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Organisation  
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Organización  
de las Naciones Unidas  
para la Educación,  
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Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

*Conference Addressing Literacy Challenges  
in South, South West and Central Asia:  
Building Partnerships and Promoting Innovative Approaches.  
(29-30 November 2007, New Delhi, India)*

**“Community Self-prevention against Trafficking of Women  
and Children (CSPATWC)”**



# United Nations Literacy Decade

## EFFECTIVE PRACTICE

Presented at the UNESCO sub-regional Conference *Addressing Literacy Challenges in South, South West and Central Asia: Building Partnerships and Promoting Innovative Approaches*. (29 - 30 November 2007, New Delhi, India)

**Programme name:** Community Self-prevention against Trafficking of Women and Children (CSPATWC)

**Implemented by:** Cambodian Women's development Agency (CWDA)

### Basic facts

Country: Cambodia

Starting year: 1993

Outreach: 400

Target Population: women aged 18-45 years old, vulnerable children and school drop-outs.

Language of instruction: Khmer

Operating in: Phnom Penh City (out skirt)

Facilitator/Beneficiary ratio: 1 for 20

Main Funding: Proliteracy, Private & Corporate donors

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### Brief Description

CSPATWC programme is to raise awareness on trafficking issues and preventing trafficking through education, literacy programs, income generation, research and sharing information. The programme is composed of three main activities: 1) Information sharing, 2) poverty reduction, and 3) capacity building.

### Rationale

The biggest problem addressed by the programme is poverty. Because of poverty people did not go to school and because they didn't go to school they were illiterate. Because they were illiterate they can't access a good job, information, knowledge, they are fragile to exploitation, especially women and children.

To solve these problems we work on various projects such as literacy activities through Community Information Centers (CIC). CICs function like Community Learning Centers (CLC). In the framework of the project, about 3000 women and children are learning at 10 difference CICs. Once they are able to read, they have access to books and others

information materials on issues such as planting or animal raising techniques and income generation.

In addition to organizing literacy classes and making available learning and information material, CIC do also provide loans for small business to improve income generation and living standards in the communities. Loan members do 2 kinds of saving - personal savings and savings for increasing the capital of the community which is named "Money contribution". This money is used for community development and to increase the capital of the community members.

### **Objective**

The programme's main objective is to prevent trafficking through education, literacy programmes, income generation, research and information sharing.

Another major aspect of the programme is to enhance the women's role in the family and in the society by improving the family economy and living standards thanks to skills development and income generation activities.

Finally, the project aims at building the capacity of women leaders, including in the local authorities.

### **Conceptual Model and Methodology**

The programme works through providing literacy classes, establishing Community Information Centers (CICs) and training women leaders to function as future trainers.

Through acquiring literacy skills women are able to access information and knowledge which enables them and their children to resist and denounce trafficking, and leads to greater economic independence. Information sharing is intended to increase the community's knowledge through various materials housed in the CICs, such as narrative story books with pictures, learning materials for villagers, legal information and newspapers. The trained women leaders also organize home visits in order to disseminate information on trafficking, HIV/AIDS prevention, health, and laws on domestic violence.

Further to providing literacy skills, the project offers skills training for economic self-sufficiency. The learners' needs are discussed with the facilitator who prepares the skills training according to these specific needs. Lessons are accompanied by field work.

### **Innovative features**

One of the main features ensuring the positive impact of the programme has been the cooperation with a wide range of stakeholders, including public authorities (Department of Education Youth and Sport of the Phnom Penh Municipality and the Department of Non-Formal Education), community structures (CLC committees, village chiefs), and families.

The content of the basic literacy classes and the skills training is tailored to the needs of the learners.

Encouraging results show the impact of the programme: 20% of the participants in literacy classes got a job in garment factories; 20% started their own business; 40% integrated the public school; and 10% took further life skills training.