

Guidelines to Rehabilitate Young Trafficked Girls

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Project Background

The curriculum “Guidelines to Rehabilitate Young Trafficked Girls” is a part of the Girl Scout Gold Award project GREET (Girl Rights: Educate, Empower, Train), designed and created by Girl Scout Sakshi Satpathy.

The project GREET aims to educate, empower and train audiences in the US and around the world through an educational documentary film and playlist, an informative website and this curriculum.

Objectives of this Document

Preface

Trafficked women and girls are unjustly made dependent on their trafficker. Unfortunately, even if they break free from a trafficker, they are often pulled back into this world since they do not have the means to sustain themselves and are unable to lead independent lives while making their own income. To address this issue, this curriculum has been designed and distributed to several activist organizations around the world. This curriculum aims to help activist organizations around the world set up sustainable programs to teach trafficking victims and at-risk girls how to be self-sustaining through vocational training.

This document aims to reach the above goals with the following methods:

- a. This document has instructions to create a program for previously trafficked victims or at-risk girls.
- b. Addresses challenges faced (e.g. low funds, less outreach, not many volunteers)
- c. Presents different forms of vocational training that can be customized according to issues and needs specific to communities.

Understanding the Target Audience

Note: The below document's target audience is young girls who have previously been victims of sex or labor trafficking, or girls who are at risk in communities with high risks of trafficking. Hence all the examples listed below will be those of girls.

However, labor and sex trafficking negatively impacts men and women of different ages and backgrounds. In order to support organizations aiding trafficked/ at-risk individuals of different demographics, this curriculum has been designed such that it can be customized to fit programs such as those mentioned above.

The first step in planning and implementing an effective vocational training program is understanding the target audience. Keep in mind that this program is aimed towards empowering **girls and young women** who are:

- Survivors of violence and coercion,
- Individuals that may have personal connections to trafficking and instability in their lives

Considering these demographics, it is vital to ensure that **girls are comfortable** in the implemented learning environment. The program or event created should provide a **safe, protective environment** with no perceived hostility from co-workers or mentors.

Therapy Before Training

Vocational training is ineffective if victims are deeply suffering from prior trauma. In order to avoid this pitfall, it is important that participants have received mental health rehabilitation prior to joining the program. Ways to effectively reach out to girls in the process of/ after treatment include partnering up with hospitals, mental rehabilitation facilities and law enforcement agencies in your community.

Learning and Working around Restrictions

To better understand and address trauma that girls may have faced, consider hiring psychologist and women mentors, who may be better equipped to empathize and set girl participants at ease.

See “Staff” for additional details.

Reinforcing a positive outlook

The goal of vocational training is to empower trafficking victims and at-risk youth by boosting self-confidence, teaching skills and safety, as opposed to fear or paranoia. Hence, it is important to focus on the message of empowerment than on trafficking or risk of trafficking,

Setting Goals

a) Knowing what you want to accomplish

Knowing what your program aims to accomplish is essential before commencing the planning process. An example goal would be:

Executing a sewing vocational training program for teenage girls that periodically repeats every quarter.

Developing such a multifaceted goal may be challenging at first. Let us break down this goal by looking at different options:

Duration: The vocational training can be an event occurring over 1-2 days, or a 3-month program that gives in-depth training, or a full-time facilitation of internships. It is important to choose from the beginning.

Narrowing down the target audience: Children or teenagers or young women, or all of the above. Keep in mind that each age group has its own requirements (e.g. a children's program may require staff consisting of at least a few babysitters and a pediatrician)

Different Vocational Industries to Explore: What kind of knowledge will empower young women the most in your community? A program may have more than one skill, or focus on one skill. Below are a list of few types of training.

Note: The below list is not an exhaustive list of all the various types of vocational training available.

Reading and Writing (Literacy)

A girl with an extra year of education can earn 20% more as an adult.

Source: The World Bank, 2011.

Literacy is the most effective method of empowerment, if absent in girls' lives.

Tip: This option is better for long-term programs, as literacy may not be effective in a one-day event.

Additionally, partnering up with schools in the area may create a more sustainable program.

Additionally, this subject is an umbrella term; in addition to reading and writing, literacy can focus on a variety of topics including:

- **personal hygiene,**
- **human rights and**
- **an introduction to several vocational training courses**

Personal Hygiene, Medical Assistance (Health)

Traffickers often take advantage of girls' lack of sex education, which can be very harmful to girls and women's health and life expectancy in the long run.

A vocational training course on health can be offered in several sectors:

A first aid training and personal hygiene course is a powerful way to begin empowering girls. These can:

- **Help girls feel empowered in their own bodies,**
- **Equip girls to protect themselves from numerous diseases.**
- **These skills can be used to help other women in the community stay healthy**

Moreover, in communities with at least one prevalent endemic, there is huge demand for sustainable healthcare solutions that can be continued by trained community members. Hence, conducting a **program to train nurses and/or health workers** is an effective, impactful option.

Construction

A training on **construction** is a powerful method of physically empowering girls that may have been trafficked in the past, or are at-risk.

This type of training teaches participants construction skills, and provides them with a sense of community achieved through the extensive teamwork required for these jobs.

Tip: To optimize the benefits of a construction program, attempt to inculcate construction as a method of reconstructing or renovating parts of the community.

These skills maybe also use in the future to pursue a future in engineering.

Agriculture

A training in agriculture can teach:

- Growing food
- Cooking
- Beneficial food choices; i.e. nutrition

This type of training empowers participants on the most basic level, by allowing them to grow, pick and sell their own food.

Tip: This type of training should probably be long-term in nature, so girls can plant crops at the beginning of the program and see how they grow and yield produce over time. Additionally, this training would require various cooking utensils and possibly stoves (depending on the style of cooking taught).

Sewing, Design

Teaching girls how to sew or design clothes or jewellery is an innovative way to empower girls. If interested in this type of training, also teach trainees the skills to create and manage a small business that can effectively sell the clothes the girls make.

Manufacturing

A training in this field could include lessons on machine shop math, machine shop technology, and other skills deemed fit.

Since different factories sometimes use different types of equipment, and it might not be feasible to teach participants how to operate every kind of machinery,

- (a) Teach some common traits that

	<p>different types of machines share</p> <p>(b) Partner up with a factory where the participants can work after their training.</p>
<p style="text-align: center;"><u>Programming</u></p> <p>Programming, the ability of humans to communicate directly with computers, is becoming a hot industry as technology becomes more advanced, and we are surrounded by it in many facets of life.</p> <p>Tip: Needs more resources, money, and technology to teach group; see if the demand is high in your community and if women can directly contribute to an existing company or business with their skills.</p>	<p style="text-align: center;"><u>Auto-Servicing</u></p> <p>A study by Northwestern University found that auto-repair shops gave women significantly higher price quotes than men when uninformed about prices.</p> <p>This just goes to show that women are often underrepresented in the auto-service industry. Teaching girls how to service vehicles not only allows them the ability to change car parts without a man’s help, but also helps them carry on an essential industry in our globalized world.</p>
<p style="text-align: center;"><u>Driving</u></p> <p>Often, women and girls are left unnecessarily dependent on their husbands or the men in their family to transport them.</p> <p>Tip: See local laws on legal ages for driving before attempting to plan such a training.</p>	<p style="text-align: center;"><u>Tourism</u></p> <p>Women are almost twice as likely to be employers in the tourism industry than in other sectors, and often employ more women than men.</p> <p>Source: Global Report on Women in Tourism, 2010</p> <p>This means that there is demand in this industry. Training girls through entrepreneurial means in this field helps directly boost their community’s economy, and helps girls use their knowledge of their</p>

Creating a program provides lots of freedom and creativity—however, keep in mind the time restrictions (how much time available to plan the event/program), the funding available and number of participants.

Additional considerations and requirements are detailed in the Plan section of this document.

b) Setting short-term and long-term goals:

In addition to choosing the most impactful program (theoretically), it is important to take steps to ensure that the program is sustainable. To better understand the scope of your project, create:

I. Short-term Goals

An important short term goal would for the program/ event to run successfully immediately after its' launch. To facilitate a smoother transition between planning and execution, make arrangements such as:

- On-boarding an immediate set of volunteers and staff
- Backup plans to gain additional publicity
- Contacts with different authorities in community (such as police, lawyer, doctor, etc.) in case of last-minute troubles

II. Long-term Goals

The primary long-term goal would be to create a program that is sustainable.

- If this program is a one-day event, it should be successful enough that it can be re-used for the future.
- In contrast, if it is a longer program, then provisions must be made for it to keep running without losing funding, partners, volunteers or participants over a period of time.

See “Methods to Measure Success” for additional ways to improve and sustain a vocational training program

III. Additional methods to define program goals:

A goal can include several other factors:

- The number of girls that will be empowered by this program
 - E.g. 1: A program that continues till it empowers 300 girls
 - E.g. 2: A program that trains 30 girls for 3 months
- The number of staff that will be joining the movement
- The frequency of the program/ event (how often it is repeated)
- The media coverage gained for the program
 - Eg. a program that is featured by three prominent news sources in the community
 - How is this helpful? Media coverage strongly influences masses' opinions and educates them on issues such as trafficking. Coverage of vocational training programs can inspire others to help by joining existing programs or creating their own in a different community.

Planning

Planning for a vocational training program or event may seem overwhelming, however the below tools and requirements are a comprehensive guide to steps needed for achieving the goals set out above.

Important Tools

Though they may not be essential to certain programs, these two tools—fundraising and partnering—can help strengthen programs and increase their sustainability and outreach.

1. Fundraising

Methods to fundraise include:

- Creating online campaigns that are popular in your country and community
- Requesting local businesses to direct some of their profits towards the program
 - They can file as tax exempt
- Reaching out to businesses for discounts on materials needed
- Gaining the support of sponsors and applying for community grants provided by wealthy donors
- Asking volunteers to make and sell homemade products such as baked goods and pickles
- Asking for donations from community members
 - Can include money donations, clothes, equipment, seeds, etc

2. Creating Partnerships

Why? Creates more cost-efficient, time-efficient program with a wider outreach

What does partnering mean? Pooling resources with another entity.

This entity could include:

- Schools,
- Local religious centers,
- Local businesses (from various different industries),
- Community leaders,
- Celebrities

Tip: Do not limit yourself to local entities only. Consider partnering with neighboring villages/ towns/ cities to increase outreach and create another version of the event/program in a different locality

The first step: Discuss how they can help the program. Methods of aid include providing resources such as:

- Facilities to host event for lowered/free cost
- Food catering for event/program
- Mentors/ specialists
- Doctors/ police/ pro bono lawyer/ financial consultant
- Educational resources such as pamphlets
- Means of advertising
- Ways to raise awareness about trafficking
- Encouraging participation in event/program
- Collecting interest/ signups for the event

Requirements

As mentioned in “Setting Goals”, this section provides more in-depth look on the different considerations needed to execute a full-fledged program.

Aspects to plan include:

Location

Where will the event/ program be held? To answer this question, it is important to consider all available spaces and proceed to **rent or buy a facility**.

Tip: Contact students in schools and universities or organizations that are interested in women empowerment. These contacts can help rent rooms for free or heavy discounts. Additionally, rent community spaces that are easily accessible. Consider asking businesses that close in the evening if their facility can be rented for evening training.

Food

Thinking about the target audience is again very important to plan this aspect. Ideally, food should be provided for free, and advertised as such. This will achieve the goal of gaining more participants, and help participants feel comfortable and rested to optimize learning.

Different methods of procuring food for the program include:

- Food Trucks: This is an ideal option for venues that may not have a lot of space for food storage, or are far from the central district with sit-in eateries. When hosting food trucks, it might be a good idea to host several different food trucks, so lines are not long. Additionally, since the aim is to provide free food, it is essential to arrange a payment/ catering/ reimbursement method with the food trucks prior to the program, and let the participants know beforehand.

- Catering food from a local restaurant: When forming partnerships, it is very helpful to partner up with local eateries. This method of catering allows flexibility as planners can mass-order food from these restaurants prior to the event, and provide it to girls without the additional time required for ordering/standing in line (as seen for food trucks).

Things to keep in mind:

- The consumption of unhealthy food causes numerous diseases. Including an aspect of consumer health education can help girls and women participants choose healthier options when growing/buying/preparing food. While planning, this means providing food that is healthy
- Keeping the food local is key in helping girls and women learn more about their food sources locally and helping them reach the ultimate goal of self-sustainability
- Keep in mind food allergies and restrictions (if applicable). Choosing business and eatery partners whose food caters to these allergies is essential to plan this aspect. To gain an understanding of allergies, participants should be asked their restrictions after signing up.
- This section does not solely pertain to readymade meals. If the created programs consists of cooking training and/or food growth, it is important to get in touch with local grocery stores and farmers to gather resources such as vegetables and fruits, seeds, planting equipment, cooking utensils, etc.
 - This type of program may entail teaching girls about consumer health and nutrition and a cooking lesson, whose result includes a healthy meal that can be cooked and eaten as individuals/ as a group.

Ideal date and time

Timing is everything. Scheduling the program considerate of volunteers and/or the girls' time plays a major role in bringing a well-planned, empowering training program to fruition—without this, even the best of programs can have a drastically lowered participation.

Dates and times that should be worked around include:

- Religious/ community gatherings
- School student responsibilities. Avoid:
 - School timings
 - Weeks before and during exams
- Family obligations
 - Eg. Girls may help out with their family's business or livelihood during weekdays

Adult support is crucial in this endeavor. Do not make it very hard for girls to join the event/program; otherwise adult influence on girls may be negative rather than positive and girls may be dissuaded from joining the program.

Staff

Without a well-built, loyal, organized staff, no program or event would reach their launch phase and be sustainable. Included below is an ideal step-by-step checklist to direct staff.

a) Reaching out to potential staff

If you are a pre-existing organization with connections and a volunteer network, it may be beneficial to tap into this volunteer base. Volunteers serve well for cost-efficient and programs with shorter durations. However, keep in mind that volunteers are providing their time for free, hence it is harder to arrange dependable commitment on a long-term basis.

If there is a need for volunteers outside of a pre-existing network, tools such as social media and classified advertisements can be used to make initial contact with volunteers.

However if the program already has/ is gaining money and resources, and there are limited volunteers available, consider reaching out to and hiring specialists. This will save time in planning and ensure more dependable commitment.

Before reaching out to potential staff, create ideal job descriptions that can be used to effectively hunt for employees. While recruiting, be sure to ask if interviewees can be useful in more than one way; this can maximize the use of specialists, while using volunteers for jobs requiring less skills.

Virtual recruiting methods such as professional networks (LinkedIn, Udyomitra, Angel list, Branch Out, Maker List, etc) and contacting personal websites and phone numbers can be useful too. Other recruiting methods include using prior connections to reach out to specialists and joining networking events.

Note: It is important to hire at least one psychologist or rehabilitation specialist if there is no such volunteer

Key Characteristics of a Rehabilitation Expert working with participants

- Understands that certain survivor behaviors are a response to trauma;
- Is knowledgeable regarding the mental health [and substance abuse] effects of violence and in particular, sexual violence;
- Is skilled and knowledgeable regarding trauma and trauma treatment;
- Is able to provide culturally competent services and seeks supervision regarding cultural issues;
- Is responsive to emergency mental health issues of clients

b) Preliminary Questions to Ask:

While recruiting, some questions would most likely include the potential hires' availability, expertise, hobbies, and how they can contribute to the event/program. Take into special account their time restrictions. It is recommended to lay out tentative time commitments for more clarity.

c) Approving and On-boarding Staff:

While choosing the final staff, consider including more women than men as teachers and inspirational mentors, in order to boost the participants' morale. Some essential components before making any final decisions include:

- Background checks to ensure there is no criminal history,
- In-person interviews to make sure that the best candidates mentor girls
- Staff must sign privacy forms so they will not release information about participants of the event/program

d) Regrouping, assigning staff responsibilities:

After regrouping the chosen staff, match each individual's specialty with the planned activities; create a schedule of the program accordingly. Depending on the number of volunteers/new hires, create limits on the numbers of girls that will join each class.

Note: Do not overload instructors with students; the aim of every program should be to make the lesson material as effective as possible for every girl.

e) Recommended Staff Training:

Each staff member must go through training under the resident psychologist/ rehabilitation expert. Additionally, CPR training must be provided in case of an emergency. Finally, administer any disaster training required; e.g. if your area is prone to earthquakes, be sure to include earthquake drills even if it seems like "common sense" to some.

Materials Required for Vocational Training:

Though vocational training can be heavily customized to the program's specific needs, below is a short directory for materials required for certain recommended types of training. If there are speakers or experts with their own materials, take inventory of those as well in the beginning. If they cannot staff the program, still request their help in securing similar materials.

Your Rights - Crash Course - For everyone

This lesson should consist of what each girl's individual, inalienable human rights are, how traffickers might exploit these rights and how girls can protect themselves from human right violations such as trafficking

Lessons taught may include:

- 1) What human rights are (possibly read the Universal Declaration of Human Rights)
- 2) What are examples of human right violations
- 3) **Since this program has a major focus on trafficking, go in-depth**
 - a) How do traffickers lure victims? (through social media, fake job postings, etc)
 - b) How traffickers secure and coerce victims
 - i) By withholding personal identification
 - ii) Through other forms of **blackmail** (go over various examples)
 - iii) Various other examples
 - c) How the local/national laws protect individuals from trafficking
 - d) How girls can get out of situations of trafficking
 - i) Which police organizations/legal aid/human rights organizations to contact
 - e) Safety tips—how to prevent such situations from transpiring

Materials Required:

The materials required depend on the location and availability of technology.

If adequate technology is available, then avail of:

- a) The 1-hour online Stanford human trafficking training See “Helpful Resources”

If certain girls work in the food or hospitality industries, show them the specialized trainings as well

- b) Other materials include
 - i) Pictures
 - ii) Visual aids for statistics
 - iii) Forums to discuss
 - iv) Interactive ways to quiz the girls’ knowledge on their rights and how they can get help
 - v) A packet of information to be given to them after they finish the program

First Aid Training and Health Class (for everyone)

This lesson should include how girls can take care of themselves and others in their community when faced with injuries such as bruises, burns, and broken bones, administering CPR and using an AED. Additionally, the health class component would cover important nutritional values and sex education.

Lessons taught may include:

- 1) All basic first aid lessons. If your location is closed to a body of water, training girls to be lifeguards can also help empower them in their community
- 2) Important nutritional values; this would include a balanced meal,
- 3) Values of hygiene
- 4) Sex education (depending on the age)
 - a) What is rape
 - b) Sexually transmitted diseases
 - c) Anatomy of male and female bodies

- d) Different methods of contraception
- e) What safe sex meant
- f) Discussions on personal beliefs
- g) Laws governing sex (underage, etc)

Materials Required:

- 1) Materials provided by Red Cross/any other first aid administrator
- 2) Visual aids for statistics
- 3) Movies on personal hygiene, training videos for first aid, sex education, nutrition
- 4) Locally bought/made examples of food for nutritional education
- 5) Materials to test girls on these facts, design group project?

After conducting the above mandatory trainings, below are some choices of vocational trainings that can be conducted :

Other Vocational Training:

Sewing	Cooking, Nutrition	Manufacturing	Driving	Tourism
Programming	Auto-Servicing	Literacy	Hair-dressing	Crafts
Business	Carpentry	Driving	Construction	Farming

For Long-term Programs, consider partnering with bigger businesses, and consider creating internship opportunities

Advertising for participants

Outreach is essential. The goal should be to positively impact as many girls as possible, keeping in mind a manageable instructor: girl proportion.

First, assign different deadlines for collecting initial interest and final signups; this increases flexibility for both girls and the staff available. If initial interest is overwhelming, and there are not enough staff, either consider hiring more staff or planning a repeat of the event or program on a different date that accommodates a different set of girls.

List the time, date and benefits of the event when collecting initial interest; however only release the location of the event/program after final sign-ups.

Why? The girls may be vulnerable as they may be at-risk or previously trafficked. Listing the location after final sign-ups ensures that only girls who are at-risk/previously trafficked attend the program, and ensures that girls can focus on their personal growth instead of potential threats to their safety and well-being.

To ensure that interest is effectively collected, assign a staff member to constantly monitor forums such as social media platforms, phone numbers or a personal face-to-face time for questions.

In addition to social media platforms, ways to get the word out include:

- Flyers (consider using recycled paper to minimize costs)
- Graffiti and murals (see legality)
- Places to sign up
- In-person canvassing

Measuring Success of the program

It is necessary to measure the success of one's program, in order to better identify needs the community faces, and to improve and maintain a sustainable program. Some parameters to measure the success of your event/program are:

- a) Keeping record of the number of girls enrolled in the program, and how they match the target detailed at the beginning of the project
- b) Keeping track of the progression of signups—how many initially signed up, how many finally signed up, how many showed up to the program
- c) Asking feedback from instructors on overall engagement levels and challenges they faced while training participants
- d) Feedback from the girls after completion of program; this can be achieved by designing and administering a short survey
- e) Having a feature where past programs' participants could help train new participants. If girls/women sign up to help instruct later trainings, this is another sign of sustainability.

Conclusion

All in all, there can be so many more rehabilitation and vocational training programs for trafficked or at-risk girls. It is our duty, as the activists of our world, to create mechanisms to help girls escape the vicious cycle of trafficking, and become empowered to live a sustainable, independent life. I wish you the best of luck and hope that your program goes well.

Helpful Resources

Online training resources include:

Human Rights:

[United Nations Declaration of Human Rights Written](#)

[United Nations Declaration of Human Rights Video](#)

Human trafficking:

[Human Trafficking Awareness For the General Public](#)

[Human Trafficking Awareness for the Restaurant Industry](#)

[Human Trafficking Awareness for the Hospitality Industry](#)

Sex Education:

[Consent During Sex/What is considered rape video](#)

Health Education:

[Red Cross First Aid Teaching Materials](#)

[BrainPop Educators Personal Hygiene](#)

Appendix: Model coalition organization: [Free A Girl.](#)

The organisation focuses on 4 important objectives:

1. The rescue of girls from forced prostitution; their rehabilitation with a special focus on legal support; their reintegration including social acceptance, empowerment and access to employment opportunities; and awareness and lobby activities to improve the position of victims.
2. To make society aware about the existence of child prostitution and the need to combat and prevent it.
3. To acquire financial means through fundraising activities, domestically and abroad.
4. To aim for funding to execute objectives in programme countries through our local partners, with the means acquired there or in the region.

Free A Girl's various local partners all utilize different forms of rehabilitation and vocational training that are effective for their region. Looking at various different projects on their web page may give insight as to which model project may be the most effective in your region.