



SUMMARY OPERATIONS REPORT 2015

CPDC: Mobile Training Unit



Conducted by

The project working team CPDC: MOBILE TRAINING UNIT



PREFACE

The Mobile Training Unit (MTU) is utilised by the Human Help Network Foundation Thailand as a proactive approach to meet our primary goals of preventing children labor, exploitation, violence and abuse. The MTU services the Pattaya district by educating children on their rights and how to prevent from violation. As well, various activities are conducted to help develop children in various aspects such as life and basic skills as well as through the use of the “learning through playing” method, designed by the Right to Play Foundation Thailand.

In 2015, MTU serviced more than 38 venues, including campsites, Walking Street, slums, orphanages and schools with more than 3,500 participants. The MTU has also been working in collaboration with private and government sectors to better equip children, parents and community leaders with knowledge and awareness of how to cope with child-related problems. The sectors that MTU has collaborated with include:

1. The Ministry of Social Development and Human Security Cholburi: project “Life development for kids in the slum area”.
2. Pattaya City: promotes children’s rights and will publish a report post on Walking Street.
3. The Ministry of Social Development and Human Security Cholburi: Provides a display booth to events.
4. World vision Pattaya: Meeting sessions for community leaders on how to protect their children.
5. Starfish Country Home Foundation: Meeting sessions for parents on prevention of domestic violence.
6. Social welfare sectors and schools: Sessions on children’s rights and prevention from violation.

Most of the activities received positive feedback from every sector. The statistics from surveys showed 90% satisfaction. Participants also commented that the knowledge gained from activities were useful and applicable.

MTU team

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INTRODUCTION

Pattaya City has rapidly grown into a popular major tourist destination. There are many entertainment places and various kinds of services to accommodate every possible needs of the influx of visitors and tourists. While there are clear economic benefits for Pattaya, it has also resulted in major social problems, particularly for children and young people who may be exposed to brutality, drugs and sexual exploitation. Children without legal status are commonly found as their parents did not officially register their births and they themselves had no permanent address. This has resulted in children's limited access to social welfare such as the right to attend a school. Furthermore, there are numbers of children accompanying migrant workers from outside of the Kingdom. The parents work in construction sites which could be a risk for these children to be molested, taken advantage of and other forms of violence.

The Mobile Training Unit (MTU) project aims to work proactively in providing help and support by educating the children in the necessary skills for living, as well as taking the children away from risk and dangerous places. The process and targets of the project are as follows:

Principles and Theory

The Mobile Training Unit (MTU) utilizes mobile social media to provide the educational knowledge to children in communities, schools and agencies through activities on life skills, prevention of being taken advantage of, family violence, drugs and sex education. The activities aim to empower the children in life skills and to raise their awareness of the importance of education. The MTU also promotes good reading habits which will benefit the children individually as well as in the context of their families and communities.

Purpose

1. To publicize information to children and teenagers and enhance their awareness and education through mobile activities.
2. To proactively work in providing information on children's rights, to prevent children from being violated, involved in drug problems and sexual problems as well awareness of being taken advantage of.
3. To enhance and improve basic life skills which are deemed necessary for at risk children and teenagers.

Quantitative Target

1. The mobile van services approximately 70% of children and teenagers in the deprived communities and construction sites.
2. The mobile van services approximately 20% of children and teenagers in welfare protection homes and the other charity shelters.
3. The mobile van services approximately 10% of children and teenagers in educational institutions and schools.

Qualitative Target

1. 70% of children and teenagers who participate in MTU activities report gaining knowledge and becoming aware of their rights, and understand how to protect themselves from being sexual violated or taken advantage of in different ways.
2. 70% of children and teenagers who participate in MTU activities gain an improvement in life skills and the necessary basic skills.
3. 70% of children and teenagers who participate in MTU activities gain the necessary knowledge and understanding regarding drug problems as well as knowing how to refuse drugs or avoid involvement with drugs.

The Processes of the Project Activities



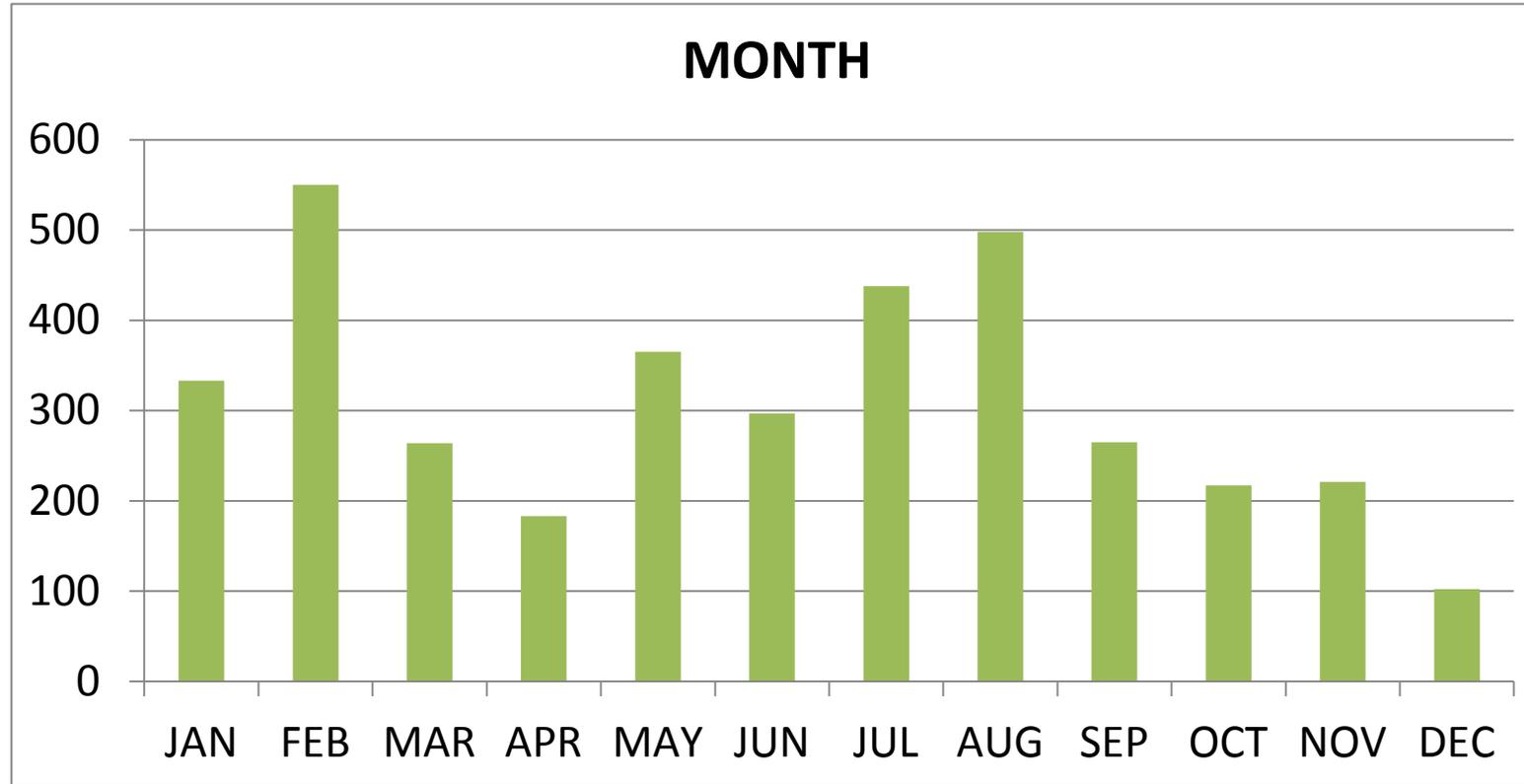
Remarks: The target group is identified and divided into 3 categories

- 1.1 Children in deprived communities and construction sites: The mobile van provides weekly activities through the learning and teaching each unit which focuses on the life skills and basic skills necessary for children based on informal education.
- 1.2 Children in charity homes and other welfare protection places: The mobile van provides once or twice monthly visits to each venue according to their needs. The activities based on children's rights, sex education and life skills.
- 1.3 Children in educational institutions or schools: The mobile van provides scheduled visits to each school once a month. It provides activities to publicize the mobile van project and to provide activities on children's rights and sex education.

Expectation Outcomes

1. Children and teenagers become aware of the importance of education as a result of the activities of the mobile van.
2. Children and teenagers gain the knowledge and understanding of children's rights and know how to prevent themselves from being sexually violated or being taken advantaged in other different ways.
3. Children and teenagers gain the life skills and the necessary basic skills.
4. Children and teenagers understand the danger of drugs and know how to avoid being involved in drugs.

Participants of mobile van activities in 2015



NOTE

1. Approximately 2,800 children participated
2. Approximately 70 parent and guardian participated
3. Approximately 50 community leader participated

Summary of activities in 2015

MTU activities are classified into 4 categories

**1. Activities for life skills development.**

- Emphasize on problem solving skills for present day environment and future changes.

**2. Activities for basic skills development.**

- Emphasize on basic essential knowledge such as communication skills, language skills, basic mathematics and personal hygiene.

**3. Activities for teaching children's rights and prevention of violation.**

- Emphasize on each person's rights and responsibility.
- Encourage children to become aware of various kinds of threat and child abuse.
- Respect other's rights.

**4. Activities for parents and guardians on domestic violence.**

- Emphasize on creating awareness for parents, guardians and community leaders on children's rights and prevention of violation.
- Create domestic violence prevention network for each family and community.

1. Activities for Life Skills Development

HHNFT has applied “Learn through Play” method, the course was joint-created by the Right To Play foundation and the Office of Basic Education Commission (OBEC). Life skills development is classified into 4 aspects:

1.1 Self-awareness and accepting others' differences.

Activities encourage children to explore themselves, their likings, advantages, weaknesses and differences. They allow children to understand the nature of diversity and stay in harmony with other member in the society. Children can then have more self-esteem and respect toward others.

1.2 Judgment, decision making and creative problem solving skills.

Activities encourage children to logically analyze problems, generate solutions accordingly, and resolve the problems. Children learn how to accept others' feedback and how to compromise to maintain society's harmony.

1.3 Emotions and stress management.

Activities which encourage children to understand their emotions and deal with stress. Helping them understand sources of stress and how to handle it with a range of various approaches. (e.g. through relaxation, distraction, etc.)

1.4 Relationships.

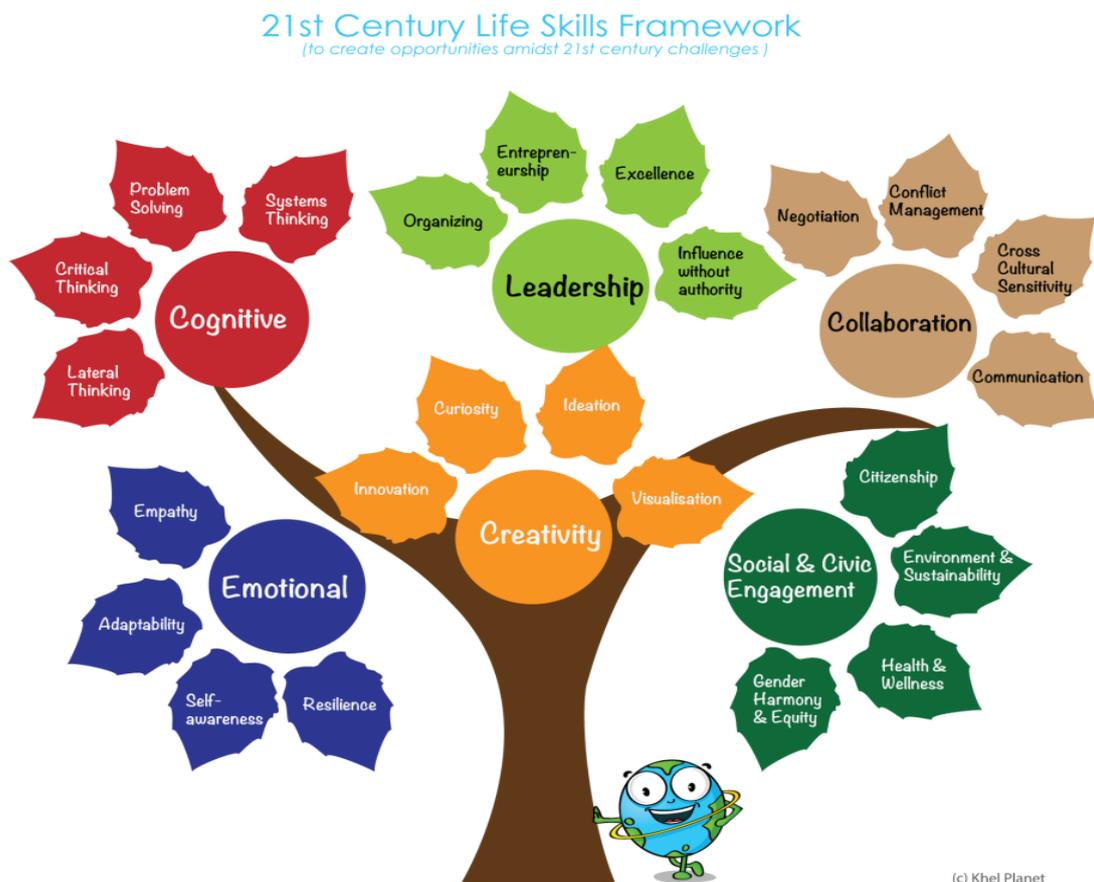
These activities educate children on how relationships are made and maintained. They learn to accept others' perspectives and emotions and express their own compassion and sympathy to others. They also learn how to create new relationships, conflict solving skills and team building skills.



Summary table no Life Skill Development

Topic	Evaluation			Remark
	Good	Average	Poor	
Self-awareness and accepting others' differences.	65.2	22.7	12.1	Survey conducted with 60% of participants by interview (classified by age and development)
Judgment, decision making and creative problem solving skills.	68.9	21.1	10.0	
Emotions and stress management.	67.8	25.5	6.7	
Relationships.	78.9	18.1	3.0	

From the table above, it can be summarized that life skills development activities were effectively conducted. 70% of participants achieved a good evaluation score and only small amount failed the test. The most effective activities were found to be relationships activities, which helped children learn how to become good team members.



2. Activities on Basic Skills Development.

These activities emphasize what is considered basic essential knowledge for daily living and activities, which are further classified into 3 categories:

2.1. Basic communication skills.

Children learn how to properly communicate in both Thai and English, and how to communicate relative to the each situation. This includes writing skills and various types of conversational dialogues.



2.2 Basic Mathematics Skills.

In this program the children are taught basic mathematics and numeric values.



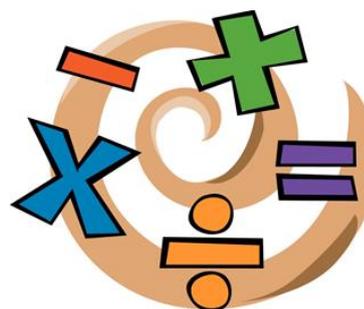
2.3 Personal hygiene.

Children learn about each body part and how to keep themselves clean and healthy. They also learn how to protect themselves from infectious diseases and how to approach and ask for medical attention from government hospitals.



Topic	Evaluation			Remark
	Good	Average	Poor	
Basic communication skills	64.9	21.2	13.9	Survey conducted with 60% of participants by interview (classified by age and development)
Basic Mathematics skills	61.5	15.4	23.1	
Personal hygiene	75.3	31.2	3.5	

From the table above, it can be summarized that basic skills development activities were effectively conducted. 65% of participants achieved a good evaluation score, 20% achieved an average score and a few participants achieved poor score. Children received the most benefit from personal hygiene activities and successfully learned how and when to brush their teeth and how to wash their hands properly.



3. Activities for teaching children's rights and preventing violation.

These activities are intended to inform children of their basic rights and responsibilities, how to protect themselves from being violated as well as respecting others' rights. This is further divided into 3 activities:

3.1 Children's rights and responsibilities. Emphasis on each child's four basic rights; survival, protection, development and participation.



3.2 Analyze the children's rights in daily life. Emphasis on helping children to evaluate daily life situations and protect themselves from suspicious strangers. This is done through the cartoon "Dek-Chaay-Saen Dee" (the good boy) which is about street children who are sexually violated by foreigners.



3 Helping hands and dangerous hands.

These activities teach children on how to request for help when violated. They have to be able to differentiate between healthy and harmful situations and be able to recognize persons, networks and organizations that can provide help and protection for them.



Topic	Evaluation			Remark
	Good	Average	Poor	
Children’s rights and responsibilities	71.9	22.8	5.3	Survey conducted with 60% of participants by interview (classified by age and development)
Analyze the children’s rights situation in daily life	75.4	21.9	2.7	
Helping hands and dangerous hands	82.9	15.4	1.7	

From the table above, it can be summarized that: activities for teaching children’s rights and prevention of violation were effectively conducted. 70% of participants achieved good evaluation score, 20% achieved average score and a few participants achieved poor score. Children received the important information on whom and how to ask for help.



- Meeting sessions on domestic violence with parents and community leaders.

The activities focus on creating awareness on children's rights and protection from violation for parents and community leaders. The ultimate goal is forming domestic violence protection network and approach the problems proactively. The activities are classified into:

4.1 Children evaluation activities.

The activities enable participants to fully understand each phase of child's development. Parents must find suitable approach for each child's age and analyze the main roots of problems.



4.2 Say "NO" to child violence.

Violence is not a solution. Evidence shows that physical punishment results negatively to children rather than solving the problems. Beating children does not stop their bad behaviors but instead causing them anxiety, violence and introversion. Parents were introduced to "Positive Discipline" method, which is disciplining children by teaching them social rules, regulations and norms.

- A. **Basic children's rights.** Activities inform parents about basic children's rights and laws involved. The Child Protection Act 2003 is the main Thai law which parents must know and neglecting or violating this may result in serious penalty.



- B. **Community leaders' roles.**

More than 60 community leaders were trained and equipped with consultation knowledge as they play major roles in reaching local communities effectively. They were given proper technics on how to become good listener, ask questions, give feedback and provide proper solutions for communities.



Summary table on meeting sessions on domestic violence with parents and community leaders.

Topic	Evaluation			Remark
	Good	Average	Poor	
1. Children evaluation activities	75.3	24.7		Survey conducted with 60% of participants by interview (classified by age and development)
2. Say "NO" to child violence	95.2	4.8		
3. Basic children's right	82.6	17.4		
4. Community leaders' roles	81.4	18.6		

From the table above, it can be summarized that: activities for teaching children's rights and prevention of violation were very effectively conducted. 95% of participants received basic children's rights knowledge and how to positively solve problems.

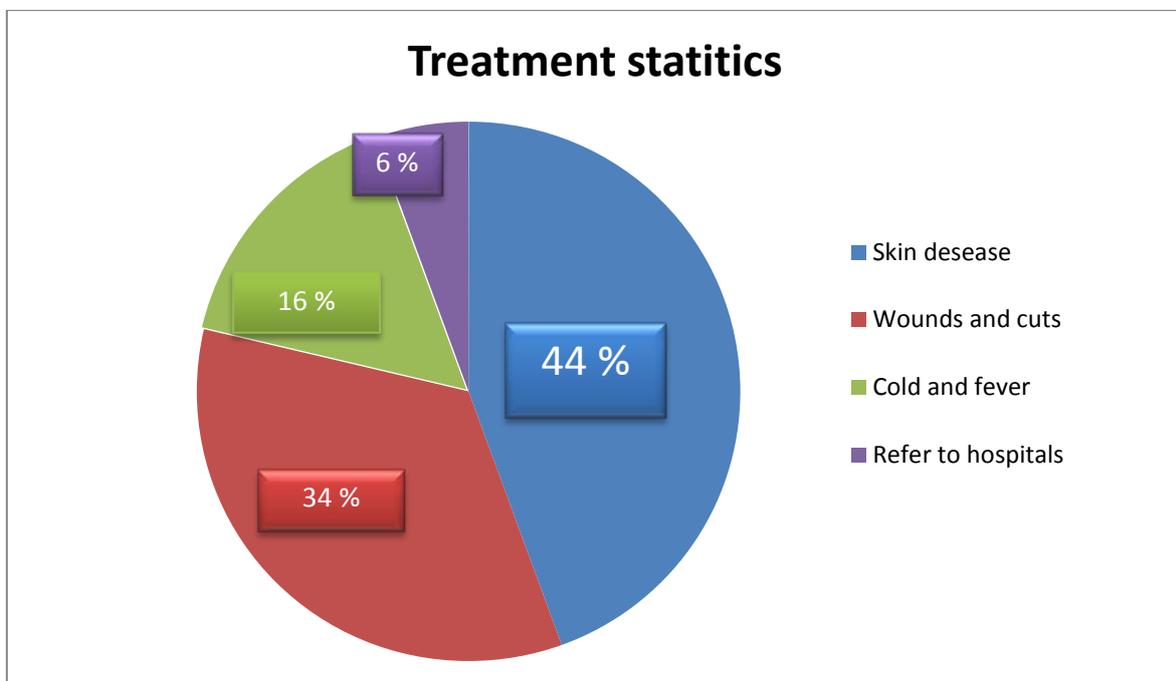
Children in the MTU van service areas were mostly living in the risk area, such as construction sites and deprived communities. Injuries such as cuts and bruises were commonly found along with skin diseases. MTU van provided them with first aid medical attention as follows;

1. Wound cleaning and sterile.
2. Proper suggestion about basic sanitary to parents.
3. Suggestions on how children can clean the wound and apply basic first aid themselves.

This activity was incorporation with medical students, pharmacists and trained volunteers.



The first aids service statistics are as follows:



MTU service areas are classified into 4 categories:



Migrant campsite

Camp: 6

No. of participants: 260

(continuous supervision)

Slums

Community: 9

No. of participants: 519



Schools

Private/government: 11

No. of participants: 1,605

Orphanages

private/government: 9

No. of participants: 501





No.	Premise	Number of participants
Schools		
1	Baan Am-Phoe school	85
2	Muang Pattaya7 school	83
3	Wat Suthawat school	167
4	Huay Yai school	125
5	Na Jomtien school	119
6	Muang Pattaya5 school	239
7	Baan Tung Ka school	112
8	Baan Bung school	60
9	Baan Sattahip school	60
10	Bang La Mung school	37
11	Sattahip Wittayakom	78
TOTAL		1,165
Camp sites		
12	Poseidon campsite	20-30
13	Unix campsite	20-30
14	Pim's daycare	50-70
15	Sanuk daycare center	70-80
16	SK campsite	15-20
17	Nordic campsite	20-30
TOTAL		Aprox. 260
Communities		
18	Thep Prasit Soi7 community	32
19	Khao Noi community	16
20	Nong Prue community	38
21	Na klua old market community	26
22	Lan Pho community	16
23	Soi Kor Pai community	12
24	Rajavech cape community	32
25	Chaipornvidhi community	22
26	Wat Samakeedham community	35
27	Nong Preu municipality	120

28	Samed municipality, Cholburi	100
	TOTAL	519
Network orphanages and foundations		
29	Soon Tarnchewit	97
30	Mercy daycare	47
31	Hand to Hand foundation	60
32	Baan Pak Dek Lae Krobkrua, Cholburi	58
33	Father Ray foundation	62
34	Baan Jing Jai foundation	16
35	Baan Aur Aree, Child protection and development center	69
36	Cholburi child development and rehabilitation center	22
37	Starfish country home foundation	70
	TOTAL	501
Night Field activities (every Thursday)		
38	Pattaya walking street	
	TOTAL	3,505

Supporters in year 2015

1. His Excellency, Mr. Enno Drofenik, the Austrian Ambassador visited MTU project and offered 350,000 Baht fund for supporting MTU activities.



2. Mrs.Sonja Gebauer, the political consultant, German embassy visited HHNFT projects and participated in MTU activities at Pim's daycare for MTU grant request assessment.



3. Khun Chatree and Dr.Belen Phangmuangdee granted "Nong Aree" mascot fund support. Madame Heidi Egli and Mr.Enrico Egl supported fund for providing 300 school bag packs for children.



4. Mr. Sten Kreuger support 100,000 Baht for MTU.

Network Corporation

1. Ministry of Social Development and Human Security, Pattaya and MTU serviced more than 9 deprived areas in the “Life development for kids in slum area project” and children’s rights with more than 230 participants.



2. Right To Play foundation, Thailand and MTU conducted life skills and basic skills development session using “Learn through Play” method. The proper curriculum for MTU was also joint-developed for future activities as well.



3. MTU various display booths were given to schools and public in many special occasions such as Children’s day, schools’ academic day, local councils events, Ministry of Social Development and Human Security mobile unit events and etc.



4. MTU conducted courses on child protection for children, parents and community leaders such as Starfish daycare, World Vision Pattaya. MTU also conducted sessions on “Positive energy” for children in various orphanages with more than 200 participants.



Our Volunteers



James Constable and Juliette Beauvais (November 2015 - January 2016)

MTU provides education to the children - from basic cleanliness to raising awareness of the importance of education through activities and lessons. The MTU has also now been given permission to carry out field work on Walking Street at night which means they can establish a presence, raise awareness and offer support to the child sex workers. During our time as volunteers in the MTU team we have seen how important the work is to the children. MTU provides them with the only opportunity they have to learn through lessons and activities teaching basic English, maths, personal hygiene and citizenship. These children do not have a chance to go to school and often have little structure to their days rendering them vulnerable to the risk of trafficking and abuse. MTU educates the children against these dangers and gives them a better chance at life.



Natascha Hirsch (October - December 2015)

The MTU is a new project of the Human Help Network Foundation in Thailand. And I know that with all the positive power of the team and the idea of the project "Mobile Training Unit" will go on and grow more and more in the next few years.



Malte Hügelmeyer (August 2014 - August 2015)

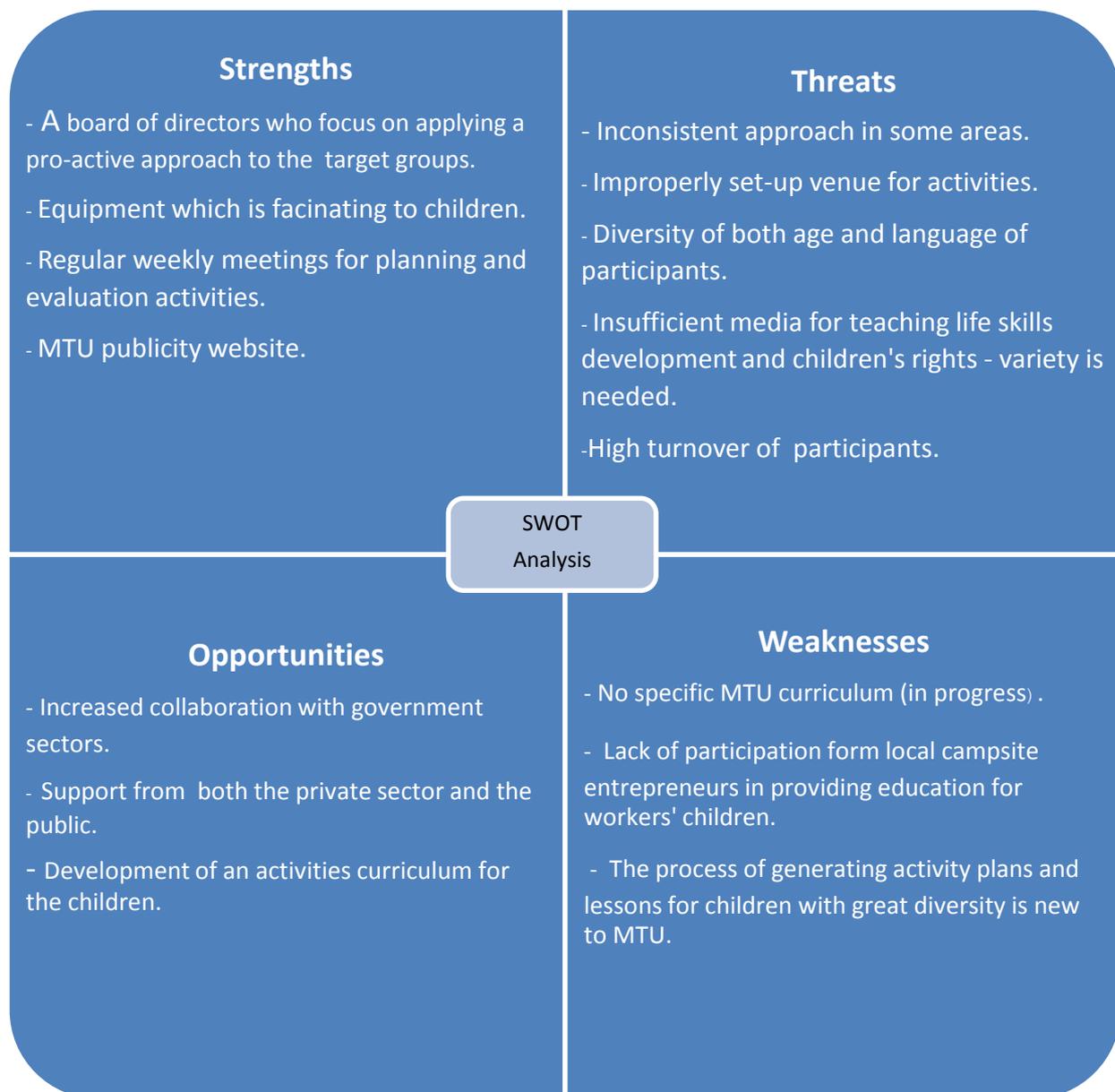
Working with the MTU was one of my highlights during my year in Thailand, because I really felt how much the MTU-Team and I can change in the children's life. I could use my education to teach the children basic life skills, which are really important to them, and which they maybe won't learn, if there would be no MTU. I hope that the MTU can continue the work for a long time, because there is a lot of need in and around Pattaya. I also hope, that the MTU-Team always stays dedicated and as ambitious as it was during my year to improve their own work. And I hope, that the MTU can increase the attention to child abuses and poverty in the public even more.



Sarah Hansen (October 2014 - June 2015)

Throughout my 9 months volunteering as a Nurse I have seen injuries left untreated for dirt and flies to access and spread infection, I have seen young children covered in bruises from being forced to carry heavy materials for long distances, I have seen an 8 year old hit by a car and left for death, I have seen old fashioned methods of "beating" the child to rid of colds and chest infections, I experience children who do not cry when I know my treatment will be causing them pain, and I question-what have they been through? When will their suffering stop?

I often felt embarrassed when friends back home told me that I am doing great work; I never felt that I was doing enough. However, I learnt that one single person can never do enough; that, like Aesop stated all those years ago, power can only be achieved with unity, and with unity comes the strength to change. I wish HHN and the MTU team all the strength they will need to continue their invaluable work that makes the difference between faith and worry, hope and despair, love and fear, life and death.



Suggestion:

- Encourage more participation and collaboration with campsite entrepreneurs

