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with the Prevention of Trafficking
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Abstract

Child labor exploitation in Samut Sakhon has been a perennial problem in Thailand. Migrant children's public schools and learning

This article is a part of a portfolio of research projects 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".

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centers have offered alternative educational thresholds to keep them in school longer to reduce child labor exploitation. However, these children tend to drop out of school early to become full-time laborers because of their families' financial needs. This research presents a school-based anti-trafficking prevention program created through participatory action research in which elementary school teachers teach migrant students about the potential of migrant child exploitation. Through producing an Anti-Human Trafficking Handbook, this research raises awareness and knowledge to prevent the untoward exploitation. Previously, no other context-specific anti-human trafficking handbook co-produced by teachers and researchers exists. This research emphasizes a model that enhances serious collaboration of the teachers, students, and the research team to create an Anti-Child Trafficking Handbook with lessons and activities suited for their specific needs. The main contribution of this article to educational knowledge is the revelation of challenges that such prevention programs applicable to foreigners' children might face from the state (policy), university (educational programs), or even among the educators themselves, both Thai or non-Thai.

Keywords: Trafficking Prevention, Evidence-Based Prevention Program, Migrant Children, Awareness and Knowledge on Trafficking, Samut Sakhon, Thailand.

Introduction

Human trafficking is a transnational crime that violates the human rights of trafficked victims, including migrant children from Myanmar (Kranrattanasuit, 2014). Both the economic push factors from Myanmar (namely recession, constraints in employment, low

educational accessibility, etc.) and the economic pull factors from Thailand (economic growth, better employment, and educational opportunities) have attracted migrant workers to migrate to Thailand, particularly to Samut Sakhon or Mahachai. It is one of the largest seafood production provinces with circulation around USD 7 million per year (Khai, N/A, p. 5 - 6; Food and Agriculture Organization (FAO), 2012, p. 71; Environment Justice Foundation, 2014, p. 15; The Asia Foundation and International Labour Organization, 2015, pp. 7 and 11).

International organizations and non-governmental organizations have thoroughly documented the situation among migrant workers in this area. Many undocumented migrant workers have been exploited in various businesses, namely seafood processing factories, fishing boats, and vegetable and fruit plantations. The rampant growth of trafficked migrant workers, specifically children, has stopped the province from meeting its provincial vision of the city of happiness: "Fishing City, Factory Town, Agricultural Ground, and Historical Site" (Office of Labor Protection and Welfare of Samut Sakhon Province, 2016). Most seafood products have been exported to the United States, Japan, and Europe (Sakaew and Tangpratchakoon, 2009, pp. 9 - 10).

Most of these migrant workers have been accompanied by their dependents or family members, including children. Many children under 15 have become child workers at seafood factories or fish or shrimp processing plants with only a few Thai workers working in these plants (International Labour Organization, 2010, pp. 1, 15 - 17; The Asia Foundation and International Labor Organization, 2015). As a result, Mahachai is a hot bed of forced child labor because

of their families' low salaries (United States Department of Labor's Bureau of International Labor Affairs, 2014, p. 2; Suksiri, 2007, pp. 31 and 38; International Labour Organization, 2010, pp. 3, 17 - 18; Thomson Reuters Foundation, 2015). Over 78.3 percent of migrant children did not have knowledge of the child protection law despite their key role in the manufacturing industry (The Asia Foundation and International Labour Organization, 2015, pp. 7 - 9).

The Office of Labor Protection and Welfare of Samut Sakhon Province has planned some anti-human trafficking strategies to strengthen migrant labor management based on human rights standards through a Pilot Project on the Samut Sakhon Model to persuade migrant children to study in schools with the help of NGOs and provincial educational organizations (Office of Labor Protection and Welfare of Samut Sakhon Province, 2012). However, migrant child laborers are still at risk of being trafficked (Srakaew and Ot, 2015, p. 32). Early school drop-outs among children of migrants are in danger at workplaces according to the ILO's World Report on Child Labor 2015 (International Labour Organization, 2015, pp. xv - xvi). As a result, this study proposes a model to raise awareness of human trafficking among migrant children through teachers' instruction as a prevention measure against migrant child labor exploitation.

Even though the Thai government has made efforts to prevent this by requiring all schools to provide a fundamental academic program for all migrant children, the program is not sufficient for migrant children to be aware of the human trafficking situation in Thailand. The program might lead these teachers to be specialists in preventing human trafficking among migrant children and protect these children from the risk of being human trafficking victims.

The increase in student drop outs from academic institutions (public schools and learning centers) and the widespread exploitation of migrant children in Samut Sakhon have raised great concern amongst the teachers. Therefore, this research mainly persuades the teachers to engage with the production of context-specific antihuman trafficking lessons and activities to raise awareness on child labor exploitation among migrant students or potential migrant laborers. This model demonstrates a participatory action plan with the collaboration of the research team, teachers, and students. This proposed model can serve as another practical prevention measure that meets specific teaching lessons and activities on anti-migrant children trafficking in Samut Sakhon.

Research Questions

- 1. How does migrant child trafficking happen in Samut Sakhon, Thailand?
- 2. Why and how should teachers and migrant students engage in designing anti-human trafficking lessons and activities as a handbook to prevent migrant child trafficking in Samut Sakhon?

Research Objectives

- 1. To study the migrant child trafficking situation in Samut Sakhon in order to mobilize teachers to raise awareness of child trafficking in their classrooms.
- 2. To offer a model that demonstrates a participatory research action plan with the collaboration of the teachers and migrant students engaged in designing context-specific anti-human trafficking lessons

and activities as a handbook to prevent migrant child trafficking in Samut Sakhon.

Research Methodology

This research is a mix of a field trial (school-based preventive program) and document-based research on the migrant child trafficking situation. This research also contains a qualitative research component including interviews with teachers if two public schools and one learning center to investigate their backgrounds and academic curricula. In addition, the research team, in collaboration with the teachers, conducted Participatory Action Research (PAR) to design an applicable anti-human trafficking learning process to equip the teachers based on a *Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students in Elementary School from Grades 3 - 6 in Samut Sakhon (so-called Handbook)* with different tools. This *Handbook* will help the teachers to set antihuman trafficking lessons and activities to raise awareness of child trafficking among migrant students.

This research project was conducted in Samut Sakhon because of the high volume of human trafficking of migrant children who have become early school dropouts. Our participants include volunteer teachers and students from three academic institutes: (1) Wat Siri Mongkol; (2) Wat Koh or Sumleeraj Uppathum schools (two public schools); and (3) the Migrant Children's Development Center (M.C.D.C.) (learning center). The research team selected these academic institutes because of different reasons. First, these institutes are located in Samut Sakhon and have reinforced prevention measures against migrant children trafficking.

Second, the majority of their migrant students are Burmese, Mon, Dawei, Arakan, Shan, and Karen ethnicity. As such, They are more likely to experience labor exploitation and be put at risk of being trafficked because they have been premature laborers to decrease the financial burdens of their parents. Some parents have planned to retire between the ages of 40 to 45 and return to Myanmar. In order to achieve their future plan, they have attempted to convince their children to leave the school or learning center to be a premature employee with full-time jobs.

This research involved a number of teachers and students as participants. One Thai teacher from each public school (Wat Sirimongkol and Wat Koh) with Thai curriculum and three teachers from M.C.D.C. with Burmese curriculum joined both the theoretical and practical trainings presented by the research team for different durations of time. Furthermore, they also practiced their antihuman trafficking teaching and shared their reflections on the trial *Handbook*. Students were also involved: 30 migrant students from Wat Sirimongkol, 11 to 15 migrant students from Wat Koh, and 25 to 30 migrant students from the Migrant Children's Development Center (M.C.D.C.) (a learning center) attended the anti-human trafficking courses first taught by the research team and later by their well-trained teachers (see *Table 1: Background of Key Participants and their Academic Institutes: Wat Sirimongkol School, Wat Koh School, and M.C.D.C.*).

Third, according to interviews with the teachers, neither the government schools nor the learning center have properly raised awareness of human trafficking among migrant children in Samut Sakhon. The research team encouraged the teachers and students to

collaborate in the development of a learning process on anti-human trafficking in order to create special lessons and activities applicable for them to better understand, avoid, and combat human trafficking. Consequently, the research team proposes prevention measures through the elementary teachers' instruction based on the Anti-Human Trafficking Handbook with lessons and activities. Without well-prepared lessons on the human trafficking situation based on the collaboration of these students and teachers, the students will be more vulnerable to the human trafficking "businesses." Through learning about trafficking and their rights, they might be able to avoid being exploited further.

Table 1: Background of Key Participants and their Academic Institutes: Wat Sirimongkol School, Wat Koh School, and M.C.D.C.

Background	Wat Sirimongkol	Wat Koh	M.C.D.C.
Nature of Academic Institute	Public School	Public School	Learning Center
Field sites	Moo 5 Baan Koh Amphoe Mueang Samut Sakhon 74000	Moo 2 Baan Koh Amphoe Mueang Samut Sakhon 74000	Moo 4 Nadee District Amphoe Mueang Samut Sakhon 74000
Number of Teachers as Participants	1 Thai	1 Thai	3 Burmese
Number of Migrant Students as Participants	1 st Round = 30 2 nd Round = 30	1 st Round = 15 2 nd Round = 11	1 st Round = 30 2 nd Round = 25
Curriculum	Thai	Thai	Burmese
Anti-Human Trafficking Lesson	No	No	No

Two research methodologies were exercised in this research project:

- 1. In-depth interviews: The research team conducted in-depth interviews with the teachers who voluntarily participated in this project in order to obtain the most accurate feedback. The team also arranged informal interviews with the students who joined the anti-human trafficking lecture to openly share their views of the lessons. The interviews were scheduled in two periods of time:
- 1.1 After the teachers training program, the research team assessed the teachers' knowledge on human trafficking through in-depth interviews. If these teachers could correctly contribute their understanding of the context of human trafficking of migrant children, this indicated the success of the training exercises.
- 1.2 After the human trafficking lessons for migrant students: The research team asked the teachers to evaluate their students' responses to the lessons at the end of each class session. This helped the team to evaluate whether to improve the content of the lessons or apply different instructional media for the next session to ensure the effectiveness of the methods and content.

2 Observation

2.1 Observation with participation: After providing theoretical and practical training for the teachers, the research team observed teachers' lectures for their migrant students to examine teachers' understanding of human trafficking lessons and activities. The teachers were asked to apply anti-human trafficking lessons and activities as they saw fit. If the teachers had questions or concerns

during their lecture, the research team added more explanation and raised questions to the students to check their comprehension.

2.2 Observation without participation: The research team aimed to ensure that the migrant students understood the current situation of human trafficking of migrant children through their teachers' instruction. The students could ask their teachers questions at any time. While the teachers taught the human trafficking lessons to their students, the research team observed how the students reacted to their teachers' instruction, especially with regards to the language of instruction being Thai when, in the case of public schools, the students' mother tongue is primarily Burmese. If the students understood the phenomenon of human trafficking of migrant children, this illustrated the success of instruction.

Literature Review

The research team discovered that the Ohio Attorney General's Human Trafficking Commission (2016) developed a guidance entitled "Human Trafficking Prevention Education: Guidance for Implementation of Youth Programs" and Vanderhoof's (2015) dissertation called "An Examination of Strategies to Bring Awareness to Human Trafficking in One's Community." These papers emphasized human trafficking prevention and awareness. In addition, there have been various training programs (designed by international organizations, national governments, and local non-governmental organizations) applied in Thailand. These programs produced handbooks for trainees, such as (1) *Curriculum for Training of Personnel from Ministry of Labour and Concerned Agencies to Prevent and Protect Victims of Labour Trafficking* created by the

Ministry of Social Development and Human Security of Thailand (Ministry of Social Development and Human Security), (2) *Training Manual to Fight Trafficking in Children for Labour, Sexual and Other Forms of Exploitation: Facilitators' Guide* produced by the International Labour Organization (ILO 2009a; ILO 2009b; ILO 2009c; ILO 2009d; ILO 2009e), and (3) *Curriculum on Training Workshops for Multidisciplinary Practitioners to Combat Human Trafficking* made by Fight Against Child Exploitation (FACE, 2006).

However, none of these abovementioned research papers and training programs represents a context-specific anti-human trafficking training program co-designed with collaboration between trainers and trainees. The research team suggests that participatory action research (PAR) with collaboration between the researcher team, teachers and students as stakeholders could produce a context-specific anti-human trafficking handbook with lessons and activities. Various academic scholars insisted the positive results of the PAR (Blair and Minkler, 2009), such as mobilization of changes in policy and practice (Jones, 2008) and risk awareness-raising (Gallagher and Scott, 1997 & Gallagher, Lindsey and Scott, 2002). Therefore, the research team agrees that this handbook should be developed by applying PAR to raise local stakeholders' awareness and attention of the specific human trafficking context in their locality.

Results

The findings of this research respond to the two questions. *The first question is "How has migrant child trafficking happened in Samut Sakhon, Thailand?* Many of the migrant children do not understand what hardships they will have to endure as workers in

the factories and they do not know how to protect themselves. The children may start out by accompanying their parents or relatives to work in factories once in a while, but they tend to transform themselves from part-time assistants to full-time employees because they believe that their financial support can raise their family's living conditions (International Labour Organization, 2010, pp. 15 - 17). Many of them choose to apply for work at pre-processing facilities (known as "peeling sheds") to remove shrimp heads, veins, and shells (Environmental Justice Foundation, 2013, p. 13). Furthermore, about 41.7 percent of migrant children who have participated in former research have been employed in agriculture like farming, forestry, fisheries, and livestock, and the ILO has reported children's experiences of physical threats and abuse in workplaces (International Labour Organization, 2014, pp. 57 - 58).

Many migrant children between the ages of 13 and 15 are employed by around 400 unregistered peeling sheds in Samut Sakhon and are working as unreported employees. This fact reveals that they could be at risk of being trafficked into this workforce. The United Nations Inter-Agency Project on Human Trafficking (UNIAP) revealed that more than 50 percent of migrant children in Samut Sakhon had experienced forced labor or mistreatment (such as physical and mental exploitation) by their employers (Environmental Justice Foundation, 2013, 15). The TIPs Report in 2015 also confirmed that migrant laborers, including children, have been exploited in Thailand because the Thai government's performance did not meet the "minimum standards for the elimination of trafficking," and "is not making significant effort to do so" (Migrant Working Group (MWG), 2015, p. 85).

Migrant children in Samut Sakhon including the students from the two public schools and learning center included in this study are more likely to experience labor exploitation and be put at risk of being trafficked. This is because their educational institutions are located near their parents' workplaces, which often recruit child laborers. And some parents support their children to be a full-time employee. Consequently, the research team proposed prevention measures through elementary teachers' instruction based on the Anti-Human Trafficking Handbook with lessons and activities. Without well-prepared lessons on the human trafficking situation based on the collaboration of the students and teachers, the students will be more vulnerable to the human trafficking "businesses." Through learning about the industries and their rights, they might be able to avoid being exploited further.

The second question is "Why and how should teachers and migrant students engage in designing anti-human trafficking lessons and activities as a handbook to prevent migrant child trafficking in Samut Sakhon? The findings revealed that, with suitable duration of training sessions and the strong commitment of the teachers and students, development of the model is possible. Based on the PAR, this model can serve as another form of creating an anti-human trafficking handbook that meets context-specific teaching lessons and activities on anti-migrant child trafficking in Samut Sakhon. Based on the research team's observation of the interaction in the classroom, the research team strongly believes that even though the researcher knows anti-human trafficking theories and laws, the voices of teachers and students are the best complement for establishing an anti-human trafficking handbook with lessons and

activities. The teachers in elementary schools have built trust between themselves and their students. Also, the teachers can simplify or digest complicated lessons through activities for their students because the teachers know better the characteristics of students. Likewise, migrant students as receivers of this knowledge respect their teachers like their parents. They tend to share genuine responses to teachers' questions when the teachers ask about their satisfaction with each lesson and activity. Therefore, this model, co-designed by teachers and students along with the research team, offers a new strategy of creating specific anti-human trafficking lessons and activities that can be practical for the teachers to teach and for the students to accept. This research insists that the participation of teachers and migrant students can produce a handbook on anti-human trafficking that contains context-specific human trafficking lessons and activities to raise awareness of other migrants.

Preparation for the Project: There were four stages of preparation for the project. First, the authors studied secondary sources of documentation to learn about child labor exploitation circumstances in Samut Sakhon. Second, the authors launched field research at the public schools and learning centers to interview the directors, principals, and teachers. The meetings aimed to understand the problems and obstacles taking place with the migrant students. All teachers expressed the same concerns of early school dropouts among migrant students between grades 3 and 6. They had no strategic plan to prevent these students from being subjected to human trafficking cycles. Third, the authors offered to design a set of anti-human trafficking lessons for the teachers to raise awareness about the child labor exploitation of migrant children based upon

document-based research. Further, the authors consulted with some experts specializing in training programs for adults like the teachers who will apply all training lessons to their migrant students. And *fourth*, the research team eventually drafted an original anti-human trafficking text in the form of a *Handbook*. The total preparation time spent was over one year between October 2013 and January 2015.

Four Key Steps of the PAR: the authors planned to apply four key steps of action research in the theoretical and practical training program for teachers. The first step was the researchers' study of relevant documents to search for the phenomenon of human trafficking of migrant children, their education process, early school dropouts, and anti-human trafficking lessons and activities that teachers consider essential and useful for them and the migrant students. The authors also designed a training plan to work with the teachers. The second key step was the authors' translating the training plan into a practice manual and examining the findings from the first training to guide the teachers on what they should teach to the migrant students. The teachers trained their migrant students according to the *Handbook* on anti-human trafficking. The third key step was observation and recording by the authors of the interaction between the teachers and the students. And the fourth key step was the reflections through which the teachers expressed their concerns and questions about the *Handbook* and other teaching tools (Faculty of Social Science and Humanity, 2000, pp. 76 - 78; Plai-Noi, 2004, pp. 17 - 18).

In practice, the authors specifically applied the participatory action research (PAR) with the aim to design the *Handbook* to ensure that it contains updated lessons and activities with some

useful teaching tools. To meet this goal, the authors encouraged the teachers to collaborate and participate in the theoretical and practical training programs to build teaching capacity and skills in anti-human trafficking issues. Their capacity and skills can promote the *Handbook* to be a specific curriculum for migrant students. Participatory action research is comprised of problem analysis, planning, acting, monitoring, and assessment. This type of research will help create a new output (Faculty of Social Science and Humanity, 2000, pp. 76 - 78, pp. 106 - 107; Plai-Noi, 2004, p. 18).

Then, to put the learning process into action, the authors and team provided two trainings (theoretical and practical trainings) according to the *Handbook*. The theoretical training for the teachers was held in different periods of time at the public schools, namely Wat Sirimongkol School and Wat Koh School, and Wat Thepnorarat Learning Center in February and March 2015. The theoretical trainings took a total of 5 to 7 hours to guide the teachers through all the lessons and to suggest the application of teaching tools for the teachers so that they could utilize the *Handbook*. However, these theoretical trainings were flexible based upon the learning capacity of teachers. After this training, the teachers shared their comments with the research team to make the first revision of the *Handbook* to make it more applicable and comprehensible for the teachers and their students.

The practical training for the teachers was held in February and June 2015. The authors and the research team provided lessons and assigned the students exercises and activities while the teachers observed the teaching performance. The findings revealed that this training took more time (over 7 to almost 14 hours) to cover all the

content of the *Handbook* because each lesson required time for the students to work through the exercises. The second revision was redesigned by the teachers and the research team to adjust all lessons and activities in accordance with the child trafficking situation in Samut Sakhon (see *Table 2: Timetable of Anti-Human Trafficking Trainings for Teachers and Teaching by Teachers for Students*)

Table 2: Anti-Human Trafficking Trainings for Teachers

Public	Training for Teachers							Anti-Human Trafficking Lessons				
School/ Learning Center	Theory					Practice			Lectured by Teachers			
	Date	Gender		TT	D. (Gender		Hrs	Data	Gender		Hans
		M	F	Hrs	Date	M	F	Hrs	Date	M	F	Hrs
Wat Siri Mongkol	Feb. 23	1	1	5	Feb. 2 - 4	0	1	9.34	May 26	0 1	1	3.37
School					10 - 11 16 - 18				Jun. 4 11 - 12 19			
Wat Koh School	Feb.	1 0	0	5	Feb. 5 - 6	1	0	7.20	May 25	1	0	3.52
					12 - 13 19				Jun. 8 15 - 16 22			
Wat Thepnorarat Learning Center	Mar. 17	1	6	7	Jun. 22 - 25	1	2	13.45	Sept. 24	1	2	3.00

Subsequently, the teachers taught the anti-human trafficking lessons while the research team served as non-intervening observers. This step allowed the teachers to translate their theoretical understanding into practice based on their own teaching techniques. According to the teachers' views, even though their excessive workload hindered them from making complete class sessions, the teachers from the public schools agreed that they could add these lessons into the social science and advisory classes. They also affirmed that they could even apply and integrate some of the information into other classes. For instance, the map exhibition of child trafficking areas can be displayed in the geography class. Another of the activities, Counting the Number 3 and 7, can be conducted during math class. Moreover, many of the activities (namely drawing) in this *Handbook* can be used in art class (Saosoong, 2015; Barami, 2015; Yee, 2015).

Similarly, the teachers from the learning center reiterated that the anti-human trafficking lessons and activities should be turned into a regular course for their students to reduce their vulnerability for human trafficking. They conceded that their migrant students should be given anti-human trafficking lessons at least an hour a week to raise their awareness (Saosoong, 2015; Barami, 2015; Yee, 2015). Since each lesson requires the participants to state their views towards all lessons and activities, the teachers shared these reflections with the research team to set the final revision that is most satisfactory for the teachers

Finally, the research team reviewed and revised the *Handbook* according to the comments of the teachers, the students, and the research team for publication. Even though it may not be the most perfect version, their involvement of input provides a response to the

real phenomenon of human trafficking tricks happening in Samut Sakhon. Its lessons with activities are realistic and applicable to the context. Additionally, the Handbook publication and dissemination would help other teachers from public schools and learning centers to directly raise awareness on human trafficking tricks for migrant students (see *Figure 1: Model of Engaging Teachers and Students with the Prevention of Trafficking of Migrant Children*).

Figure 1: Model of Engaging Teachers with the Prevention of Trafficking of Migrant Children

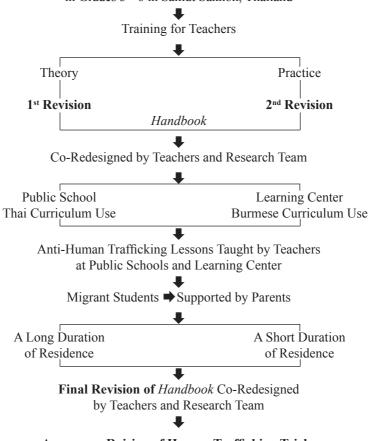
Research Team assess Primary and Secondary Sources



Document-Based Research and Interviews with Directors, Principals, and Teachers of Public Schools and Learning Center on the Needs of Anti-Human Trafficking Lessons



Initiative of Anti-Human Trafficking Training Program with Creation of the **Original** *Handbook* on the Fight against Human Trafficking for Teachers to use in Lecturing Migrant Students in Elementary School in Grades 3 - 6 in Samut Sakhon, Thailand



Awareness-Raising of Human Trafficking Tricks

Challenges of the Development of the Model of Engaging Teachers with the Prevention of Trafficking of Migrant Children

The research team admits that the *Model of Engaging Teachers* with the Prevention of Trafficking of Migrant Children contains a variety of challenges. These challenges originated as lessons.

- 1. The involvement of participants in the human trafficking context: The research team observed that the local teachers would explicitly engage in the human trafficking context revision better than others. They better understood the human trafficking phenomenon and factors than non-local teachers. Therefore, this model requires participants who acknowledge the human trafficking nature at the local level.
- 2. The great contribution of teachers: The reflection of the teachers displayed that they could greatly share teaching techniques and the human trafficking context in Samut Sakhon with the research team and students. They knew what kind of teaching materials and styles could get the attention of their own migrant students. And their migrant students paid great attention to the additional games and teaching tools proposed by the teachers.
- 3. Both among local and non-local teachers, the participants' misunderstanding of the definition of human trafficking: The research team found that the teachers knew about the existence of child labor exploitation and other types of human trafficking in Samut Sakhon. However, they had no knowledge of the key elements of human trafficking. Therefore, they preserved and barely asked the research team to amend the original handbook designed by only the

research team at the first revision of theoretical training. Later, the teachers requested the research team to add value to the *Handbook* by adjusting the teaching style of teachers at the second and final revision. For instance, they proposed that the *Handbook* should insert more enjoyable games for students. Also, the research team should create additional teaching tools such as a colorful children's book on anti-human trafficking. They expressed that the colorful book could attract the attention of the students.

Discussion

Like other evidence-based prevention programs (also school-based) in other countries, the generally accepted ideas that knowledge, awareness, attitudes, and factors associated with sex trafficking might produce a good assessment to create an anti-sex trafficking intervention were confirmed. In Nepali schools, the study of Shrestha et al. (2015) finds that with media (radio, TV), friends, family members or relatives as the main sources of information about trafficking, most of the adolescents are aware of the threats. However, trafficking still continues because the major intermediaries of sex trafficking are, paradoxically, relatives and friends who lure the victims suffering from perceived poverty, lack of awareness, hope for a better life, and illiteracy with promises of good jobs and false marriage (Shrestha 2015). This research in Samut Sakhon, Thailand, notices the same reason for family members (typically parents) who ask their children to drop out of school and work to cover family needs.

Following the advocacy of community-based coalitions model suggested by Fagan et al. (2009) as a promising mechanism

to reduce youth involvement in violence or delinquency, this research in Samut Sakhon to prevent trafficking through potential victims' knowledge and awareness tries to build a coalition with schools and surrounding communities (especially parents).

Nevertheless, the typical challenges for this kind of attempt are also characteristically similar. If Fagan et al. (2009) or Elias et al. (2000) find that adoption of a new classroom-based are finding room in the school schedule, getting reluctance of administrators to allow time on prevention, and relying heavily on personnel support, this research in Samut Sakhon finds that although the administrators are very supportive, getting enthusiastic school personnel (who are usually burdened heavily with normal teaching schedules) is rather problematic.

However, the biggest obstacle to launching a community-based coalition model for a school-based prevention program among the migrant children remains the poverty that stops the working parents both from directly participating in the program and from contributing any form of support to the program. Some migrant children even have parents who work very far away from their family residence. One important aspect of this kind of extended research for prevention programs is how to evaluate and decide the effectiveness of the program. This Samut Sakhon research also suffers from the common debate among preventive program practitioners: what is good evidence of program success? Out of the older debate between the proponents of the quantitative and qualitative approaches in the evaluation of preventive programs, some researchers offer a suggestion that evidence, professional knowledge, and effective

practice should be perceived as inextricably connected (Sackett et al. 1996; Slavin 2008).

One of the most important claims from this list of suggestions is the suggestion by Guyatt and Rennie (2006, 6), who claim that "any empirical observation about the apparent relationship between events constitutes potential evidence". Despite the length of the debate, the verdict for this discussion has been undecided; there is still no answer to the question of what counts as "good evidence" or the "best research" evidence. This research in Samut Sakhon finds that the troubles in finding the "best" or "good" evaluation method correlate with the challenges found during the implementation of the preventive program.

If during the implementation finding an enthusiastic or at least willing teacher to teach in the classroom is difficult, then the evaluation methods, which will be best done by this willing teacher, are challenged by the availability of time and skills of this teacher to deliver the evaluation. Parents, who are obviously the best sources to report what happen to their children after a rather long time of waiting for the result to appear (of no trafficking), have not been and will not be available to be evaluators of the program's results. It is a fact that this obvious set of challenges in evaluation of the preventive program stops local national (Thailand) research funding agency to refuse any grant to this research proposal.

Conclusion

Migrant child labor exploitation is likely to remain in Samut Sakhon. Freely choosing primary education institutions to meet their needs, migrant families typically choose between the public schools with Thai curricula with fundamental courses that allow them to study further in higher education in Thailand and the Burmese-oriented learning centers which offer an alternative academic option for them to return to Myanmar to pursue their higher education. However, neither curriculum provides specific anti-human trafficking lessons to battle child labor exploitation of migrant students in grades 3 to 6, known notoriously for high early dropout rates. Participatory action research with the involvement of teachers and students in training sessions creates applicable anti-human trafficking lessons for their specific needs. This research proposes the development and continuation of an anti-human trafficking learning process model to protect those migrant students from the high risk of being trafficked. Their involvement in this process created an anti-human trafficking handbook for elementary school teachers in Samut Sakhon applicable for their specific human trafficking phenomenon. The output of this model is an Anti-Human Trafficking Handbook for teachers called Handbook on the Fight against Human Trafficking for Teachers to Lecture Migrant Students of Elementary Schools at Grades 3 - 6 in Samut Sakhon.

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