



QUARTERLY IMPACT REPORT

1 JULY TO 30 SEPTEMBER 2024

Assessing Risk and Safety Planning.

At Free To Shine we help to prevent school-aged girls from being trafficked into the commercial sex industry by strengthening family and community systems to prioritise the safety and education of their children. To achieve this, we enrol girls who are at risk.

We've recently enrolled another 23* new girls into our program.

*Revised on 18.05.2026. Following an internal review, the 'Number of new girls enrolled onto the program' indicator has been corrected from 45 to 23 to ensure data integrity and transparency.



Goal of the quarter
**SAFE
COMMUNITIES**



Names of all girls in this report have been changed to protect their privacy.



203

Safety Visits



282

Social Work Interventions



10

Girls Passed the Year 9 Exam



5

Water filters provided



56

Bikes Provided



112

Packets of Vegetable Seeds Provided

THE NUMBERS THIS QUARTER

We work with community leaders, school directors, and community members, all of whom refer cases to us of girls they believe to be at risk. When we receive a referral one of our social workers visits the girl and her family to conduct an Initial Assessment. This assessment utilises a framework called the Child Status Index, which assesses a child's well-being and map's risk in several areas, including food and nutrition, shelter and care, protection, health, psychosocial, and education. When the result indicates that a girl is at risk, she and her family are enrolled in our program.

When a girl is referred to our social work program, the Social Worker completes a comprehensive risk-and-needs assessment with the girl and her family. Then they create a case management plan which includes targeted interventions and a safety plan. Then they address immediate safety concerns and respond to child protection concerns.

The social worker provides the family with an opportunity to identify their concerns and worries and receive assistance and support to problem solve. Then the social workers increase the family's knowledge and understanding of child rights, child protection, child labour laws, safe migration, the harms of early marriage, exploitation and trafficking, gender equity, and safe relationships. And finally, the social worker builds the capacity of families to assess situations in the future for risk.





MEET TEY*

GRADE 7 STUDENT

Tey lives with her parents and her two younger sisters who are in grade 1 and grade 5. Tey and her sisters do not stay at their house with their parents because the house is too small. The house does not even have proper walls, and there is only one bed. Tey and her sisters stay at their grandmother's house which is next to their house.

Tey's father has an irregular job as a construction worker. Tey's mother stays home doing housework and making baskets to sell. She cannot work much because she has an illness.

Before knowing Tey, our social work team met with commune leaders to talk to them about risk, our work, and whether they knew of any girls or families they thought should be referred to us. The commune leaders began working quickly by spreading the information and sending the referral forms out to the village leaders to identify girls and families who were at risk. Soon after, the village leader of Tey's village submitted a referral to us.

Following our process, our social work team began visiting Tey and her family at their home and conducted an initial assessment. The results from the assessment showed some concerns and risks which led us to a decision to enrol Tey

in our program. There were concerns about Tey's health because she did not have enough nutrition. Tey's mother was sick and could not work much. Tey's family income was low. If Tey's parents became sick and could not work, Tey would give up her education to work and earn money to support her family.

After the enrolment of Tey into our program, our social work team began developing a safety intervention plan. Our first action was to work with Tey educating her about a healthy diet and about hygiene. We encouraged her to eat more vegetables because we heard from her mother that Tey had not liked eating vegetables since she was two. In our later visits, Tey's mother shared that Tey had surprisingly eaten more vegetables. Tey's mother was so happy.

Our second action was to provide counselling to Tey's mother and encourage her to go to the hospital to check her health and get treatment. We recommended a hospital in the city that specialised in the illness that she had. After taking the test and health check, Tey's mother was recommended to take some medicines. She also went to the traditional healer and took some traditional medicines. Thankfully, she is getting better.

“

Tey's mother was sick and could not work much. Tey's family income was low. If Tey's parents became sick and could not work, Tey would give up her education to work and earn money to support her family.

”

Our third action was working with Tey's father and we suggested he too went to the hospital to check his health. He had a motorbike accident a month before we conducted the initial assessment, and he had pain in his chest and had not gone to the hospital. Our social work team also talked to him about his alcohol consumption and family violence. Currently, his health is a lot better, and he goes to work regularly.

We also provided school uniforms, school supplies, and a bike to Tey, and we talked to her about what she wants to do in the future and her education plan. We talked to Tey's parents and asked them some questions to know about their commitment to supporting their children's education. They both strongly agreed to keep supporting and motivating their children to go to school.

After three months in the social work program, Tey was referred to our education program because her family circumstances have improved. Now, our Education Officer continues to work with Tey and her family and visits them monthly.

