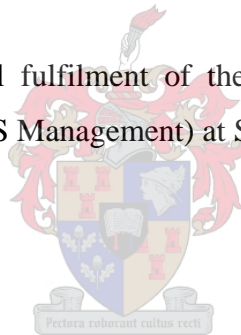


# **EARLY EMPOWERMENT OF WOMEN AND GIRLS AS A TOOL TO REDUCE HUMAN TRAFFICKING IN NEPAL**

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Assignment presented in partial fulfilment of the requirements for the degree of  
Master of Philosophy (HIV/AIDS Management) at Stellenbosch University.



Study Leader: Prof JB du Toit

March 2007

**DECLARATION**

I hereby declare that all the work in this dissertation is original unless otherwise acknowledged and has not been submitted for another degree in this or any other university or institution of higher learning.

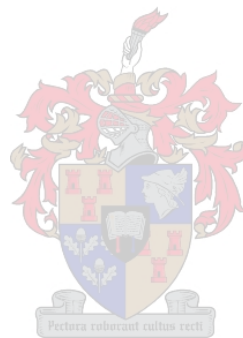
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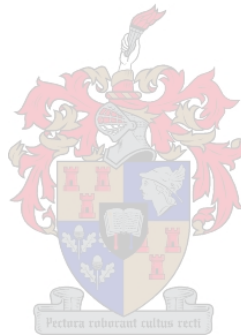
**Abstract**

This study focuses on trafficking of young Nepalese girls and women. Trafficking is an integral part of the social and economic fabric of Nepal, as in other parts of the world. The practice causes intolerable degradation and suffering for the girls and young women involved, who are treated as a commodity. It presents a risk to their physical and mental health, and in particular to their sexual health. The study examines the connections between age, level of education and sexual exploitation in consequence of trafficking. In particular, it considers the need to empower women at an early age in order to fight discrimination and violence against women in Nepal.



## Opsomming

Hierdie studie fokus op die handel dryf van jong Nepalse dogters en vroue. Hierdie bedryf is 'n integrale deel van die sosiale en ekonomiese stelsel van Nepal, soos in ander dele van die wêreld. Hierdie bedryf is vernederend vir die dogters en vroue wat as handelsartikels behandel word. Dit hou 'n risiko vir hule fisiese, psigiese sowel as seksuele gesondheid in. Hierdie studie ondersoek die verband tussen ouderdom, opvoedingsvlak en seksuele blootstelling as gevolg van die handel wat plaasvind. Dit beklemtoon die behoefte om vroue op 'n jong ouderdom te bemagtig om teen diskriminasie en geweld teen vroue in Nepal te stry.



## List of Abbreviations and Acronyms

ABC Nepal	:	Anti Trafficking, Basic Human Rights and Cooperatives Nepal.
AIDS	:	Acquired Immune Deficiency Syndrome
CEDAW	:	Convention on the Elimination of all forms of Discrimination Against Women
CENTAD	:	Centre for Trade and Development
CRC	:	Convention on the Rights of the Child
GEM	:	Gender Empowerment Measure
HDE	:	Human Development Index
HEI	:	Human Empowerment Index
HIV	:	Human Immunodeficiency Virus
ICPD	:	International Conference on Population and Development
ILO	:	International Labour Organization
MDG's	:	Millennium Development Goals
PMTCT	:	Prevention of Mother to Child Transmission (of HIV)
NGO's	:	Non Government Organizations
NNGAT	:	National Network Against Girl Trafficking
PLWHA	:	People Living with HIV and AIDS
STD's	:	Sexually Transmitted Diseases
TV	:	Television
UNDP	:	United Nations Development Program
UNFPA	:	United Nations Population Fund
UNHCHR	:	United Nations High Commissioner for Human Rights
UNICEF	:	United Nations Children's Fund
UNIFEM	:	United Nations Development Fund for Women
UNODC	:	United Nations Office for Drugs and Crime
VCT	:	Voluntary Counselling and Testing
VDC's	:	Village Development Committees
WHO	:	World Health Organization

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## 1. INTRODUCTION

The alarming numbers of women and children being trafficked for forced labour or slavery-like practices from Nepal mostly across the Indian border is a development concern that should be treated as an urgent priority for the government. Although available data are limited and disputable, this should not mean that the government and international agencies should discount the magnitude of the trafficking problem.

The current conditions of political instability in many parts of Nepal are understood to have caused extensive displacement of those already highly vulnerable to being trafficking - women and children travelling or migrating alone. These conditions are likely to rapidly intensify the activities of trafficking networks. Hundreds of thousands of women and children are estimated to have been trafficked out of Nepal, either directly or migrated voluntarily. Many remain in India or are taken to other countries in Asia or elsewhere.

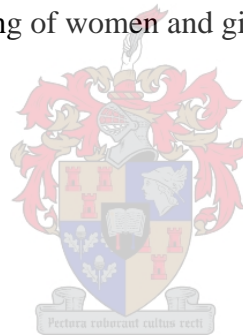
While it is assumed that all trafficked persons wish to return home, the present research revealed that in many cases they may have initially left home before being trafficked to escape an abusive environment. Stigmatization by community or family members might also make return difficult if not impossible. Adopting a rights-based approach to rescue and reintegration is vital if these efforts are to be positive and provide sustainable outcomes for the trafficked persons. Increasing the understanding of the links between gender, education, trafficking and exploitation is perceived as a priority issue in this document, and are as well important factors to be considered when developing policies and programmes that can effectively combat this serious crime and affront to basic human rights.

The author recommends that in order to combat trafficking of women and children from the grass root level, it is imperative to address the promotion of gender equality and make education available to all regardless of sex, caste, creed or religion. Bringing about the long awaited empowerment that leads to fair, impartial access to decision-making processes at different levels and, equity are equally important in

accessing and controlling resources. All these cannot be achieved without the strong support and commitment from the government. However, we have to recognize that civil society must play an important role; above all women have in their own concern to empower themselves.

In this context, the author declares that an important dimension to focus on when making comprehensive intervention proposals against trafficking, involves strengthening the participation of recovered women and girls, reducing gender discrimination and promoting universal education. It is also emphasized that changes in men's and women's knowledge, attitudes and behaviour are crucial for achieving a harmonious partnership.

The results of this study will serve to highlight these issues as evidence to increase national attention to the trafficking of women and girls in Nepal.





## **2. RESEARCH OBJECTIVES**

The author set up the following objectives for the research:

- To establish the causes of commercial sexual exploitation of children and define ways to tackle them.
- To define measures -involving the victims- to be considered in order to minimize the trafficking and the commercial sex exploitation of girls and women.
- To suggest ways to empower women in the early age to confront gender inequalities determined by the culture, cast and environment.

## **3. LITERATURE REVIEW**

### **3.1 Background information**

According to the 2004 UNDP Human Development Report Nepal's Human Development Index (HDI) stood at 0.504 occupying the position 140 in the countries with low to medium HDI, reporting a per capita income of about USD240.00, Centre for Trade and Development (CTD) (2006). Approximately 85% of its twenty eight million population live in the rural areas and depend on subsistence agriculture. Thirty one percent of the Nepalese population lives below the poverty line, Central Intelligence Agency (CIA) (2006). Maternal mortality, stands at 539 per 100,000 women aged 15-49 years, one of the highest in the world; 27% of all deaths of women aged 15-49 years are attributed to childbirth complications. In Nepal, about 90% of births take place at home and without professional health assistance, United Nations Development Programme (UNDP) (2004). Nepal is known as one of the three countries in the world where life expectancy for women is lower than that of men. The life expectancy at birth for women is 53.52 years as compared to 54.88 years for men. The infant mortality rate is 65.32 per 1,000 (CIA) (2006). The Human Empowerment Index (HEI) value for Nepal is estimated at 0.463, indicating a low level of empowerment.

Additionally, sixty percent of the population is illiterate, and specifically the literacy rate for women is calculated at about 34.9% (2000-2004 est.) (CIA) (2006). In 1951, Nepal could boast a literacy rate of only 2% but after the introduction of the National Education System Plan in 1971, the literacy rate had mounted to 54% by 2002. There is an evident increase in the number of schools in primary and secondary education. The government assumed full cost of primary education and 75% of the cost for vocational schools. However, the state-controlled education system discouraged people's participation in school management, undermined educational quality and also ignored the deep-rooted discriminatory practices attributable to sex, caste, religion. Nepal's Gender Empowerment Measure (GEM) clearly shows women as being far less empowered than men. The GEM is only 0.391, and is higher in the urban areas (0.425) than in the rural (0.365) areas; and it is better in the hills (0.408) than in the Terai (0.372) and mountain (0.356) regions (UNDP) (2006).

In this society health and education indicators specifically for women are particularly discouraging. Gender inequality is widely prevalent not in Nepal alone but in the whole region, where girls and women faced a harsh discrimination that compromises their right to survival, growth, development, protection and participation in their own environment (Tribhuvan University) (2001). Girls lack equal access to education with boys, creating a gender gap in education level not seen in other regions of the world. Even from birth the girl child is discriminated against, being the main reason the old patriarchal social values and norms, which gives very high importance to the birth of a son. Son and no daughters are viewed as guardians of the old parents and perpetuators of the family descendance, concept that ironically is maintained even by the same women. Traditionally daughters are seen as "someone else's property". Due to these traditions Nepal is reported to have one of the highest indices of son preferences in the world. Additionally, the current legislation still denies daughters the right of inheritance of family property. In Nepalese society it is only the sons who have the right and duty to perform the last rites of the parents.

Religion as well plays a high role in this society, and many times deprives women not only of any real say within their communities but also of their basic human rights (Tribhuvan University) (2001). There is a need for a strong government vision to implement policies promoting empowerment of women in areas where this power is

still in the hands of men. In this regard, the establishment and fulfilment of the Millennium Development Goals (MDG's) and the supporting environment of International Organizations could make a difference in the plight of women and girls so far ignored in this society.

### **3.2 Child labour, trafficking and the Millennium Development Goals**

The United Nations has organized important global conferences in recent years to formulate practical measures for improving the lives of populations held up in poverty, hunger and disease. Today national and international efforts are united behind the Millennium Development Goals (MDG's), adopted in New York at the historic Millennium Summit in 2000.

Related earlier conferences includes the 1994 International Conference on Population and Development (ICPD) celebrated in Cairo and the 1995 World Conference on Women celebrated in Beijing, both opened the discussion about women and reproductive rights and reproductive health as well as gender equity and the empowerment of women. Providing women with improved political, social, economic and sanitary conditions is essential to achieve sustainable development of the nations, ultimately harmonizing the plans of actions with the established MDG's. United Nations Population Fund (UNFPA) (1999)

Setting a broader all-inclusive agenda for the period ending 2015, the Millennium Declaration provides socio-economic goals and objectives that make the MDG's a point of reference for the international community and developing nations alike. There are eight goals that would eliminate extreme poverty and hunger; achieve universal primary education; promote gender equality and empower women; reduce child mortality; improve maternal health; combat HIV/AIDS, malaria and other diseases; ensure environmental sustainability, and, finally, develop a global partnership for development (UNFPA) (2001).

In the development of the present document it is made abundantly clear that the road to successful development and poverty alleviation programmes must overcome big obstacles such as promoting gender equity in all areas, but most especially in education, empowering women, facilitate the access to health services and securing

adequate access to clean water and food supply. The issue of empowerment has to be approached from different angles making especial consideration to the fact that men need to be sensitized to their roles and responsibilities in advancing the overall developing agenda. Failure in this regard might require a much longer time for countries to achieve the desired results. The noted points are relevant for developing nations and the international community.

While the MDG's appeared to be admirable comprehensive, is regrettable the fact that the HIV/AIDS epidemic is seriously undermining development efforts in many countries to the point that it is considered a threat to national security especially in the poorer and disadvantaged societies.

Additionally the exploitative practice of child labour has come to be recognized as a socio-economic problem affecting countries like Nepal. Child labour jeopardizes children potential to become productive adults. It robs them of their health, their education and their prospect for the future. It is in fact an affront to the principle of social justice, children rights and the protection of human rights, United Nations Children's Fund (UNICEF) (2003). Though children are regarded as the future architects and backbone of the country, their situation looks bleak. They are amongst the most neglected, abused and exploited segment of the population, exposed to such worst forms of labour such as trafficking for sexual exploitation which is the worst form of child labour in Nepal.

In this regard, the International Labour Organization (ILO) (1999) Convention 182 protects and promotes the human rights of trafficked persons, with special emphasis on violation of children as well as on gender-specific violations and protection. Considering the dynamic linkages between the worst forms of child labour and trafficking for exploitative labour, it is indeed encouraging to notice that trafficking is mentioned along with related and intolerable forms of child labour in the ILO convention. In accordance with Article 3 of the above mentioned convention, the worst forms of child labour include:

- All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage, servitude and forced or compulsory labour;
- The use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;
- Illicit activities, such as trafficking of drugs;
- Work that harms the health, safety or morals of children.

By grouping trafficking with all forms of slavery and practices similar to slavery, Convention 182 recognizes the fact that trafficking is never consensual. It is indeed the non-consensual nature of trafficking that distinguishes it from other forms of migration. While all trafficking is, or should be, illegal, all illegal migration is not necessarily related to or similar to trafficking. It is at this moment important to note that as in most international documents and/or national legislation, the term trafficking in itself is not specifically defined. Rather, many instruments choose to define the phenomenon in terms of the purpose for which it is undertaken. Anti Trafficking, Basic Human Rights and Cooperatives Nepal (ABC Nepal) (1999).

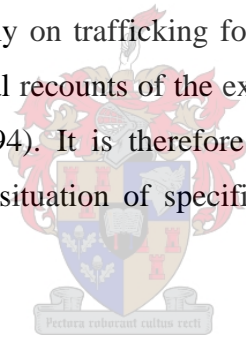
The international community has in the Trafficking in Persons Protocol, agreed upon a definition of trafficking in persons. Article 3, subparagraph (a), of the Trafficking in Persons Protocol defines the crime as follows:

“The recruitment, transportation, transfer, harbouring or receipt of persons, by means of threat or use of force or other forms of coercion, abduction, fraud, deception, the abuse of power or of a position of vulnerability or giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs”  
United Nations Office on Drugs and Crime (UNODC) (2000).

This definition entails:

- The trafficking involves the removal of the person from a familiar environment, but not necessarily the crossing of international borders;
- That the consent of the person recruited is irrelevant if there is abuse of power or of a position of vulnerability, fraud or deception;
- That trafficking is for the purpose of exploitation.

In the Nepalese context, trafficking is commonly described as buying and selling of girls and daughters or commercial sexual exploitation. Both are terms that capture only parts of the international definitions of trafficking. There are conflicting and partial assumptions of the definitions on trafficking. In general the existing literature on trafficking has focused merely on trafficking for sexual exploitation, and mainly through case studies or emotional recounts of the experiences suffered by the victims of trafficking (ABC Nepal, 1994). It is therefore encouraging to find few recent studies that concentrate on the situation of specific trafficking-prone areas and on commercial sex work in Nepal.



In this respect, the limited research and knowledge of the processes involved as well as of the causes and effects of trafficking produces a vast variation in the estimates and range of information referring to girls trafficked for sexual exploitation in India and in Nepal. This makes it impossible to determine the real magnitude of the problem based on the existing literature alone (Seddon, 1996). The estimates ranges from 7,000 to 20,000 Nepalese children victims of trafficking every year, and from 70,000 to 375,480 Nepalese women working in India brothels and estimated 417,200 Nepalese engaged in prostitution in India (Acharya, 1998). Furthermore, Indian and Nepalese sources of information also differ considerably. The estimates variation indicates that they are merely speculations that have not been verified by scientific research methods.

Despite this limitation, most reports published in the local newspapers and magazines it is reported that sexually exploited and abused children suffer from mental problems

leading to depression, suicidal tendencies and substance abuse (The Kathmandu Post, 2000). Perpetrators and sexual predators are often drug abusers themselves and trade in child sex to fund their habits (Sapkota, 2002). In other reports it is suggested that traffickers are enjoying political protection highlighting the nexus between political leaders and criminals (Ghimire, 1997). On the other hand there is a lot of criticism to the number of activities (seminars and workshops) carried out under the flag of “child protection” with very little impact at the grassroot level, urging the Government to reorient their activities focusing at the real problems (Ghimire, 1997).

Trafficking of women and children should be a priority issue, but there is lack of systematic research and reliable data on the trafficking of human beings that would allow comparative analyses and the design of countermeasures. There is a need to strengthen the criminal justice response to trafficking through legislative reform, awareness-raising and training, as well as through national and international cooperation. The support and protection of victims who give evidence is a key factor to prosecuting the ringleaders behind the phenomenon.

### **3.3 Factors leading to trafficking**

The root causes of trafficking are various and often differ from one country to another. In search of a better life elsewhere, disadvantaged people are often drawn into the control of criminals who will take advantage of their situation and exploit them. In many societies, girls are less valued than boys and are expected to sacrifice their education and assume domestic responsibilities such as taking care of their parents and siblings. This gender-based discrimination makes women and girls disproportionately vulnerable to trafficking (UNICEF) (2001). The following are some of the main factors which facilitate trafficking in persons in Nepal.

- a) **Extreme Poverty:** Nepal is among the poorest and least developed countries in the world having a 31% of its population living below the poverty line deprived of the basic needs of life. The estimated female literacy rate for 2004 is 34.9%; compared with 62.7% for men (CIA) (2001). This factor already conditions the inferior position of women in this society.

- b) Gender based discrimination: South Asia in particular is home to many of the worst manifestations of gender violence in the world. Even before a girl is born she risks becoming a target of sex selective abortion or female foeticide. During childhood girls face neglect, discrimination and abuse. These abuses continue through the reproductive ages and then into old age, mainly in the form of trafficking or sexual exploitation (UNICEF) (2001).
- c) Lack of employment: The unemployment rate estimated for 2004 is 42% (CIA) (2006) the factor that has led to the increment of international trafficking and labour migration of women and children, especially to India and it is the lower stratum of society which is prone to become victim of trafficking.
- d) Modernization impact: Many girls are tricked into trafficking hopping for a better, modern life and the opportunity to perform in the Bollywood movies. The less educated girls are easier for the pimps to lure them with false promises and then be a victim of trafficking.
- e) Open border with India: Nepal and India share an open border, which spans about 1,000 kilometres on the South and South West. The major transit points from Nepal to India includes Pasupati Nagar (Ilam), Kakarbhitta (Jhapa), Biratnagar (Morang), Bhandari (Saptari), Birgunj (Parsa), Bhairawa (Rupandehi), Nepalgunj (Banke) and Mahendra Nagar (Kanchapur). The most serious and adverse impact of open and uncontrolled Nepal-India border has been the increment of all sorts of criminal, anti-social and illegal activities such as robbery, theft, murder, smuggling of goods to evade custom duties, narcotic drugs trafficking, trafficking of girls, arms smuggling, smuggling of archaeological arts, artefacts, manuscripts and kidnapping for ransoms (Singh, 2001).
- f) Lack of political commitment: Politicians are not committed to deal with this problem and as for many other issues they mainly pay lip



service to it. The political situation in Nepal has been unstable since 1996 when a Maoist insurgency movement was launched; it has gained traction and is threatening to bring down the regime, especially after a negotiated cease-fire between the Maoists and government forces broke down in August 2003. Citing dissatisfaction with the government's lack of progress in addressing the Maoist insurgency and corruption, the king in February 2005 dissolved the government, declared a state of emergency, imprisoned party leaders, and assumed power. After nearly three weeks of mass protests organized by the seven-party opposition and the Maoists, the king allowed parliament to reconvene on 28 April 2006. Under these circumstances dealing with the trafficking of girls isn't a main issue on the agenda (CIA) (2006).

- g) Lack of implementation of the existing laws related to trafficking: Nepal base its laws and regulations on the fundamental principles of the Convention on the Rights of the Child (CRC), and the Convention of the Elimination of all forms of Discrimination against Women (CEDAW), following as well UNICEF policies and programming guidelines in accordance with other donor's guidelines. But no programme, project or action plan implemented can be really successful without the validation through the national laws which under the current status quo become easily breakable.
- h) Is a lucrative business: Trafficking of women and girls signifies a very lucrative business for those involved in this trade. The prices of the victim can reach USD1,000 (ABC Nepal, 1994) depending on the customer, the brothel and the age of the girl. Parents sell their daughters and husbands get rid of their young unwanted wives, sometimes organizers in rural areas, brokers and even family members sell girls. (McGirk, 1997)

As reviewed above, the root causes of trafficking can be basically found in the precarious economic situations, high unemployment, and lack of prospects of a better future, along with the continuing demand in recipient countries.

### **3.4 Women's role in the society**

The status of Nepali women depends upon the social and economic positions of the men in their household (fathers and husbands). The majority of Nepali women live according to traditional roles. Thus, they are expected to do all the household chores, fetch water, do farm work, and raise the children. Although women work much longer than men, their economic contributions go largely unnoticed. Employed women receive wages that are twenty-five percent less than that of men (Pkhakadze, 2002).

The lack of economic alternatives for girls and ingrained cultural beliefs regarding gender roles makes young girls particularly vulnerable to trafficking. Whereas men often leave the rural areas for the city in search of better job opportunities, young girls do not have that same opportunity. According to cultural background, young unmarried girls would not consider travelling alone to find work. Furthermore, since there is a cultural preference for boy children, girls are considered an additional economic burden, as parents must provide a dowry. Also, girls have limited access to education and health care and are more susceptible to malnutrition, poverty, and illiteracy (Benninger-Budel, Carin and Laurence Lacroix, Anne, 1999)

### **3.5 The dynamics of Trafficking**

The process of trafficking is complex in nature, the victims themselves come to recognize all details only when they are deep in the trafficking consequences; some others fail totally to realize what went wrong because they don't survive the hard treatment they receive in the places where they are trafficked. There is recognition of the existence of defining features of soft and hard trafficking. It states that either soft or hard trafficking is determined by "movement". Family members can or cannot be involved in basically any stage of movement. They can own workplaces, be transporters or own brothels. Soft and hard trafficking are actually defined by "the means" of recruitment. This refers to the existence of coercion and/or complicity of members of a nuclear family and/or extended family in the entry of a person into forced or under-aged engagement in prostitution, National Network Against Girls Trafficking (NNAGT) (1999).

The most common areas used by traffickers are in Sindhupalchow, Makwanpur, Dhading and Khavre districts (Wadhwa, 1998). Girl trafficking is especially prevalent

in the border villages of Ramnechap and Nawalparasi (Coomaraswamy, 2000). Both villages are located in the central hill district of Sindhupalchow<sup>1</sup>, where the villagers are dependent upon subsistence agriculture which is rarely profitable. Village markets are far from the urban markets, the arable land is owned by high caste families, and there are few crops at the beginning and end of the growing seasons. Due to the illegality of prostitution in Nepal, traffickers bring Nepali girls across the border into India, where prostitution is legal. Border officials either ignore the traffickers or are bribed to help them. Once the girls are placed in a brothel, the traffickers charge the girls for their room, board, and all other living expenses. As a result, the girls live in a cycle of perpetual debt, unable to free themselves from servitude. Girls in the Indian brothels are continually abused (psychologically, sexually, and physically) and live in constant fear of arrests and imprisonment. The Nepali girls and women are more likely to be arrested than rescued by the police.

“Escape is virtually impossible without repaying the ‘debt,’ since leaving the brothel puts the woman at risk of punishment by the brothel owner, his employees or the police, retribution against her parents and other relatives for defaulting on her debt, and/or arrest as an illegal immigrant.  
(Human Rights Watch, 1999)”

Girl trafficking can only happen when local, national, and international networks are interconnected. Unfortunately, the collusion and collaboration of politicians, police, and government authorities is commonplace, which enables trafficking to function. Furthermore, international conventions have been inconsistent in defining trafficking and are often not seriously enforced. However, Nepal’s domestic laws against trafficking are both limited and poorly enforced. United Nations High Commissioner for Human Rights (UNHCHR) (2002).

### **3.6 Empowerment of Women**

Empowerment means enabling women to exercise their right to make decisions affecting their lives and to participate equally in decision-making on political, economic and social affairs of their respective communities and governments. Empowerment of women in the demographic sense, means empowering them to

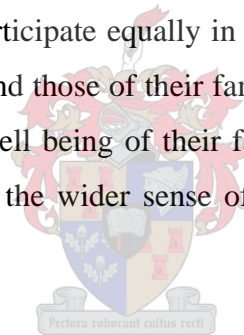
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<sup>1</sup> Refer to Appendix 3 for Map of Nepal

exercise their right to control their productive and reproductive lives, as well as their right to access education. The exercise in combination of the two rights has a significant bearing on the rate of growth and living standards of the population.

A leading factor in falling population growth rates in all parts of the world is the decline in the fertility of women in society, which is mainly determined by the extent to which women are enabled to understand, exercise and control their reproductive and sexual rights. It also depends on the extent to which society, as a whole, and governments in particular, create conducive environments through legislation enforcing those rights so that they can be exercised and enjoyed (UNFPA) (2000).

One area of public policy, which is crucial in empowering women in general terms, is access to education. Equal access to education for women corrects the deep-rooted gender inequality in knowledge and skills that are essential for achievement in society. It enables women to participate equally in the economic, social and political activities that affect their lives and those of their families, including informed choices and decisions on the size and well being of their families. Education is, therefore, a tool for empowering women in the wider sense of increasing their opportunities in life.



Illiterate girls and young women tend to marry early. They have many children and are not able to use effectively reproductive health services and facilities, even when the facilities are made available to them. Literate and educated women tend to marry and bear children late. Educated women are able to make their own choices, use family planning information, have smaller families, and provide better care for their children. For education to be effective and sustaining in empowering women, it has to go beyond the acquisition of literal skills up to a minimum of six years of schooling. Higher education would, accordingly, enhance the all-round empowerment of women and expand opportunities for pursuing and realizing other rights. Equally significant, higher education also enables women to influence policies and decisions (which most probably are currently done by men) that affect the empowerment of women in other areas of public life at both national and international levels (UNFPA) (2000).

Additionally, education is another basic human right for children both boys and girls. However, worldwide the ratio of literacy between women and men is, currently, 1 to 2. In some least developed countries the ratio is as high as 1 to 4 (UNDP) (2006). In most developing countries, the disparities in access and level of education between boys and girls and men and women is higher as one moves up the education ladder from primary, secondary and tertiary education.

### **3.7 Changing attitudes and policies for empowering women**

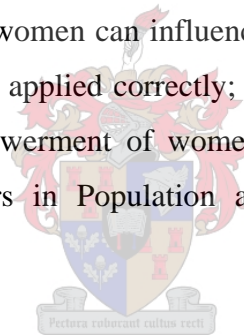
“... world leaders will not make poverty history until they make gender discrimination history... We cannot make poverty history until we stop violence against women and girls. We cannot make poverty history until women enjoy their full social, cultural, economic and political rights.”  
(Ahmed Obaid, 2005)

Developing countries are faced with two sides of a coin, on one side advocate and strongly advise the governments to invest as priority in education of women, and on the other to find the way to mobilize and allocate the required resources in a situation of scarcity and where the decision-making process is strongly dominated by male. Priority setting is always a difficult and challenging exercise, especially in developing countries. Additionally, most people will agree with the fact that in the overall process of development the gender equality factor has been missing when allocating resources for human development. As the case of Nepal, entrenched traditions, culture and attitudes have tended to discriminate and even exclude women from decision-making on political, social and economic issues. The biases have been reflected in access to modernizing entitlements, such as education, health and political participation. United Nations Development Fund for Women (UNIFEM) (1998).

Empowerment of women implies a change in power relations between men and women and the sharing of that power in organizing and managing the communities at all levels. It is a movement that has affected men and women alike. Men’s attitudes towards women, and boy’s attitudes towards girls, have to be changed to accept females as equal partners. A level of awareness must be reached whereby the empowerment of women is not perceived as a threat to men, but as complimentary to men’s role and equally essential for the progress of families and societies.

Developing a global partnership for development is a mean of empowering women through participation in global dialogue, exchange ideas on women's rights, and also in mobilizing resources for implementing new programmes to achieve in the future. Despite countries commitment made in the international conferences, this has not been adequately translated by governments into political commitments required to meet agreed targets of assistance to developing countries, including support of programmes for the empowerment of women in the crucial areas of education and reproductive health services (UNDP) (2004), (Truong, 2006)

Formal and informal education can equip girls and women with knowledge, insights and skills to deal with the problem of trafficking be it soft or hard, they will be aware of the ways and means used by traffickers even if members of their families are involved. Additionally, the education can make them self sustainable and independent, which is currently not the norm in the submissive feminine society in the Kingdom. The higher educated women can influence the existing policies and norms such that they are respected and applied correctly; or as well modify those ones that are not supportive to the empowerment of women or helpful to the fulfilment of women's basic rights. (Partners in Population and Development a South-South Initiative) (2005).



#### **4. METHODOLOGY**

In order to execute the aims of the study, a research design comprising the following activities were developed.

##### **4.1 Sample Selection**

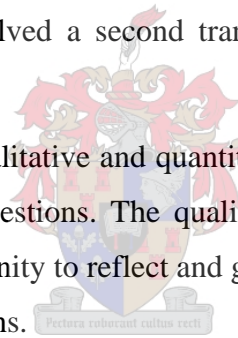
A random group of participants totaling to 237 was obtained from girls and women victims of trafficking and those currently in transit and recovery homes managed by a local NGO called ABC (Anti Trafficking, Basic Human Rights and Cooperatives) Nepal. This is one of the pioneer organizations fighting against trafficking of women in Nepal, it was founded in 1987. Its mission is to create awareness regarding issues surrounding the trafficking of women and young girls in Nepal. Of particular importance is the increase of HIV/AIDS among such women and young girls.

ABC Nepal has created a strong network against the trafficking of women and young girls by promoting self-reliance and self-confidence among women through self-development training and economic empowerment. They work with other local NGO's to facilitate programs such as women's leadership training, non-formal education, and girls' trafficking awareness.

#### **4.2 Development of the research instrument**

In order to conduct the survey a comprehensive questionnaire was developed considering important indicators and variables which helped to obtain the necessary data to contrast with the objectives of the research. The questionnaire was piloted and amended before being translated into Nepali, in order to facilitate interpretation of the responses obtained from the interviewees. In this instance it was agreed on the correct wording to avoid ambiguities, omissions, irrelevant questions, excessive repetitions and unclear conceptualization. Finally, to verify that the questionnaire had been properly translated, it was involved a second translator, who edited the translated version.

The questionnaire<sup>2</sup> was both qualitative and quantitative with fixed-choice questions, scales and some open-ended questions. The qualitative questions were intended to allow the respondent the opportunity to reflect and give answers free of the limitations imposed by fixed-choice questions.



#### **4.3 Guiding principles employed in the field research**

Interviewing a person who has been trafficked raises a number of ethical questions and safety concerns. The World Health Organization in 2003 developed a set of recommendations intended primarily for use by researchers in the field of trafficked victims. These recommendations are based on a set of 10 guiding principles to the ethical and safe conduct of interviews with women who have been trafficked. During the research the following principles were followed:

1. *Take special caution in not to harm:* The research team treated each interviewee and their situation with especial consideration. The interview was reviewed and

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<sup>2</sup> The English version of the questionnaire is included in Appendix 1.

approved first by the study leader assigned by the University. Followed by the approval from the Director of the recovery house to confirm that no harming questions were included preventing to make any of the participants' situation worse at any moment.

2. *Knowledge of the subject:* The team had a general idea of the conditions in which the woman and girls were trafficked before undertaking the interview. The interviewers were very cautious when asking any question and followed strictly the approved questionnaire.

3. *Arrangement of referral information:* The survey team and the researcher were at any moment very cautious not to make promises which we couldn't fulfil. The needs of the women and girls are varied and numerous, the team was often asked if financial assistance of any sort will be provide at any time later. Having this in mind the team was prepared to provide information in their own language about issues raised during the interview.

4. *Adequate selection and preparedness of interpreters:* The researcher employed a group of interviewers/interpreters, and secured to develop adequate methods for screening and training each of the team members.

5. *Ensurance of anonymity and confidentiality:* The researcher has the responsibility to protect the respondent's identity and confidentiality throughout the entire interview process; from the moment they accepted taking part in the research to the time that results are made public. No photographs of the recovery house, staff or interviewees were taken to protect the privacy of the interviewees.

6. *Informed consent from respondents:* The researcher made sure that each respondent clearly understood the content and purpose of the interview, the intended use of the information collected, their right not to answer questions, their right to terminate the interview at any time and as well as their right to put restrictions on how the information was to be used.

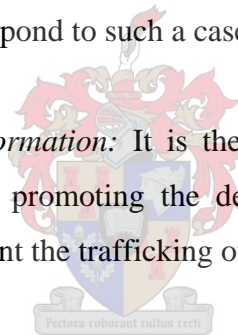


7. *Demonstrate respect when listening to each woman's assessment of her situation and risks to her safety:* The team recognised the fact that each participant had different concerns and that the way they view their own concerns may be different from how others might assess them. The traumatic conditions of being trafficked have strong influence in their views about their future and safety concerns which deserved being respected.

8. *Caution not to re-traumatize the respondents:* The research team was vigilant that the questions included in the questionnaire didn't provoke an emotionally charged response. The team was prepared to respond to a woman's distress highlighting her strengths.

9. *Vigilance for emergency intervention:* Even though the team was not confronted with cases of participants being in imminent danger, the recovery houses' staff was very cooperative and ready to respond to such a case.

10. *Future use of collected information:* It is the hope of the researcher that this document will be beneficial in promoting the development of good policies and adequate interventions that prevent the trafficking of girls and women already at risk.



## 5. RESULTS

The following chapter detailed the relevant results of the research carried out amongst women and girls recovered from traffic and currently staying in recovery homes ran by ABC Nepal<sup>3</sup>.

### 5.1 Background information of the respondents.

The sample of recovered women and girls interviewed had the following characteristics.

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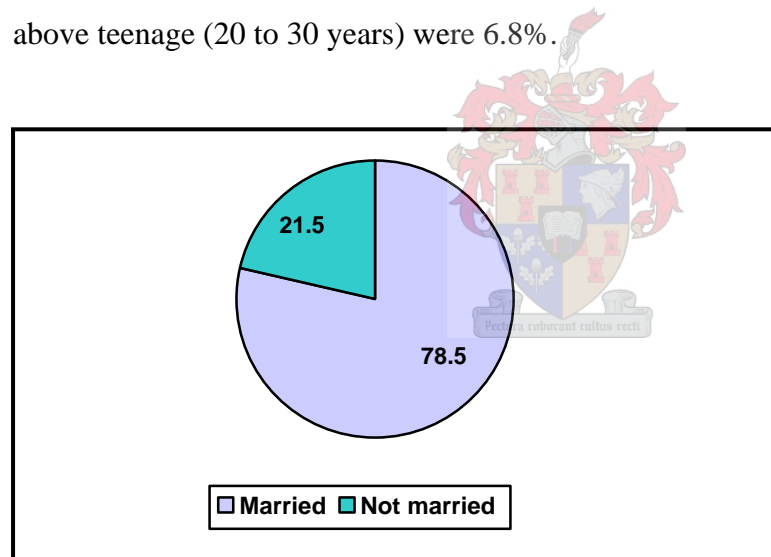
<sup>3</sup> Refer to Appendix 2 for Summary of Likert scale results

**Age:** Of those interviewed 53.6% were teenagers aged between 13 and 19 years while 34.2% were above teen age (20-30 years) and 12.2% were below teen age (10 to 12 years).

**Cast:** The cast classification of the sample was structured as follows: 21.9% Brahman, 19.8% Chettri, 14.8% Newari, 12.7% Rai, 8.9% Magar, 8.4% Tamang, 3.8% Tahru, 3.4% Sarki, 3.4% Sunar while 3.0% were Nagarkoti.

**Religion:** The majority 88.6% of the study population was Hindu, 8.0% Christian while the Buddhist and Bandhu were 1.7% each.

**Marital status:** Regarding the marital status of the respondents, the data shows that 78.5% of the sampled women and girls were not married as shown in figure 1. The married group was categorized into teenage (13 to 19 years) with 13.5% and those above teenage (20 to 30 years) were 6.8%.



**Figure 1:** Respondents' distribution according to marital status

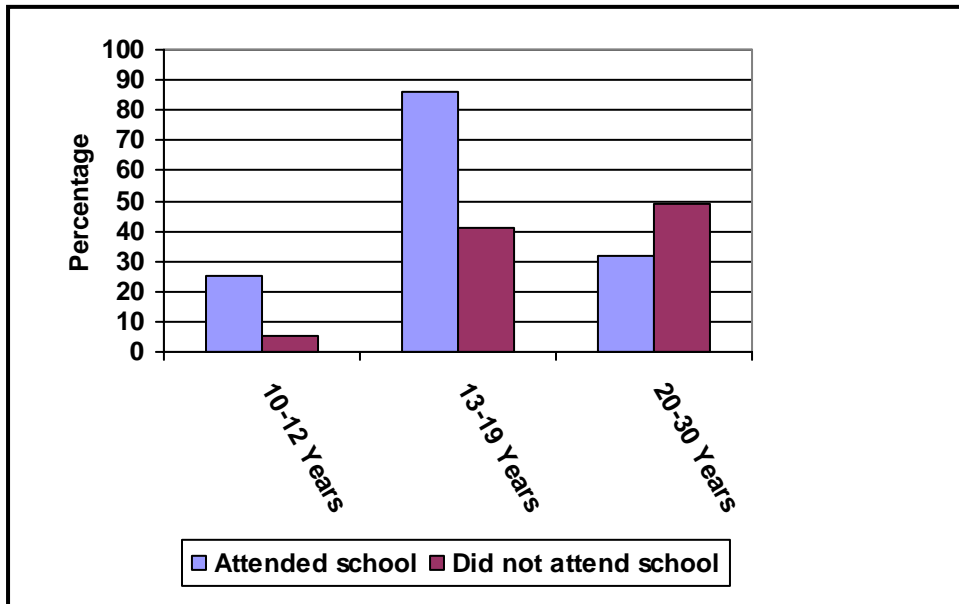
## 5.2 Educational background of the respondents

In general, the majority of women and girls (59.9%) had attended school sometime in their lives, however, there were 35.9% were continuing with their studies. Out of those who were still in school, 27% were in primary and only 5.9% were attending secondary school as shown in figure 2. It is certainly sad to realize that the higher the level of education, the less percentage of women and girls that manage to continue studying.

When asked about the reasons for leaving school, 62.9% responded that they strongly agree that it was unaffordable for their families to send them to school. In fact, some of them have started schooling after they were recovered by the local NGO's. 24.5% strongly agreed that working at home was the reason for leaving school; 12.5% strongly agreed that they left school because they had to work for other people. Also, 12.5% reported that they left school because of their parents' negligence and only 6.5% of the respondents said that it was the distance to school hindered them continuing with school.

The fact that only few respondents mentioned their parent's negligence as reason for leaving school reflects that girls don't perceive being relegated to second place after boys for whom parents will put in more effort to keep them in school. It is the norm that in rural/poor settings girls have to do multiple house chores, including being submissive to their brothers independently if these are younger. As most of the girls are brought up in that way and being the usual situation among girls, the perception of being neglected is subtle.

Another factor influencing the responses could be that we didn't inquire at what age girls were abducted or taken away from their families. Some of them were too young to remember or didn't want to tell the truth. This issue was in fact purposely not considered in the questionnaire; since it was a very sensitive question which could bring back bad memories to the girls and could have been considered in contravention with WHO guiding principles to the ethical and safe conduct of interviews with women who have been trafficked.



**Figure 2:** Distribution of the respondents according to age and school attendance.

The research inquired if the girls had interest of going back to school if supported. The majority (91.1%) said they strongly wanted to continue with school 7.2% were not sure if they would go back to school while 1.7% did not want to go back to school. However, all those who did not have interest in going back to school were aged 20 years or above, which explains the lack of interest in continuing with school. At this age their interest is mostly oriented to learn any skill which can be easily achieved and which can produce any income. Regarding their responses they want to become three wheeler drivers (19.4%), community health worker (17.7%), tailors (15.2%) which were the frequently mentioned skills to be adopted for future job seekers.

As demonstrated above most of the respondents recognized that learning any skills will empower them and uphold a more independent future, being more eligible for a job and as consequence having an income.

One of the frequently mentioned comments when asked what they would suggest to girls in their age or to parents of girls was to focus on their studies as a tool to have a brighter future. On the other hand, parents were constantly advised to love their

daughters, to care for them and help them to get a future as much as they will do with their sons.

Unfortunately after their sad experience, most girls are now very reluctant about believing again in men, and even family members whom they suspect of being involved in their trafficking. They had been deceived and would take more than simple talks and advise to regain the confidence to start a fresh and equitable relationship with males.

### **5.3 Relationship with families**

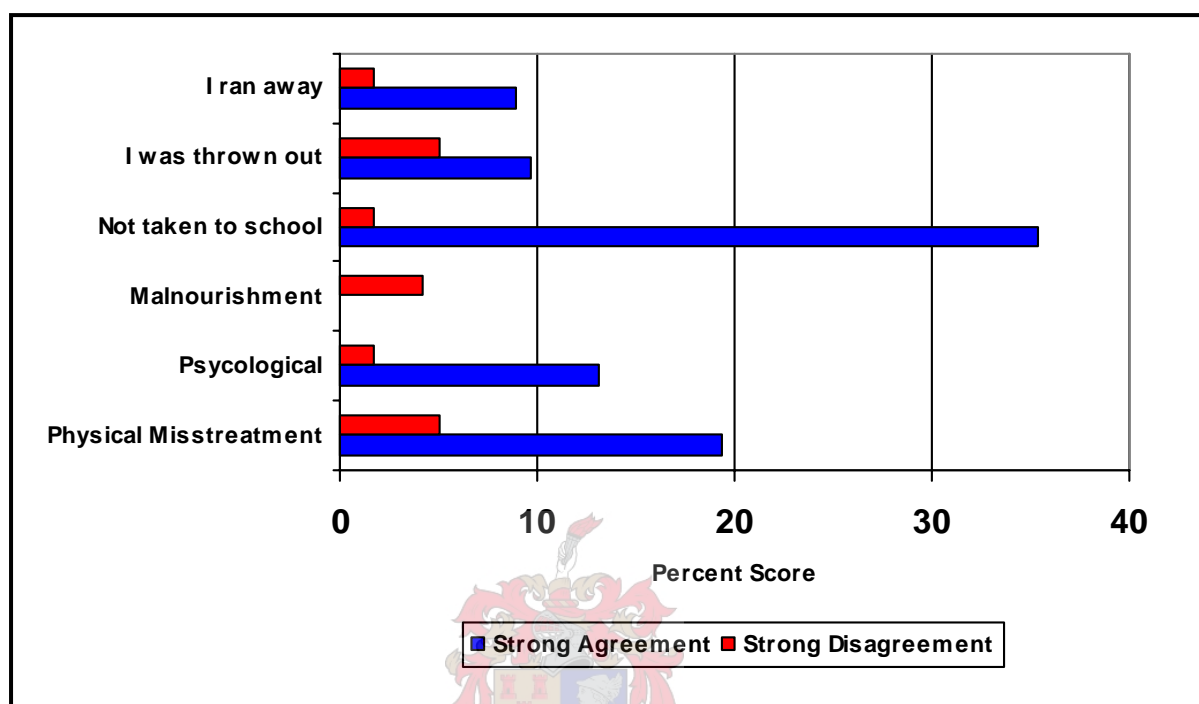
The relationship with their families was also part of the inquiries; they were asked if they were “happy” at their house and 43.0% responded that they were not very happy in their house, 37.6% said they were very happy while 21.1% reported that they were not happy at all. The conditions at home might have been very poor and limited which was in most cases the cause for entry into traffic. Comprehensive poverty eradication plans are imminent when speaking about human traffic elimination.

We also assessed the relationship of the respondents with their families and 43.0% of the respondents reported that they were not treated badly while 19.8% reported that they were somewhat not treated badly and 16.5% said that they were treated badly by their families before trafficking. The respondents that were taken away at early age could not recall how their relationship was at home.

When asked how they were mistreated, the respondents reported that they were physically (19.4%), psychologically (13.1%) mistreated, malnourished (4.6%), were not taken to school(35.4%) and others were thrown out of the home (9.7%) while 8.9 just ran away from their homes. Canning of children in Nepal is a common practice; children suffer the frustration of their parent’s inability to cope with a challenging life, relationships, family pressure and socio-economic pressure which increases the risk of children being mistreated and most of them reported that they didn’t want to go back home because their families were in such a poor living conditions without enough food yet they were fed well at the recovery homes.

*(Girls were very cautious when responding to this section. Some of them requested to re-read the responses collected as if they were concerned that they could affect their*

*future in the recovery homes. The fact that they acknowledge mistreatment even when they had earlier responded the relationship with their families was right gave us the light to imply that they were afraid of being send back home without their will if they had reported not being mistreated.)*



**Figure 3:** Reported ways of mistreatment at home

#### 5.4 Affirmative action

The girls were also expected to express their opinion about how they perceived the government activities against girl's traffic. In this respect they could choose from two statements "the government has a plan to reduce trafficking" or "the government has no plan to reduce trafficking". The results showed that only 17.7% said that the government had a plan to reduce traffic, 40.9% were not sure if the government a plan to reduce traffic while only 8.9% reported that the government had no plan to reduce traffic. Some of the respondents said they were not in position to answer these questions because of lack of education while others did not know anything about the government's plan.

The respondents were also asked to rate the government's activities concerning traffic whether they were "sufficient" or "insufficient". The responses showed that 31.6% reported that the government's activities concerning trafficking of girls was

insufficient, 18.1% were not very sure while only 5.1% said the activities were sufficient. The abstaining position was more surprising in this case because the research team expected more openness in their responses since they have been victims of the inappropriate interventions of the government in reference to girls traffic, there being no enforcement of the law, the inexistence of advocacy activities at the rural level or at the open border with India to make families aware about the danger they take when giving their daughters to somebody else's custody in the form of promised marriage, good paid job and better future. *(The girls were so deeply victimized resulting in being very cautious when opening up to strangers despite the fact that they were initially briefed about the purpose of the research and that their participation responding the questionnaire was free and absolutely voluntary).*

About involving reintegrated girls in developing measurements to minimize trafficking, 98.3% strongly agreed that the girls should take part while only 1.7% reported that the girls should not take part. Their opinion can be reinforced by the fact that some reported nobody knows women better than the same women. Some of them commented: "we can share our experience with other girls", "we can help to create more awareness among the youth", "we should advocate to the new generations about the need of treating and educating girls and boys equally", "we can be very helpful in bringing social changes deep in the rural areas". The design of policies and programmes requires consultation and involvement of people who are concerned, in this case the recovered girls and women's opinion and support should be sought. As a result, 97.9% of the respondents expressed interest and willingness to help stop girl trafficking. This result is a clear reflection of the girl's interest in developing policies and programmes in coordination with government's officials and local or international organizations fighting against girl's traffic.

### **5.5 Knowledge about sex education**

When asked their opinion about including sex education as one of the subjects taught in schools, 92.8% said they strongly agreed with the idea. The topics recommended by the respondents to be incorporated in sex education were HIV/AIDS (93.2%), trafficking (86.1%), STD's (79.7%), TB (75.9%) and condom use (64.1%). When we consider the cultural and strong religious background of the Nepali education, is

commendable that nowadays young girls have more courage to speak out about what they think is good for their future.

However, the respondents suggested that sex education should start at teen age (50.6%) against 49.4% who reported that sex education should start below teen age. This is a disturbing acknowledgement, primarily given the fact that education is not available for all especially girls in poor rural settings who have few opportunities of getting education. For those who go to school, the drop out rate before reaching secondary level is high which gives them very few options in future life to become self sustainable in an increasingly competitive world.

The respondents were as well asked if they had heard about sexual education before and to our surprise 96.6% responded affirmatively. This was a very satisfactory result. Nevertheless, they had heard about sex education at school which they are currently attending. This affirmation is confirmed in the results obtained when they were asked the source of information about sex education. The majority of the respondents reported school as the main source of information (50.2%), 47.7% got it from friends, 22.8% from other girls while 20.3% got it from home. In this last mentioned result we have to indicate that in some cases they referred to recovery home as 'home' or at their home over the radio. This is just to highlight the fact that at family level very seldom will be held a discussion about sexual education especially in remote rural areas.

The results show as well a very positive outcome when the girls were asked about their knowledge about HIV/AIDS. About HIV transmission, they all reported that HIV is not transmitted through kissing an HIV positive, or touching an HIV positive; 94.9% said that HIV is not transmitted through sharing toilets; 95.5% said you cannot get HIV by sharing food or clothes while 92.2% reported that HIV is transmitted through unsafe sex. Some girls mentioned other forms of transmission of HIV; amongst which sharing needles and syringes was most mentioned followed by blood transfusion, sharing sharp cutting instruments and mother to child transmission. This results shows that interviewed girls are very well informed about ways of transmission and how they can protect themselves.



The interviewees also give their opinion about PLWHA. In this regard the results showed that all of them were against rejecting PLWHA from the school, expelling PLWHA from the communities, 92.4% said PLWA should not be embarrassed about their disease. On the other hand, they all said that PLWHA should be treated as any other sick person. Their stigma and discrimination feeling once tested, have good chances to overcome any negative thinking or feeling against PLWHA unless pressurized by others, as it could as well happen with the rest of the society.

At their arrival to the recovery home, the women and girls are offered medical services if they are feeling sick, psychological support as well as counselling and VCT. We inquired if all were offered medical services and VCT and if they accepted on taking the HIV test.

The results of the research showed that on arrival at the transit home 85.7% were healthy and only 7.2% were sick. However, when asked if they remembered what kind of disease that was diagnosed, 55.7% reported that they suffered other types of diseases, 28.3% had diarrhea and 8.4% were diagnosed with malaria. Subsequently, 67.1% of the respondents strongly agreed that they got medical care while 14.3% reported that they did not receive any medical care at all.



The medical care offered includes HIV testing. When we inquired if VCT was offered 84.8% responded “Yes” and 13.5% responded “No”, only 1.7% were missing cases which has no statistical significance. As a confirmatory result the interviewees were requested to tell if they had accepted being tested to what they responded “Yes” in 84.8% of the cases and “No” in 1.7% of the cases. In fact at the time when the data was collected there was no legislation in Nepal regarding voluntary counselling and testing. A person could have been tested without their knowledge.

The researcher also investigated on how the girls perceived the support from the local media including television, radio, newspapers in helping to minimize traffic. The results demonstrated that 75.9% of the respondents strongly agreed with the statement that the mass media can help, 20.3% were not so sure. During the interview some of the respondents expressed that giving more publicity to the cases and giving names of people involved could help to get the brokers and outcast them from the society. In

the villages where television is less common, radio and newspapers could help much in making people aware about how brokers work, or about the dangers of trusting a stranger to take their daughters into supposed marriage and good paid jobs.

### **5.6 Actual and foreseen sustainability**

The researcher also wanted to know if all girls and women recovered were having any other skill training to support their future development in the world of work. To this question 64.6% of the respondents reported that they received training, 8.0% were not very sure while 19.8% said that they never received training at all. The majority of girls attended local schools and focused on skill training only during school holidays. Others above teen age who have finalized school were just attending skills training. Some of the common trainings that were mentioned includes: community health worker, driving lessons (three wheeler), tailoring, knitting and weaving carpets. None of the girls interviewed had an income for their work, since it was only skills training. The fact that they were in the age when they would like being economically independent, had their own needs and where, in many cases, self sustainable while trafficked makes them double vulnerable and could be tempted into traffic if not provided with means to cover their basic needs.

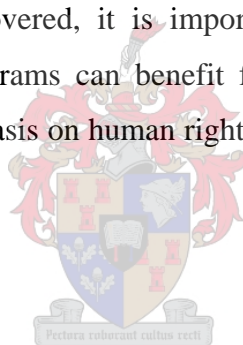
Additionally, the researcher inquired if the families of this women and girls had been found and contacted. It was found that 63.3% of the respondents reported that they contacted their family, 8.0% were not so sure if their families were contacted while 2.5% had never contacted their families. Despite the fact that a good percentage contacted their families only 24.5% responded that they would like going back to their families, 75.5% were missing or unreported cases. These results give us the idea that the recovered girls are not too keen on going back to their communities. Some admitted that at home they will be in worse conditions; the chances of continuing with the studies are very few, even feeding them can be a challenge for some of their families. Some of the respondents, 24.5% reported that they don't plan going back to their families while 75.5% were missing cases. Some of the common mentioned obstacles to move back with their families were: "I have a problem with my stepmother, I cannot go back" "I prefer to get a training to stand by myself, later I can go back to my village", "I got a baby and the community will not accept me", "my husband got another wife".

## 6. CONCLUSIONS

As it was highlighted during the analysis of the field research results, the low status of women and their exclusion from development opportunities intensifies the risks women face. Any support that is provided by the government or other development institution to increase women's access to and control of assets and other resources, can contribute to reducing their risk not only to trafficking but also to domestic violence. Consequently gender interventions in Nepal must consider integration of gender equality concerns into policies, projects, capacity building and awareness rising in the communities especially the more excluded, marginalized and in consequence more vulnerable.

To conclude even when this study didn't go deep into surveying HIV/AIDS rates amongst women and girls recovered, it is important to highlight that both anti-trafficking and HIV/AIDS programs can benefit from increased collaboration and consistent approaches. An emphasis on human rights may serve as a starting point for a common platform.

## 7. RECOMMENDATIONS



The results of the field research as well as the literature review gave an important insight into the deplorable situation of trafficked women and girls and their bleak future if the respective authorities don't take this issue as relevant when designing and implementing development policies and programs. The author suggests the following recommendations be taken into consideration, for future interventions in the prevention and fight against trafficking of women and girls in Nepal.

- Consider as priority goals the promotion of social, economic and political stability, which will have a cascade effect in the dynamics of trafficking.

- Improve children's access to educational and vocational opportunities and increase the level of school attendance, in particular by girls and minority groups.
- Design and implement awareness raising programs which involves all community members, especially parents and guardians as well as migrant population.
- Identify and amend discriminatory laws in particular the ones related to women's property rights, and effectively implement anti-trafficking legislation.
- Promote sustainable income and employment generation activities introducing women support groups through capacity building, especially in rural marginalized communities.
- Organize vocational skill, entrepreneurial and management training programs involving women and girls recovered from traffic. This can be a way of sensitizing communities specially the youth and promoting the replication of similar activities in all VDC's.
- Address gender differences in primary education and employment, and introduce policies based on the concept of "zero tolerance" to eliminate violence against women. Taking appropriate measures to ensure the right to equal pay for equal work and the right to equality in employment promotion opportunities.
- Increase the involvement of religious leaders in this fight. It has been documented in different societies the importance of their role in shifting the opinions and behaviour of the youth.
- Promote interventions that work from the bottom up, involving communities, building capacity, and providing support, rather than top-down oriented interventions. Giving especial relevance to the

important contribution that the survivors of trafficking can, on a strictly voluntary basis, make in the development and implementation of anti-trafficking interventions and evaluation of their impact.

- Explore possibilities of obtaining technical and financial support to develop techniques for family assessment, counselling, intervention, and follow-up of recovered girls.
- Develop suitable plans for girls who cannot return to their communities, particularly in the area of sustainable livelihoods.
- The Government should work in close hand with NGO's providing legal aid services to survivors and working to take legal action against the offenders. Likewise, providing support to NGO's in carrying out appropriate monitoring and evaluation of their interventions.
- Document as much cases as possible in order to be of use in future advocacy work; taking in consideration the need to preserve the privacy of the trafficked persons.
- Investigate deeply into public-sector involvement or complicity in trafficking. All public officials suspected of being implicated in trafficking shall be investigated, tried and, if convicted, appropriately punished.
- Introduce clear guidelines for voluntary HIV counselling and testing of the recovered trafficked girls and women and for the ongoing care, support, and reintegration of HIV-positive returnees.
- Promote the development of action oriented research for identification and design of sustainable, community-based anti trafficking solutions.

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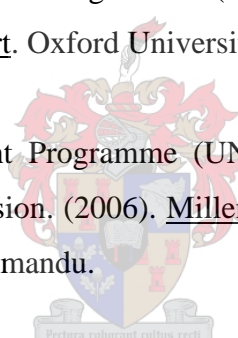
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**Appendix 1.****Individual questionnaire.**

Date of the interview: day\_\_\_\_\_month\_\_\_\_\_year\_\_\_\_\_

Interviewer's Name:\_\_\_\_\_

**Place of origin**

District:\_\_\_\_\_

Village Development Committees VDC/Municipality:\_\_\_\_\_

Ward:\_\_\_\_\_

**1. Personal data**

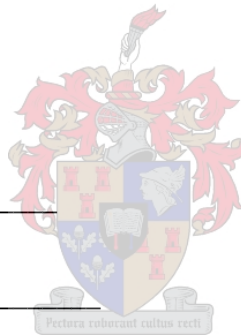
101. Age\_\_\_\_\_

102. Caste/Ethnicity\_\_\_\_\_

103. Religion:\_\_\_\_\_

104. Marital status:\_\_\_\_\_

105. Age at marriage: \_\_\_\_\_

**2. Educational background**201. Have you attended school? Y  N 

202. If yes, class completed? \_\_\_\_\_

203. Are you currently attending school? Y  N 

204. If yes, which class are you attending? \_\_\_\_\_

205. Indicate reasons for leaving the school?

Please rate how strongly you agree or disagree with each of the following statements by placing a check mark in the appropriate box.

	<b>Strongly disagree</b>	<b>somewhat disagree</b>	<b>somewhat agree</b>	<b>strongly agree</b>
<b>It was unaffordable</b>				
<b>I started working</b>				
<b>Because of my parents negligence</b>				
<b>The distance to the school</b>				
<b>I have to work at home</b>				

Other reasons (specify)

---

206. You would like to continue school if supported?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I would like to continue school</b>				
<b>I wouldn't like to continue school</b>				

207. Among your brother and sisters which number are you?

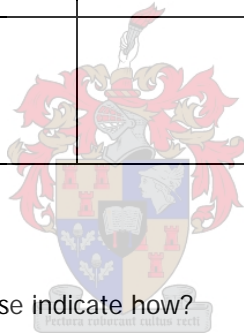
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208. Where you happy in your house?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I was happy in my house</b>				
<b>I wasn't happy in my house</b>				

209. How was the relationship with your family?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I was treated badly</b>				
<b>I wasn't treated badly</b>				



210. If you were treated badly, please indicate how?

	<b>Strongly disagree</b>	<b>somewhat disagree</b>	<b>somewhat agree</b>	<b>strongly agree</b>
<b>physically</b>				
<b>psychologically</b>				
<b>malnutrition</b>				
<b>Didn't send you to school</b>				
<b>They thrown you out</b>				
<b>You run away</b>				

**3. Affirmative Action**

301. Do you think the government has a plan to minimise trafficking of girls in Nepal?

	<b>Strongly disagree</b>	<b>somewhat disagree</b>	<b>somewhat agree</b>	<b>strongly agree</b>
<b>Government has a plan to reduce trafficking</b>				
<b>Government has no plan to reduce trafficking</b>				

302. Do you think the government activities in this regard are?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>Sufficient</b>				
<b>Insufficient</b>				

303. What else can they do?

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304. Who else beside the Nepali government is working against trafficking of girls?

- 1. Local NGO's
- 2. International NGO's
- 3. Others  \_\_\_\_\_
- 4. Don't know

305. What do they do?

- 1. Don't know
- 2. Give funds
- 3. Support activities
- 4. Educate with messages
- 5. Other  \_\_\_\_\_

306. Do you think reintegrated girls should take part in developing measurements to minimise trafficking?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>They should take part</b>				
<b>They shouldn't take part</b>				

307. Are you willing to help?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I am willing to help</b>				
<b>I am not willing to help</b>				

308. If negative, why not (specify)

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309. Do you think women in Nepal can make a change in the society and work against trafficking?

Y  N

1. If yes, how? \_\_\_\_\_

2. If no, why not? \_\_\_\_\_

#### 4. Knowledge about sexual education

401. Do you think sexual education should be a subject taught at school?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>Should be taught at school</b>				
<b>Shouldn't be taught at school</b>				

402. At what age should the students start learning about sexual education? \_\_\_\_\_

403. Which topics should be included?

1. Condom use
2. STD's
3. TB
4. HIV/AIDS
5. Trafficking
6. Other, specify \_\_\_\_\_



404. Did you ever hear about these topics before? Y  N

Where?

1. At home
2. In school
3. From friends
4. From other girls

405. How is HIV transmitted?

1. Mosquito bites
2. Sharing toilets
3. Kissing an HIV+
4. Sharing food, clothes
5. Touching an HIV+
6. Though unsafe sex

7. Can you mention another way(s) of transmission? \_\_\_\_\_

\_\_\_\_\_

406. Do you think PLWA should be:

1. Rejected from school
2. Expelled from the communities
3. Embarrassed about their disease
4. Treated as any other sick person

407. Do you think the mass media (TV, radio, newspapers) can help to minimise trafficking?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I think they can help to reduce trafficking</b>				
<b>I think they cannot help to reduce trafficking</b>				

408. How was your health condition when they recovered you?

Healthy

Sick



409. Did you get medical care after you were recovered?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I got medical care</b>				
<b>I didn't get medical care</b>				

Do you remember what kind of disease where you diagnosed?

STI

TB



Malaria

Diarrhoea

Other  \_\_\_\_\_

410. When you came to this centre were you offered VCT? Y  N

1. Did you take it? Y  N

2. If no, why not? \_\_\_\_\_

## 5. Sustainability

501. How long have you been in this transit home?

\_\_\_\_\_

502. Have you received any training?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I did receive training</b>				
<b>I didn't receive any training</b>				

503. What are you learning/studying?

\_\_\_\_\_

504. Do you have the chance to work?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I have the chance to work</b>				
<b>I don't have a chance to work</b>				

505. Is it a paid work?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I get paid</b>				
<b>I don't get paid</b>				

506. How much you get per month? \_\_\_\_\_ in Nr

507. When you were rescued did you contact your family?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I contacted my family</b>				
<b>I didn't contacted my family</b>				

508. Do you plan to move with them?

	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
<b>I plan moving with my family</b>				
<b>I don't plan moving with my family</b>				

509. If no, what is the obstacle?

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**6. Advocacy**

601. What will you advise to other girls in your age? \_\_\_\_\_

\_\_\_\_\_

602. What will you advise to the parents of girls at risk of trafficking?

\_\_\_\_\_

603. How will you act if you ever were at risk again?

\_\_\_\_\_

\_\_\_\_\_

604. Any additional comment you would like to add in this interview?

\_\_\_\_\_



Thanks for your time and openness in your responses, rest assured the information here gathered will be handled with confidentiality. The results will be reported considering the responses of the whole group participating in the survey.

The survey team

## Appendix 2.

Summary of the Likert Scale Results								
No.	Question	Scale	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Missing	Sample Size
1	q205. Reasons for leaving school?	Unaffordable	-	-	-	62.9	37.1	237
		Started working	-	-	-	12.7	87.3	237
		Parents negligence	-	-	5.9	12.7	81.4	237
		Distance to school	-	2.5	-	6.3	91.1	237
		Have to work at home	-	-	-	24.5	75.5	237
2	q206. Would you like to continue school if supported?	I would like to continue school	1.7	-	7.2	91.1	0.0	237
		I wouldn't like to continue school	-	-	-	-	100.0	237
3	q208. Where you happy in							

	your house?							
		I was happy in my house	1.7	-	31.2	37.6	29.5	237
		I wasn't happy in my house	-	-	11.8	19.4	68.8	237
<b>4</b>	q209. How was the relationship with your family?							
		I was treated badly	-	-	22.8	16.5	60.8	237
		I wasn't treated badly	-	-	19.8	43.0	37.1	237
<b>No.</b>	<b>Question</b>	<b>Scale</b>	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>	<b>Missing</b>	<b>Sample Size</b>
		Physically	5.1	5.5	24.1	19.4	46.0	237
		Psychologically	1.7	-	24.5	13.1	60.8	237
		Malnourished	4.2	-	4.6	-	91.1	237
		Didn't take you to school	1.7	3.0	3.8	35.4	56.1	237
		They throw you out	5.1	-	8.0	9.7	77.2	237
		You run away	1.7	-	-	8.9	89.5	237
<b>6</b>	q301. Do you think the Government has a plan to minimise trafficking of girls in Nepal?							

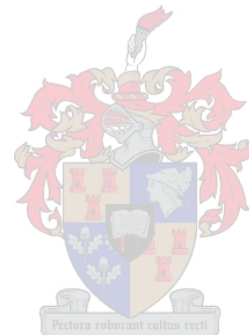
		Government has a plan to reduce trafficking	1.7	-	40.9	17.7	39.7	237
		Government has no plan to reduce trafficking	-	-	20.3	8.9	70.9	237
<b>7</b>	q302. Do you think the Govt. activities in this regard are:	Sufficient	1.7	7.6	25.3	5.1	60.3	237
		Insufficient	1.7	-	18.1	31.6	48.5	237
<b>8</b>	q306. Do you think reintegrated girls should take part in developing measurements to minimise trafficking?	Should take part		-	-	98.3	1.7	237
		Shouldn't take part	1.7	-	-	-	98.3	237
<b>No.</b>	<b>Question</b>	<b>Scale</b>	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>	<b>Missing</b>	<b>Sample Size</b>
<b>9</b>	q307. Are you willing to help?	I am willing to help	-	-	0.4	97.9	1.7	237

		I am not willing to help	-	-	-	-	100.0	237
<b>10</b>	q401. Do you think sexual education should be a subject taught at school?	Should be taught	-	-	7.2	92.8	0.0	237
		Shouldn't be taught	-	-	-	-	100.0	237
<b>11</b>	q407. Do you think the mass media (TV, Radio, Newspapers) can help to minimise trafficking?	I think the mass media can help	-	-	20.3	75.9	3.8	237
		I think the mass media cannot help	-	-	-	1.7	98.3	237
<b>12</b>	q409. Did you get medical care after you were recovered?	I got medical care	1.7	-	11.4	67.1	19.8	237
		I didn't get medical care	-	-	-	14.3	85.7	237

13	q502. Have you received any training?	I did receive training	1.7	-	8.0	64.6	25.7	237
		I didn't receive training	-	-	-	19.8	80.2	237
<b>No.</b>	<b>Question</b>	<b>Scale</b>	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>	<b>Missing</b>	<b>Sample Size</b>
14	q504. Do you have the chance to work?	I have the chance to work	4.6	-	-	-	95.4	237
		I don't have the chance to work	5.9	-	1.3	77.2	15.6	237
15	q505. It is a paid work?	I get paid	-	-	-	-	100.0	237
		I don't get paid	-	-	1.3	75.9	22.8	237
16	q507. When you were rescued did you contact your family?	I contacted my family	2.5	3.0	8.0	63.3	23.2	237
		I didn't contact my family	1.7	-	-	21.1	77.2	237
17	q508. Do you plan to move							

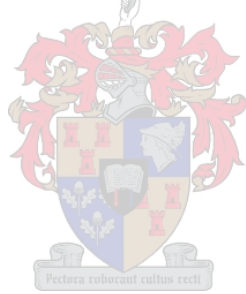


with them?	I don't plan moving with my family	-	-	5.5	70.0	24.5	237
	I plan moving with my family	-	-	-	24.5	75.5	237



Appendix 3.

Map of Nepal



(CIA, 2006. <http://www.cia.gov>)