitution of others, sexual exploitation, forced labor, slavery or similar practices, removal of organs, other types of exploitation. The author suggested the teachers consider the term of “force” to be the main word to simplify the definition of trafficking in persons (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). Therefore, the teachers portrayed human trafficker’s role by forcing their students to follow their order. For instance, the teachers demanded the students to believe and draw a dog with two legs (Kranrattanasuit, 2016, p. 19).

*Introducing the individual or groups of people involved in human trafficking and elements of human trafficking:* According to the students’ response to this exercise, they disliked the teachers’ command. However, they agreed that they understood the meaning of “force” which presents perpetrators involving in human trafficking (Students 17 from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). As a result, teacher Montree from Wat Koh School shifted from aggressive to soften demand. It turned out that many students from Wat Koh School preferred this change because they felt more secure. However, they may not fully comprehend the real misconduct of human traffickers (Students from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). On the contrary, other teachers insisted in taking a serious action against human traffickers (Kuisakhon, Jan. 25, 2016; Barami 2015). Even though the teachers disagreed on the aggressive

teaching styles to clarify the definition of trafficking in persons, they agreed that all teachers should introduce human trafficking perpetrators to migrant students as well (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016).

*Playing a game for relaxation:* All teachers agree that the lessons on learning the definitions of trafficking in person represent a set of complicated knowledge for migrant students. The students may not follow the whole lessons. Therefore, the teachers need to relax or amuse them with their favorite games or songs (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). The authors observe that the students enjoyed those activities because they could relax for a while after the serious lesson.

**Lesson 4: Storytelling to raise awareness of human trafficking in migrant children.** This activity encompasses three stories (The value of storytelling that involves participants has been shown in the study by Eristi (2016) through which students reveal their creativity to build a participatory approach to digital storytelling.): 1. The Adventures of Nene, 2. The Journey of Keng, and 3. Choices between School and Work of Lian. The teachers can utilize the tales in these three stories to illustrate the situation and clarify meanings. Alternatively, the teachers can ask migrant students to conduct play roles according to those three stories in order to engage the students more fully.

Prior to creating the children's anti-human trafficking book, all teachers only read the anti-human trafficking stories to their students to tell stories about human trafficking involving migrant children. These stories contain the actual experiences of human trafficking victims. However, the teachers found that they took more time to explain the human or child trafficking situation (the teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). This research finds an interesting finding that the students commented that they follow anti-human trafficking lessons better

in the form of a children's book than in many forms in a textbook (Students from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). To follow up this interesting fact, the author and research team converted these scenarios into the form of stories with colorful images that attract students to follow the stories until the end without making them overly fear of human trafficking incidents. Interestingly, the previous problem often cited by the students disappears.

This children's book encompasses three stories: 1. The Adventures of Nene, 2. The Journey of Keng, and 3. Choices between School and Work of Lian. The teachers can utilize the tales in these three stories to illustrate the situation and clarify meanings. Alternatively, the teachers can ask migrant students to conduct role-playing according to those three stories in order to engage the students more fully (Kranrattanasuit, 2016, pp. 24-30).

All teachers notice another interesting finding that the migrant students learn quickly key commentaries of these true stories. For instance, the migrant students should not accept any forms of "free service" like transportation from original to destination country, meals, and accommodation from future "employers." Before deciding to work, the students should search for clear information about its location, job description, accommodation, and working hours. More importantly, they should also verify all crucial information given by the agents or recruiters by checking from Ministry of Labor on background of the future offices/factories or owners in order to inquire whether these establishments have respected or violated any law.

Later, when the students are employed, they should not allow their employer or anyone to confiscate their passports and work permit documents. The biggest concern of the teachers is the students' becoming premature laborers because most working conditions in Samut Sakhon tend to be harmful to their physical and intellectual development (Teachers from Wat

Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016; Kranrattanasuit, 2016, pp. 25-30).

This research finds a very interesting set of findings and learning lessons from experience of human/child traffickers and human/child trafficking victims. Besides the use of the children's book, all the teachers also agree that showing DVDs of an NGO called MTV Exit organization with a campaign that emphasizes anti-human/child trafficking tends to be a good teaching tool for the teachers (Kranrattanasuit, 2016, p. 32). The teachers view that this is a proper time to invite their students to discuss the human or child trafficking scenarios (Teachers from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016). Not surprisingly, the research reveals an interesting fact that the vulnerable students or migrant children paid high attention to this attractive show with some interviews done with human trafficking victims and human traffickers in the language the students understand (Students from Wat Sirimonkol School, Wat Koh School, and M.C.D.C. 2015 & 2016).

#### IV. Conclusion

Since migrant child labor exploitation phenomenon in Samut Sakhon has taken place differently from other provinces, this research offers a different set of approaches from those already done in the past. For example, the research team sets a *Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students of Elementary Schools at Grades 3 –6 in Samut Sakhon* designed with the collaboration among the teachers, students, and research team. This *Handbook* contains unique anti-human trafficking lessons and activities supplemented with empirically-tested teaching tools. The principle difference between the other top-down anti-human trafficking programs and this school-based prevention program is the target

of the program: the former target adult law enforcement agencies or NGOs or practitioners but the latter targets children directly. The theoretical and empirical supports given to this school-based prevention program are Godfrey and Grayman's (2014) concept of engaging learners' critical consciousness, Wang and Burris' activity called "PhotoVoice" (1997) to enable learners to record and reflect on their communities' concerns, Ayala and Zaal's usage of art in Participatory Action Research to allow shows of action through visual, visceral, and verbal means, and the method of Storytelling of Eristi (2016) through which learners reveal their creativity. This research, therefore, recommends that any future programs or projects to protect vulnerable groups of people (children, women, migrants, stateless groups, etc) would get a great assistance when the schedules or the training curricula of such programs or projects have been tested to the vulnerable groups or representatives of the vulnerable groups to check their acceptance, reactions, or comments.

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