SHARING AND LEARNING:

Workshops at the 2nd World Congress against Commercial Sexual Exploitation of Children, Yokohama, Japan, 17-20 December 2001

June Kane for UNICEF

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Introduction

On 17 December 2001, more than 3,000 participants from 136 countries convened in Yokohama, Japan, for the 2nd World Congress against Commercial Sexual Exploitation of Children. Over four days, they reviewed progress made since the first World Congress in Stockholm, Sweden, in 1996; identified new and outstanding challenges; and shared experiences with a view to continuing more effectively to combat this despicable violation of children's rights.

The 2nd World Congress had been billed from the outset as a 'working congress', and much of this work took place in the more than 100 workshops that ran parallel to the plenary session from the first afternoon. For many months before the congress, organizations from all over the world prepared presentations of their work, evaluated and documented their experiences, and planned their workshops so that this unique occasion to bring their lessons to an international forum would not be lost. In 1996 already, the Stockholm Declaration and Agenda for Action that was the principal outcome of the first World Congress had emphasized the importance of cooperation and sharing, and of building on each others' experience to build knowledge of the problem of commercial sexual exploitation of children (CSEC) and responses to it. The workshops at Yokohama were a tangible example of this being put into practice.

The sharing of information and experiences did not only look at what had succeeded. Many lessons also came from what had not been successful. Some of these lessons relate to CSEC itself and result both from better research that has improved understanding and the fact that gaps in knowledge remain. Some lessons relate to the children and young people who have been exploited, or at risk of exploitation, and many lessons grow out of the experience of children and young people who have served as advocates, researchers, trainers and programme officers in the work that has been done. A large number of lessons relate to the way the work is done – to coordination, planning, research methodologies, partnerships, evaluation and monitoring – and to the frameworks in which programmes are run, including partnership, funding and regulatory frameworks.

At the 2nd World Congress, the strong development of mechanisms for programmes and frameworks at regional level was evident. In the months leading up to the Congress, a series of regional consultations had already begun the process of bringing organizations, governments and young people together to share experiences and develop lessons that could feed into regional plans of action. In Yokohama, these initiatives were shared with other regions, bringing regional experiences to the world stage.

This synthesis is an attempt to draw out from the workshops held in Yokohama some of the principal lessons that emerged. Not all the workshops are covered. In a busy four-day meeting, not all the workshop facilitators had time to submit reports on their events. A full list of the workshops organized, however, is provided at the end of this analysis. Most of them were coordinated at planning stage by three of the co-sponsors of the 2nd World Congress: UNICEF, ECPAT International and the NGO Group for the Convention on the Rights of the Child. ECPAT and the NGO Group have posted reports on the workshops they coordinated on their websites, and references are provided to these sites at the end of the workshop list. For details of UNICEF-sponsored workshops, readers should contact the UNICEF regional office nearest to them (details on the UNICEF website, also listed at the end of the workshop list).

Lessons from the workshops

1. Research, methodologies and young people

1.1 Pilot mapping and sustainability

One issue came up time and again in the workshops both at Yokohama and at the regional consultations preparing for the Congress: the need to have a more complete picture not only of the problem of sexual exploitation of children (through research, surveys, data collection) but also of the resources available to those working against it (human resources, funding available, materials produced and methodologies tried and tested). In specific relation to experience already gained, particular ideas on where and how children and young people had been involved in activity at all stages, and how their ideas and experience can be further integrated into projects and programmes, was also a topic of discussion.

In one workshop, participants heard about a pilot mapping project that had been run in eight countries of Eastern and Central Europe: Bulgaria, the Czech Republic, Estonia, Hungary, Latvia, Lithuania, Poland and Slovakia. This project was set up as a pilot in the expectation that, when tested and refined, the methodology could be applied more widely to build up, region by region, a global mapping of sexual exploitation, responses and resources. One of the prime lessons of the pilot, however, is that – although donors and organizations regularly repeat the need for modest pilots, the drawing of lessons and then follow-up that builds on lessons learned -- funding is not secure for the whole length of such an exercise, because donors tend to fund short-term activity rather than sustained, long-term work.

If funding is not forthcoming for the second stage of a pilot exercise, then those who participated in the pilot can be disappointed and lost to the work. In this particular project, for example, one of the aims of the work was to put in place a network of 'informants' who would help with the initial mapping through their particular country knowledge and then help to keep that knowledge up-to-date once it had been compiled in a database. Without funding, there is a risk that the informants will lose interest or move on to other work. (In the particular case reported here, a follow-up project was subsequently put in place by ECPAT International a year after the mapping, thanks to funding obtained by ECPAT from UNICEF and other donors.)

Lesson: Even with a short-term pilot exercise, it is important to attempt to put longer-term funding in place so that follow-up can be ensured. Such follow-up should be based on lessons learned (both positive and negative) from the pilot and not simply be a continuation of activity with no project development.

The pilot mapping project also developed a series of key questions that can be used when contacts are made with NGOs and authorities in order to collect the data required for the mapping. The experience that went into developing this questionnaire, as well as the data collected from the pilot, are available on the NGO Focal Point website: www.focalpointngo.org. As this data was collected, the project team learned valuable lessons about making the information accessible in the databank, where clarity and comprehensiveness were seen to be the most valuable elements.

Another important issue dealt with in the workshop was the importance of letting people know that such data exists. Throughout the workshop series, in fact, it became clear that much valuable work has been done and documented but that there continues to be a need to let people know what is available and where, if it is then to be used. Posting material to a website or sending it to be printed is not enough; it is important, too, to help people to know that websites, web pages and databanks exist – perhaps by sending details and key words into the best used search engines available on the web, or by informing some central information players such as the Child Rights Information Network (CRIN). For published materials, creating a targeted mailing list and enlisting the help of partners who have networks of correspondents, is also important.

Lesson: When you compile valuable data or produce research studies that will be useful to others, make sure you have plans in place for sharing these – posting them to a website is not enough. Decide who can benefit from the information and identify the best way to reach them – by mail, electronically, through networks, or maybe in meetings.

The workshop discussed, also, the importance of regularly updating data collected. The participants concluded that out-of-date data is not useful but, in fact, it can also be misleading and dangerous, since it can paint a false picture of the current status of the problem and responses, and does not therefore support good project planning.

Lesson: If you collect data, publish studies or otherwise document problems and responses, make sure that you put systems in place to update the information – and make sure people know the updates exist – so that out-of-date information is not being used for project planning.

The need to update surveys and revisit data collection also, of course, presumes that follow-up funding will be available, so this is another reason to plan longer-term funding arrangements even when a project is short-term in the first instance. Building updating phases into a project is one way to do this. Participants at this workshop expressed regret at the lack of continuity and long-term planning and funding in most projects.

Participants urged major donors to similarly share information on projects that have been completed or are being funded, so that donors more willingly fund follow-up activity and do not waste resources on funding work that has already been done by someone else or somewhere else.

Workshop details:

Title: Prototype of mapping exercise of NGO activities in the CEE/CIS, leading to partners' programmatic inputs – building complementarity and multi-disciplinary action.

Workshop leaders:

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Erki Korp, Tallinn Centre for Children at Risk erkikorp@hot.ee

1.2 Setting up research projects

Another workshop looked specifically at research methodologies applied to studying the commercial sexual exploitation of children. Experiences in India, Nigeria and Central America were compared to draw lessons on the different phases of research: planning, preparation, conduct and then analysis and use.

The workshop presenters underlined the importance of the set-up stages of the work, and of the importance of defining a concrete framework for the research and the terminology that will be used. This is important so that all those involved in the research follow the same approaches and understand the same things from the terms they use. Defining the objectives of the research is important, too, since research is only valuable if it has an impact on planning of action and thus contributes to improving the situation of children trapped in exploitation, emerging from it or at risk.

The experience of the workshop participants underlined, also, the need to train and prepare the researchers, even if they have experience in undertaking research in other areas. CSEC is a sensitive issue, unmentionable in many communities and difficult to speak about with children and young people particularly. If the interviewees are to be helped to provide reliable information, then the researchers will need to understand the issue themselves very well, to appreciate the sensitivities and to work around these to make informants feel at ease and to encourage them to trust the researcher.

This will mean that the setting-up stages of research projects on CSEC (and indeed on sexual abuse and exploitation more generally) take longer than usual, as the researchers are given time to get to know the issues involved. During this period, therefore, there is also time for a thorough 'desk review' of the literature that has already been produced on the subject.

Lesson: Research on sexual abuse and exploitation will require particular attention to be paid to the set-up stages, when the framework for the research, terminology, objectives and design must be defined. Because of the nature of the issue, researchers may need extra training in the subject and in the ethical issues, sensitivities and protection issues involved.

Time should also be taken at this early stage to explore with the researchers the ethical issues they will face during the research. Sexual abuse and exploitation are illicit actions and there may be reluctance to discuss them because of fear of reprisals or of prosecution by law enforcement. There will be issues of confidentiality and security to face, and in particular the need to protect children who may have been, or still may be exploited or at risk.

When fear and mistrust are present, then the information gained may not be wholly reliable. For this reason, it is important, the workshop participants learned, to interview a wide range of informants, from children and parents to government authorities. Even with this wide range of inputs, however, it will be necessary to understand that the information obtained will be affected by community sensitivities, taboos, personal emotions, social and religious attitudes, and other highly intangible factors that will colour the nature of the information given.

Within any range of inputs, however, there will be some that is more reliable than others. These will come from what the workshop called the 'focal group' – the group of people who are close to the heart of the issue being researched, in this case perhaps adult sex workers, or children who have emerged from exploitation (often called 'experiential children'). Identifying such a group or groups is a vital element of the research.

Sometimes, for example, it is even possible to interview the pimps, traffickers or clients who are involved in exploiting children. In such cases, the researchers must be confident of their own safety and issues of confidentiality will be paramount, since confidences betrayed may lead to reprisals. At the same time, judgements will have to be made about the reliability of the information given, since the exploiters may have an interest in misleading researchers with false information.

Lesson: It must be recognized that not all those interviewed for the research will provide reliable information. They may not trust the researcher, may fear for their safety or may willingly mislead. For this reason, it is important to obtain a wide range of inputs from many different groups of informants. Among these, it is vital to identify the focal group(s) who are closest to the heart of the issue.

All those present at the workshop had examples of other hurdles that might also have to be faced in obtaining reliable information. An African researcher told how difficult it is to collect data on children who have been exploited, for example, when the children have not been registered at birth and so it is not possible to be sure about their age and to know whether the law would still therefore recognize them as a child. Most of the participants mentioned repeated calls for numbers – how donors, media, authorities want to know how many children are exploited or how many are at risk in a given place and at a given time. Because of the clandestine nature of sexual abuse and exploitation, of course, it is impossible to quantify: generally the abuse and exploitation take place behind closed doors, and the victims are hidden from view.

Lesson: Because sexual abuse and exploitation of children are illicit acts, they are generally hidden from view and the children are 'invisible'. This is also true of children who have emerged from exploitation or abuse, since they wish to remain invisible rather than face rejection, threats for their safety or discrimination. As a result, it is impossible to obtain reliable quantitative data. However, much can be learned from qualitative data about trends, patterns, changes and directions to take.

Given these many hurdles and the difficulty of securing concrete, reliable information, the final stages of the research project – analysis and interpretation – will be particularly important. This is a job to be done by those with experience in the field and will involve bringing together all the results of the research to see what trends and patterns emerge.

The results of the research must point towards recommendations for action. This is not only necessary to validate the research undertaking but is a matter of responsibility to the children who are at risk or victims of abuse and exploitation.

Lesson: The results of the research will require careful analysis and should be used as a basis for recommendations for action. Research should not be an end in itself but should lead to a change for good.

Workshop details:

Title: Research and research methodologies on commercial sexual exploitation of children.

Workshop leaders:

Maitreya Ghatak, consultant for ECPAT International mghatak@cal.vsni.net.in

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1.3 Looking specifically at health needs

One particular area of research that is often overlooked is the health needs of children who have been prostituted. A workshop on this topic stressed that, in addition to being a human rights violation, the prostitution of children is a major public health problem. It is consequently important to include physicians and other public health professionals in efforts to assess the needs of prostituted children, and in the planning of effective interventions to help them, as well as to prevent prostitution of children.

Lesson: Physicians and public health professionals should be included in efforts at the local, national and international levels to prevent the prostitution of children and mitigate the health problems associated with child prostitution. This may be true of other specialist sectors who are not always part of NGO/INGO networks but who have an important contribution to make.

The workshop outlined one effective strategy for developing actions in this area: community-based needs assessment, which helps planners to understand the local factors that contribute to the prostitution of children in the community and to identify the health services that are needed at community level to address the children's health needs until they can be safely removed from prostitution.

The workshop participants discussed the need to make surveys of community health facilities and children's needs culturally acceptable, to overcome the obstacles that discussion of an often taboo subject can throw up. It was suggested that discussing the survey with adult sex workers would help community organizations to know how to phrase the questions so that they would be sensitive to the special situation of children in prostitution. This is similar to suggestion to identify a 'focal group' when doing research in order to get as close to the problem as possible

Lesson: Children in prostitution have specific health needs that must be provided for until they can be removed from their exploitative situation. These can be identified through community-based needs assessment. Focal groups close to the problem can help in giving feedback on the suitability of survey tools.

Learning as much as possible about the specific community in which the child is placed is important because the health problems of the children will differ by community and interventions must be planned accordingly. However, data collected in community-specific surveys can then be built up into a national picture in order to monitor and evaluate efforts to prevent child prostitution and mitigate its health impacts.

The workshop participants recognized that the health issues related to sexual abuse and exploitation of children are often forgotten and that often the specialists who work in this area are absent from rights-oriented discussions of CSEC at international level. It was suggested that each country should identify someone in government (for example in the Ministry of Health) and one person from the NGO community or appropriate sector, to be focal points on health issues related to CSEC in that country and to participate in discussions, networks and information exchange.

Lesson: The health issues related to sexual abuse and exploitation of children, and the specialists working in this area, are often excluded from discussion. Each country should nominate a government and NGO/sectoral representative to be the focal point on this issue.

Workshop details:

Title: Assessing the health needs of prostituted children.

Workshop leader:

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1.4 Using tools to monitor and measure

In the pursuit of more and better knowledge about sexual abuse and exploitation of children, and the work that is being done to combat it, it is important to be able to evaluate what works and what does not. This is a longstanding challenge that was acknowledged in a number of workshops. It presumes first of all that there is a base or starting point against which change can be measured (positive or negative change), and this presumes that both mapping and research have already been undertaken. One workshop provided the opportunity to discuss some of the tools that can then be used to monitor changes in the situation.

Lesson: In order to be able to identify changes that have occurred – in both the problem and the responses to it – the base/starting point situation must be described.

The first tool discussed was based on the development of indicators. These attempt to describe what the target outcome of an activity is and whether or not that has been achieved: for example, it might relate to the number of trafficked children rescued from a border crossing, or a decline in the rate of girls dropping out of school to earn money, or it might be less direct – for example an increase in calls to a telephone helpline can indicate greater awareness of support services available. Indicators could be drawn up to monitor children's rights more generally, for example the hours of television broadcasts designed to provide educational programming for children could be considered fulfilment of Article 17 of the United Nations Convention on the Rights of the Child (CRC), which calls on States Parties to encourage the media to 'disseminate information and material of social and cultural benefit to the child'.

Monitoring of children's rights can also be achieved through events- or acts-based methodology. This reviews the actions taken to ensure the rights provided in the CRC (for example revision of laws, convening a Children's Parliament, funding national immunization campaigns) and also examples of where a child's rights have been abused, for example from reports of police action and judicial proceedings, or from media reports.

Lesson: Change can be measured and monitored using a number of tools. Among these, indicators-based and events-based methodologies allow two different approaches to assess action undertaken.

For these tools to be used to illustrate change, they have to be checked against the base/starting point situation. This, however, must also be updated regularly to take account of the changes that have occurred. This can be done by developing a database containing the different aspects to be monitored, the indicators to be used, the events that have occurred and what gave rise to them.

None of this is easy, especially for small NGOs whose resources may be limited. It is not surprising, therefore, that one of the main points to arise in the workshop discussion was the need for more capacity building of NGOs, particularly in specialized areas like database design and management.

Lesson: For ongoing assessment and understanding, and to capture the results of measurement and analysis, a database might be set up. The technical expertise to create and manage a database should be part of ongoing technical capacity building for NGOs.

If a clearer picture of both violations of children's rights and effective responses to them emerges, then this can be used in a number of ways: it can form the basis of advocacy campaigns, can inform project planning and implementation, and can be used for training. For this to happen, then there must also be better cooperation among partners in sharing information and developing good uses for it. Participants at the workshop called for much better collaboration, especially in building information capability and in sharing good practice. Documentation is an important element of good practice, since it underpins analysis and understanding, but many participants felt they needed help to improve their documentation skills, especially in areas such as CSEC, where the protection of the child, the privacy of the family and the place of the child and family in the community should not be compromised by careless public information.

Lesson: Documentation is an important element of work against CSEC because it underpins advocacy, planning and implementation, training and sharing of good practice. More help is needed to train NGOs and others in documentation skills and to encourage cooperation and sharing of information.

Workshop details:

Title: Tools and techniques for monitoring sexual exploitation and related issues

Workshop leaders:

Manuel Guzman, HURIDOCS info@huridocs.org

Amihan Abueva, Terre des Hommes

1.5 Young people as researchers

The Stockholm Declaration and Agenda for Action call for improved 'child participation'. In practice, this has often proved elusive, and children and young people have often been observers of action taken on their behalf, rather than players themselves, because adult workers have not known how to integrate them into the work.

One workshop presented a research undertaking in which young people are fully involved. The 'Voicing our Views' project aims to prepare young people as interviewers to collect information from other young people who are in exploitation.

The project set-up includes all the elements of research preparation that have been identified earlier, including ethical guidelines to protect the informants. Additionally, the young interviewers have to be prepared for the research work. This is resource- and labour-intense, the workshop leaders reported, because the interviewers not only undergo training in the methodology but are also fully involved in developing the methodology themselves. There is also a need to build a trusting working relationship between the young interviewers and the adult members of the project, and this can take time.

Lesson: A project that employs young people as interviewers should follow the same careful set-up steps as any other research undertaking. Additionally, however, it will be important to build a relationship of trust between adult and youth members of the project, to ensure that young people participate fully in developing methodologies (for example questionnaires) and to train the young interviewers in research techniques. This is time-, labour- and resource-intense and this must be taken into account in planning the project.

The experience of the project was that the young interviewers were very successful in obtaining information from the young people they interviewed, not because they too were young but because they had shared experiences with the informants. This is an important lesson, because it means that age is not the primary factor in successful interviews, but some common point of reference between interviewer and interviewee. This can be applied more widely – for example a representative of a migrant ethnic group might be successful in interviewing other members of that migrant group. One illustration of this is the project director's observation that the young interviewers used the 'same language as the people they were interviewing, and that this was important both to establishing a relationship of trust between interviewer and interviewee, and in prompting the interviewee to express her/himself more freely.

Lesson: The young people succeeded not because they were young but because they had shared experiences with the young people they interviewed. This may be more widely true and can be built into other kinds of research project.

Workshop details:

Title: Beyond research: from exploitation to participation

Workshop leaders:

Carron Somerset, ECPAT UK ecpatuk@antislavery.org

Julie Taylor-Browne, Research Director

Anna Downie, Lyndsey Broadhead, Researchers

A workshop to share information and lessons from a research project involving young researchers from Belarus, Latvia, Russia, Ukraine and Uzbekistan also highlighted an important result of preparing young people to undertake research with other young people. Young people in this project reported that they had themselves been changed by their involvement in the research. They reported greater motivation, enhanced understanding, improved skills and interest in developing follow-up actions.

Lesson: The impact of involving young people in a project is not only on the project but also on the young people themselves. They are often better aware and more motivated to work to help other young people, and have improved skills to do that.

The adult members of the project underlined the need to be able to 'relinquish control' in a project and to have confidence in the young people's ability to proceed while at the same time supporting them. One of the project coordinators pointed out that, in a control experiment within the project, she and her 'professional' colleagues duplicated the work that the young people had done: they found that of 30 informants, only one young person reported feeling threatened whereas, in the same group, four informants told the young interviewers they had been abused and eight said they had felt threatened. Clearly the young interviewers were able to obtain more information. 'They are the real professionals,' the coordinator said.

This research project developed from a multidisciplinary regional workshop and prioritized the breaking of taboos regarding sexual abuse. Two hundred young people were prepared to survey 6,000 young informants. They were surprised at the lack of knowledge on children's rights in general and sexual abuse in particular. They also noted the high incidence of sexual abuse that they found, and reported poor access to support facilities and protection mechanisms.

The young people again underlined the importance of building bridges with adults, especially parents, teachers and policy makers, on human rights in general and sexual abuse in particular. Breaking down the taboos and building these bridges as part of the research process was a way of helping some young people to start to deal with their own experiences of sexual abuse. The adult members of the project team should be equipped to support the children if this happens.

Lesson: The adult workers in a project that involves young people as principal actors must be ready to relinquish some control and to trust the young people. At the same time, they must be ready to provide support where it is needed, particularly if the young people begin themselves to disclose abuse or fear.

Other outcomes of the research itself was that it appears that children report only the most extreme forms of sexual violence and actually accept low levels of violence; this makes them even more vulnerable. It is therefore doubly important not only to ask questions but to give information, so that children and young people will know where to go for different kinds of support (medical, legal, counselling, safe accommodation etc).

Lesson: Even when a project is essentially designed to obtain information, it is also important to be able to give information where that is required. For example, young people who are being abused or are in exploitation will want to know where to go for more support or help.

The workshop participants thought that exploring whether the research model was adaptable to or replicable in other geographical areas would be a useful next step, as would extending the involvement of young people to more projects on different issues.

They underlined, also, the important of sharing information on the methodology and results. Sharing of methodologies in the form of questionnaires, interview questions and training modules is particularly important to avoid duplication of effort and wasted resources.

Lesson: To avoid duplication and wasted resources, it is useful to share methodological materials as well as results. This might include questionnaires, interview protocols, training materials and background research.

Workshop details:

Title: Impact of children's participation in research, action and planning: an example from the Right to Happiness Project in the CIS and Baltics.

Workshop leaders:

Severine Jacomy, BICE severine.jacomy@bice.org

Anna Guertsik, BICE eklmoscow@ntu-net.ru

1.6 From research to action: young people as advocates and counsellors

A group of young people from the Philippines opened their workshop with a role-play performance of the reality of CSEC in their country. They wanted to illustrate the powerful role that drama by young people can play in raising awareness about CSEC while at the same time giving the young people themselves a voice. The workshop discussion that followed concluded that such performance can be replicated in other countries and situations, because it is based on children and young people using their own language to talk to other children and young people.

Lesson: Performance, whether role playing, drama, dance or music, is not only a way to raise awareness about CSEC but also allows children and young people to have a voice. It can be used in different countries because the language of the performance is the language of the performers; their words reach other young people.

There were some questions as to whether this would extend to 'the community', by which participants meant adult members of the community, but the point was made that 'community' can mean many different things, and that children and young people are themselves a 'community'. It was also underlined that the 'heart' of their community is often the school and that schools are therefore very effective partners in drama-based community mobilization.

Lesson: Adult communities can also be reached through young people's performance, but it is particularly effective when schools become involved as partners and the performance is given in the school 'community' for other children.

In fact, the workshop heard that adults do respond well to young people's performance, because they see it as a sign of the commitment of the children and young people to make change. This is especially true of community authorities, with the result that the drama performance is an effective advocacy tool.

Lesson: Young people's performance is a potentially powerful advocacy tool, because it illustrates the commitment of young people to working for change.

Beyond the impact on those who watch the drama/role-play, there is also an impact on the performers themselves. The children and young people explained that participating in the performance gave them an opportunity to express their feelings, and that it also improved their self-confidence and self-esteem. They also enjoyed the work they were involved in and felt empowered by it. 'We are not the passengers in life,' one of the young people said, 'but the drivers'.

Lesson: Young people's performance is also an empowering experience and allows the young participants to express their feelings and to grow in self-confidence.

Workshop details:

Title: Community-based strategies in responding to CSEC.

Workshop leaders:

Remedious Geraldes, World Vision Remedious-Geraldes@wvi.org

Ellen Poyner

April Rose Chiong

Michelle Ong

Vangelyn Damasco

Meeber Laecher (all young performers)

The young people involved in counselling young victims of CSEC may also be empowered by their actions, but they need special support to be able to handle potentially traumatic recounting of events by their peers. A workshop on peer counselling learned, therefore, that one of the first lessons of developing a project to prepare young people to counsel victims of CSEC was that care must be taken that the counsellors do not themselves come to harm. This requires intensive preparation of the counsellors, including in the specific issues related to the commercial aspects of sexual exploitation.

Lesson: Young people being prepared to become peer counsellors of CSEC victims need specific support to understand the nature of CSEC and protection so that they are not harmed by the experience of counselling.

An important lessons to emerge from the experience of peer counselling presented at this workshop, also, was that it is important to give something back to the young people who are working in the project. For example, they should emerge from training with technical skills and enhanced knowledge that can be adapted to equip them for other tasks in the future and potentially for work.

Lesson: It is important to give something back to the young people who train as counsellors, in the form of technical skills and knowledge that will be useful to them in the future when they seek jobs.

One participant noted, also, that peer counsellors need more than training and technical skills. They must have a real desire to help other young people, and a temperament that allows them to do that.

One group of young people who have exceptional understanding of the issues involved in CSEC are those who have themselves experienced it ('experiential young people'). Children and young people who see other former victims in a position in which they can help others receive positive reinforcement to accept themselves and make a transition into a new stage of their lives. The counsellors are a role model for them and a tangible example of empowerment.

Additionally, however, the counsellors themselves can benefit from the work in which they engage. Emerging from exploitation and preparing to help others through counselling can be an empowering experience. Training in peer counselling also helps young people to understand that the process is not an attempt to 'judge' those who have been exploited but a support to them. In this way, the victims and the counsellors themselves make the journey 'from victim to leader'.

Lesson: Training 'experiential young people' as peer counsellors can lead to empowerment of the young people and reinforce their efforts to rebuild.

Peer counsellors who have been victims of CSEC, however, need additional long-term support in the task they undertake. They must not be set up to fail, the workshop participants heard, because this can reflect the submissive nature of the exploitation they experienced. They must be allowed to move through training and then the work itself at a pace that is right for them. Above all, there must be careful screening of those who present themselves for training as peer counsellors, to ensure that they will be able to undertake both the training and the work without coming to harm. If the young people are still in a period of transition from exploitation, then they need particular support so that they do not revert to commercial sex because they feel helpless or scared.

There are other challenges, too. Securing funding for peer counselling involving experiential young people is difficult, the project leader reported, particularly since sustainability of the process is important if the peer counsellors are to feel that their work is valued. Finding the right people as trainers and other resource staff is not easy.

Workshop details:

Title: 1. Peer counselling and youth participation strategies.

Workshop leaders:

Nandi Msezane, ECPAT International igor@ecpat.net

Connie Tostado, SOS Sisters Offering Support

Title: 2. Former victim, future leader.

Workshop leader:

Connie Tostado, SOS Sisters Offering Support

Workshop that covered similar issues:

Title: Prevention, protection and recovery approaches – the Nepal experience

Workshop leaders:

Archana Tamany, SCF Alliance South-Central Asia

Sita Gimire, Save the Childen Norway s.ghimire@savechildren-norway.org.np

Summary of lessons on research, methodologies and young people's participation

1. Even with a short-term pilot exercise, it is important to attempt to put longer-term funding in place so that follow-up can be ensured. Such follow-up should be based on lessons learned (both positive and negative) from the pilot and not simply be a continuation of activity with no project development.
2. When you compile valuable data or produce research studies that will be useful to others, make sure you have plans in place for sharing these – posting them to a website is not enough. Decide who can benefit from the information and identify the best way to reach them – by mail, electronically, through networks, or maybe in meetings.
3. If you collect data, publish studies or otherwise document problems and responses, make sure that you put systems in place to update the information – and make sure people know the updates exist – so that out-of-date information is not being used for project planning.
4. Research on sexual abuse and exploitation will require particular attention to be paid to the set-up stages, when the framework for the research, terminology, objectives and design must be defined. Because of the nature of the issue, researchers may need extra training in the subject and in the ethical issues, sensitivities and protection issues involved.
5. It must be recognized that not all those interviewed for the research will provide reliable information. They may not trust the researcher, may fear for their safety or may willingly mislead. For this reason, it is important to obtain a wide range of inputs from many different groups of informants. Among these, it is vital to identify the focal group(s) who are closest to the heart of the issue.
6. Because sexual abuse and exploitation of children are illicit acts, they are generally hidden from view and the children are 'invisible'. This is also true of children who have emerged from exploitation or abuse, since they wish to remain invisible rather than face rejection, threats for their safety or discrimination. As a result, it is impossible to obtain reliable quantitative data. However, much can be learned from qualitative data about trends, patterns, changes and directions to take.
7. The results of the research will require careful analysis and should be used as a basis for recommendations for action. Research should not be an end in itself but should lead to a change for good.
8. Physicians and public health professionals should be included in efforts at the local, national and international levels to prevent the prostitution of children and mitigate the health problems associated with child prostitution. This may be true of other specialist sectors who are not always part of NGO/INGO networks but who have an important contribution to make.
9. Children in prostitution have specific health needs that must be provided for until they can be removed from their exploitative situation. These can be identified through community-based needs assessment. Focal groups close to the problem can help in giving feedback on the suitability of survey tools.
10. The health issues related to sexual abuse and exploitation of children, and the specialists working in this area, are often excluded from discussion. Each country should nominate a government and NGO/sectoral representative to be the focal point on this issue.
11. In order to be able to identify changes that have occurred – in both the problem and the responses to it – the base/starting point situation must be described.

12. Change can be measured and monitored using a number of tools. Among these, indicators-based and events-based methodologies allow two different approaches to assess action undertaken.

13. For ongoing assessment and understanding, and to capture the results of measurement and analysis, a database might be set up. The technical expertise to create and manage a database should be part of ongoing technical capacity building for NGOs.

14. Documentation is an important element of work against CSEC because it underpins advocacy, planning and implementation, training and sharing of good practice. More help is needed to train NGOs and others in documentation skills and to encourage cooperation and sharing of information.

15. A project that employs young people as interviewers should follow the same careful set-up steps as any other research undertaking. Additionally, however, it will be important to build a relationship of trust between adult and youth members of the project, to ensure that young people participate fully in developing methodologies (for example questionnaires) and to train the young interviewers in research techniques. This is time-, labour- and resource-intense and this must be taken into account in planning the project.

16. The young people (in a peer counselling project) succeeded not because they were young but because they had shared experiences with the young people they interviewed. This may be more widely true and can be built into other kinds of research project.

17. The impact of involving young people in a project is not only on the project but also on the young people themselves. They are often better aware and more motivated to work to help other young people, and have improved skills to do that.

18. The adult workers in a project that involves young people as principal actors must be ready to relinquish some control and to trust the young people. At the same time, they must be ready to provide support where it is needed, particularly if the young people begin themselves to disclose abuse or fear.

19. Even when a project is essentially designed to obtain information, it is also important to be able to give information where that is required. For example, young people who are being abused or are in exploitation will want to know where to go for more support or help.

20. To avoid duplication and wasted resources, it is useful to share methodological materials as well as results. This might include questionnaires, interview protocols, training materials and background research.

21. Performance, whether role playing, drama, dance or music, is not only a way to raise awareness about CSEC but also allows children and young people to have a voice. It can be used in different countries because the language of the performance is the language of the performers; their words reach other young people.

22. Adult communities can also be reached through young people's performance, but it is particularly effective when schools become involved as partners and the performance is given in the school 'community' for other children.

23. Young people's performance is a potentially powerful advocacy tool, because it illustrates the commitment of young people to working for change.

24. Young people's performance is also an empowering experience and allows the young participants to express their feelings and to grow in self-confidence.

25. Young people being prepared to become peer counsellors of CSEC victims need specific support to understand the nature of CSEC and protection so that they are not harmed by the experience of counselling.

26. It is important to give something back to the young people who train as counsellors, in the form of technical skills and knowledge that will be useful to them in the future when they seek jobs.
27. Training 'experiential young people' as peer counsellors can lead to empowerment of the young people and reinforce their efforts to rebuild.

2. Ideas in prevention and protection

2.1 Supporting community-based protection

"Prevention of child prostitution is possible" was the main conclusion of one of the several workshops at the Yokohama Congress that looked at how children can be protected from sexual exploitation. Many different ideas for preventing CSEC and for protecting children (especially those identified at particularly high risk) were shared.

Many of the workshops underlined the need to protect the child within her/his community. In each community – whether it is a community in which children live, where they go to school, where they play or where they find temporary refuge – there will be protection mechanisms that can be activated on behalf of the child. These might be community watchdog groups, social services, specialist observers, peer groups, state agencies and authorities, NGOs or others, or it might be a combination of some or all of these, formed into community task forces.

Also, however, the child can be helped to develop self-protection responses. These can include awareness of risky behaviour, the means to fend off pressures to earn money for the family, knowledge of where to turn to for support, or the self-confidence to withstand persuasion or coercion.

In a workshop that presented methodologies that combined all of these community- and self-help mechanisms, a Brazilian organization emphasized how important it is to 'engage a person at the core of her own values and strength'. In 13 neighbourhoods in the cities of Olinda, Recife and Paulista, the NGO organized meetings of adolescents at which the young people were given the time and space – and support where needed – to discuss violence and to share their fears and their feelings. This reflection was part of their preparation for becoming actors in preventing family violence (a key factor in the decision of many young people to leave home and live on the streets, thus becoming more vulnerable to abuse and exploitation). At the same time, the adolescents were given information about sexuality, STDs and birth control methods, so that they had the practical knowledge required for self-protection too.

At the same time, the project worked with the adolescents' different 'communities' – their families, schools, neighbourhoods -- to broaden the debate and to negotiate a place for the adolescents within this community discussion.

Lesson: Prevention is possible when adults have strong, positive relationships with children and young people – relationships that include listening, respect, participation and protection.

Heightened understanding and self-confidence alone, though, may not be enough to ward off pressures to leave school, earn a living and resist coercion. The project therefore also engaged other sectors in order to address the political, social and economic factors that increase the young person's vulnerability to exploitation. Activist movements, grassroots networks, legal counsellors, researchers and other relevant groups were brought into the project to take a holistic view of the young person's environment and her/his safety within it.

Lesson: Beyond understanding and self-awareness, young people will also need practical support to be able to protect themselves from exploitation and to build a positive life. This requires a holistic approach to the adolescent's protection needs and the engagement of many different sectors in support of the 'resistance and rebuilding' process.

With all these different groups involved, there will probably be a need, on an ongoing basis, to make sure that everyone is at the same level of understanding of the challenge, and that all the groups are working together. There is consequently a need for regular training, capacity building and programme development.

Lesson: Where many different groups are involved in project activity, it is important to provide regular training, capacity building and support to ensure that all the groups participate fully in the project and feel a part of it.

In the same workshop, a Taiwanese organization shared the result of their long efforts to empower children to resist sexual exploitation, and said that it was possible to help children to build resilience. They described prevention work that uses multi-media products in which children and young people who have been prostituted share the traumatic experience of getting into the car of a stranger, or of being locked into a room with an unknown client. In this way, the young people are active participants in helping others to learn the dangers of prostitution. The organization said that child survivors who had returned successfully to their lives often came back to the organization's group homes or the streets to share their experiences so that other victims could feel that they had a future, and to help build their self-confidence.

Workshop details:

Title: Preventing child prostitution and sexual abuse

Workshop leaders:

Tang Jing-Lian (Theresa Tang), Good Shepherd Sisters Social Welfare Centre sisters@ms9.hinet.net

Tatiane Katia Maria Sales da Silva, Colectivo Mulher Vida fax: (55) 81-3432-3265

In a different workshop that also covered issues relating to methods to support children and young people to develop self-protection mechanisms, a Japanese NGO added information on the importance of taking a project to the young people on their own ground. This project, which aimed to help children and young people to protect themselves against assault when they are in vulnerable situations on the streets, works through street units that reach out to the children with rights education and self-protection skills. Importantly, the NGO has found that going to the children on the streets means that boys can also be reached more readily; they stressed that it is important not to forget that boys can also be victims of violence.

Lesson: It may be important to take project activity to places where children and young people feel comfortable and 'on their own ground'. In this way, it is possible to reach children who might not otherwise become involved.

Lesson: Do not forget that boys can also be victims of violence.

It is important, the project found, not to frighten children and young people but to present positive means of self-protection, so that they do not feel helpless. Role-playing can be used to let children experience their capacity to protect themselves. The NGO said that it is important not to underestimate the innate sensitivity and capacity of children, even very young ones. Tailoring rights education and project activity to the age of the child/young person is also important if they child is to feel empowered rather than intimidated.

Lesson: When talking about violence, be careful not to frighten children so that they feel helpless and disempowered. Tailor project activity so that it is suitable for the age group targeted, but do not underestimate children's capacity and sensitivity.

Workshop details:

Title: Introduction to the Child Assault Prevention (CAP) Programme

Workshop leader:

Junko Kusano, CAP Kanagawa j-kusano@mth.biglobe.ne.jp

The presenters of a project that has run in Sri Lanka, South India and Cambodia, explained how, when they work to empower communities to assume the primary responsibility for protecting their children, they support the community from the outset to identify their own problems and look at possible solutions. This may include effective and sustainable ways to generate income for the community. Importantly, looking at the community's income profile also includes estimating the 'cost' to children and communities of involvement in the sex trade, for example the potential loss of future workers in the community if children are moved out.

Lesson: To counteract economic arguments that are used to justify child exploitation, a profile of the costs to the community (as well as to the child and family) of child exploitation can be drawn up.

The workshop organizers emphasized the importance of tailoring project activity to be suitable for the specific community, including the location of the community, the nature of the actual or potential abuse, the expertise of the staff available to work on the project and the emergence of local leadership. The project is based on increasing understanding within the community of exploitation, abuse and protection issues, developing a broad-based network to take ownership of the issue, providing support for education, and developing income-generating activities for children who have experienced abuse so that they can rebuild.

From the outset, they have learned, it is vital that responsibility for the actions stays with the community and that the project staff do not attempt to control the community but to act as a catalyst for the community's actions. Unless the community itself identifies the concerns and the solutions to them, they said, positive change is not sustainable.

Lesson: Ownership of the project activity must remain with the community from the outset if the results of the action are to be sustainable.

If there are children in the community who have emerged from abuse or exploitation, then their practical needs should be addressed, the workshop heard. Abuse is not a sickness, one presenter said, but a violation of rights. Children will need practical support to help them get on with their lives.

Lesson: Sexual abuse and exploitation are a violation of children's rights, not a sickness. Children need support to get on with living, not treatment.

Workshop details:

Title: Prevention through empowerment.

Workshop leaders:

Shirley Fozzard, International Catholic Child Bureau

Jane Warburton, Consultant jwarburton@exportoffice.com

The practical support that a child needs when s/he emerges from abuse or exploitation is also helpful to children who are at risk. Access to education and a way of fending of pressures to leave school and start work to earn a living are among the most essential factors that not only help a child to rebuild a safer, more positive future but also essential elements of protection.

Lesson: Education is an essential element in protecting a child from exploitation and in helping her/him to build a safe future. It is also an important factor in rebuilding for a child emerging from abuse.

An NGO in northern Thailand shared its experience in bringing together public and private partners to help children to stay in school despite parental and peer pressures to begin earning money.

The project has at its heart teams of volunteer teachers who work within their own communities to help families to understand the hazards of sending a child away to work, particularly in the sex trade. In villages where recruiters for trafficking networks and the sex sector are active, the pressure on families to hand over children is great, and the children need help to be able not only to fend off these pressures but also to deal with their feelings of responsibility towards the family's well-being.

Lesson: In situations where they are expected to contribute to the family's income – or where they themselves feel a duty to do so – children will need some sort of income in order to stay in school and not drop out to seek work.

The volunteer teachers recognized early on the simple fact that the children needed to be able to contribute to the family income. This meant either that they had to leave school to work (or work part-time and so compromise their schoolwork and future prospects) or else that someone had to provide the money they needed. The NGO mobilized local businesses and individual donors to 'sponsor' a girl of high-risk age (early adolescence) to stay in school. The girl is given a small amount of money and is taught basic money management, so that she can contribute to the family's income while continuing to study. The girls are also encouraged to write to the donor to thank them, and the NGO has found that many of the donors become long-term sponsors of the children. Some have even supported the girl right through school and then to university.

Lesson: Private sector sponsors and individual donors can, through small contributions, make a big difference to the life of an individual child. Developing a supportive relationship between a donor and a child can be beneficial long-term to the child.

This very practical project, that combines income-generation activities, sponsorship through public-private partnerships, community watch volunteers and awareness raising, is a good example of how many different forces can be rallied with one common aim: to keep children in school and reduce their vulnerability through education.

Workshop details:

Title: Strategies for alleviation of CSEC in northern Thailand

Workshop leaders:

Professor Chakrapand Wongburanavart, Thai Women of Tomorrow

Professor T. Kawashima, Economic Department, Gakurhuim University

School can also be a place where violence takes place and where children are abused. Just as community protection mechanisms can be formed or mobilized in places where children live, however, so the protection can be supported within the 'community' that is the school.

Lesson: A community is not only a place where children live, but can also be a place where they study, meet for entertainment or sport, work or otherwise form a cohesive group. These 'communities' may also present both risks of violence and ways to counter it.

A project in Cameroon has taken a comprehensive approach to protecting children from violence in schools, beginning with preliminary research to map out the nature of the problem and the possible elements that can be mobilized for protection.

The project has put in place a support centre for children, their families and professionals working to eliminate school-based violence. Collaboration and networking among different protection actors underpins the centre's services, and capacity building ensures that they understand the problems that children face and what can be done to combat them.

The project has found that there is a high demand for this training, and for data and information resources in support of the networks and professionals working with children. Children too ask for access to more information.

One question that arose in this workshop was what is done to 'manage' the perpetrators of violence, including sexual violence, if this occurs within the school setting. This is an area where some pilot European projects have had some experience. A number of pilot projects looking at institution-based violence – whether in schools, clubs, residential homes or workplaces – have underlined the need to put in place protocols for how to respond to such violence, both to support the victim and also to deal appropriately with the offender. When such protocols have been developed, they should be made known to all those who 'belong' to the specific community, so that they know that they have institutional support if they feel under threat or are actually victims of violence, and so that they know how to report such violence and what will be done about it. Knowledge of these protocols is, in itself, a protection mechanism since it encourages children and young people to resist inappropriate behaviour and coercion.

Lesson: Institutions where children and young people live, study, work or play, should have clear protocols for dealing with incidences of violence, including support to the victim and management of the offender. These should be made known to all members of the institution.

Workshop details:

Title: Sexual violence in schools: protection strategies

Workshop leader:

Daniel Mbassa, CASPCAN/ISPCAN caspcan@yahoo.com

2.2 Related issues: birth registration, early marriage, HIV/AIDS, good governance

A number of workshops looked at specific issues that can increase a child's vulnerability to sexual abuse and exploitation, increase protection, or that are otherwise related to sexual violence.

A workshop on birth registration underline the importance of registering a child at birth as a means of 'primary prevention'. The workshop participants learned that millions of children around the world do not have citizenship or a legal identity because their births were not registered. In many countries, such registration is not mandatory. And yet proof of birth is an essential form of protection: traffickers, for example, often target unregistered children because these 'children without papers' are difficult to trace, and less likely to run away from exploiters because they are not recognized by the state.

Lesson: Birth registration is not only a right of all children but an essential protection element. Children who do not have legal status fall through the cracks of state support services and are vulnerable to exploitation.

While the primary responsibility for registration rests with governments and the apparatus put in place in a state, for example civil registries, NGOs have a significant role to play in increasing community awareness and demand for birth registration, the workshop heard. While encouraging demand for birth registration to be made compulsory, it is important also to lobby for gender-sensitive frameworks for such registration, since some regimes do not take sufficient account of women-headed households and do not have provision for women to register children. Also needed is provision for registration of babies by those temporarily or newly arrived in a country who may not yet have citizenship, for example migrants, refugees or foreign workers.

Lesson: Birth registration frameworks must be gender-sensitive and make provision for women to register children. It must also make provision for registering the babies born to migrants, refugees and foreign workers who may be temporarily or newly arrived in the country.

At the same time, lobbying for birth registration can include advocacy for pre-natal training, vaccination and early childhood health. Making birth registration part of the 'package' of requirements that protect the child from birth has proved to be an effective way to promote such registration. Lobby groups can underline the fact that not being registered at birth often leads to a child being denied other rights, such as health services, education and freedom from early military service.

Lesson: Tying birth registration to other, related rights of children from birth has proven to be effective in lobbying for change.

Workshop details:

Title: Primary prevention – birth registration.

Workshop leaders:

Lisa Woll, Plan International lisa.woll@plan-international.org

Kari Egge, UNICEF kegge@unicef.org

Astrid Gonzaga Dionisio, Plan Indonesia pu.jakarta@plan-international.org

Ellen Mouravieff-Apostol, NGO Committee on UNICEF aem.apostol@span.ch

"Early and forced marriage is commercial sexual exploitation and abuse," participants at another workshop heard, "where money, goods, favours, obligations and debts are paid for with the girl". In discussing this issue, the workshop was reminded of the importance of ensuring that existing international treaties relating to this issue are implemented. The 1964 Convention on Consent to Marriage, Minimum Age for Marriage and Registration of Marriages, and the CRC also, protect the girl child from early and forced marriage. Advocacy and lobbying for implementation of these treaties is therefore an important underpinning to other work to end early and forced marriage.

Lesson: Be informed of the international treaties that can underpin the rights of children, in addition to the CRC, and lobby for implementation of these instruments.

The workshop discussed how customary laws and practices, and religion and customs are often used as an excuse for perpetrating this continued human rights violation. Because such practices are often deeply ingrained in communities, it is the communities themselves who must be mobilized to want and to advocate for change. Awareness raising and mobilization on the basis of the rights of children and women, and on the long-term consequences to both victims and the community as a whole, are an important element of this work.

Lesson: Since many customary laws and practices are deeply ingrained in communities, it is the communities themselves who must effect change, so community awareness and mobilization are an important part of any project aiming to bring about change on behalf of children.

Linked to early and forced marriage practices are unequal power relations within a community or society, where men are seen to have rights above those of women, and where parents are seen to have the rights to decide for the child. In such unequal relationships, it is women and girl children who generally bear the consequences. Women and girls therefore need support to resist domination and control. Projects and programmes that help them to gain literacy skills and an improved knowledge base will empower them. Poverty is also a factor, and skills training and income-generation projects can also be powerful means of empowering women and girls to retake control of their own lives.

Lesson: Empowerment of women and girls is at the heart of re-balancing power relationships. Practical empowerment through education and skills training will equip women and girls to resist subordination and control.

Where unequal power relationships exist, it is important to involve men and boys in finding solutions to the problem of early and forced marriage, so that change is possible and sustainable. The workshop organizers advised that communities and cultural practices can change, especially where inclusive coalitions of actors working within the community are formed to support such change. Ideologies and religious practices can be negotiated so that they do not result in the subordination and victimization o women and girls, and the dominance of men can be mitigated through new models of male behaviour. On a very positive note, one African participant said that 'no parents would knowingly harm their children; if they understand the harm, they will not do it".

Lesson: Where unequal power relationships exist between men and women, men must be part of the solution, not just the problem. Engaging men and boys in project activity is vital to long-term change and sustainability.

Workshop details:

Title: The marriage market – another form of sexual exploitation.

Workshop leaders:

Marilyn Thomson, Save the Children UK m.thomson@scfuk.org.uk

Marlene Hinshelwood, Forum on Marriage and the Rights of Women and Girls mhinshelwood@onetel.net.uk

Bogalech Gebre, Kembatta Women's Self-Help Centre, Ethiopia kmg.selfhelp@telecom.net.et

A workshop dealing with the links between CSEC and HIV/AIDS was able to share the experience of some of the work being done in Uganda. The role of civil society as an advocate for government action was again stressed, this time in the context of the need to ensure good governance as a right. Good governance, the workshop participants heard, is fundamental to the fight to eradicate poverty and disease and ultimately to protect the rights of children. This is true not only in Africa but all over the world. Governments should be challenged to lead, the workshop concluded and, for this to happen, civil society must take up the challenge and become active. Children and young people should be included in such action.

Lesson: Good governance is fundamental to the fight against poverty and disease, which increase vulnerability to exploitation. The role of civil society in promoting good governance is important.

The funding of projects that aim to promote child participation, and to support young people who become activists, is required and needs international support. In the case of advocacy for action to combat HIV/AIDS, the workshop presenter said, this is also to acknowledge the fact that HIV/AIDS is a global problem and even countries which do not consider that they have 'an HIV/AIDS problem' are vulnerable to it. This vulnerability is acute, however, in countries which are experiencing instability and conflict and, here again, good governance is crucial. "As long as bad leaders and bad governance remain," one participant said, "poverty will prevail and our children will never see a world fit for them".

Lesson: International support for programmes against HIV/AIDS is required, since AIDS is a global problem and no country is immune.

Workshop details:

Title: Risks and vulnerability of young girls to HIV/AIDS

Workshop leader:

Major Rubaramira Ruranga, Task Force for the Mobilization of Communities for the Rights of Children, Uganda ngen@infocom.co.ug

2.3 When the protector becomes the exploiter

Instability and conflict are factors in increasing children's vulnerability not only to disease but also to sexual abuse and exploitation. Refugee and displaced children are frequent victims of sexual exploitation both during the escape from persecution as well as in the place of refuge. A workshop highlighted the ways in which sexual exploitation affects refugee children, and presented case studies from West Africa and Colombia.

Sexual exploitation of refugee and displaced children takes many different forms, the participants heard. Mainly it is a result of casual, informal encounters where small amounts of money (no more than 10 US cents in general) or basic items such as biscuits, plastic sheeting or a bar of soap, are exchanged for sex. Sometimes it comprises organized prostitution targeting adolescent refugees in camps; trafficking of refugee children for the purpose of sexual exploitation is also reported. Other forms of sexual violence towards refugee/displaced populations includes the use of rape as a weapon of war; abduction and sexual exploitation of girls (and sometimes boys) by military forces; female genital mutilation; sexual exploitation of child combatants (especially girls) in armed groups.

Exploiters are most frequently men in the community in positions of relative power and influence. This might be camp leaders, business men, men with jobs, security and military forces (national and opposition). It might also be peacekeepers or police units – the same people who have a mandate to protect. And it might include agency workers who use humanitarian aid to coerce children into sexual encounters. There have been isolated cases of women exploiters too.

The exploited children are usually girls above the age of puberty, especially pre-teens and early teens (11-13 year-olds). Children who have been separated from their families and who are unaccompanied or living with extended family (for example elderly grandparents who are unable to care for them) are especially vulnerable, as are girls from single parent households. Boy refugees are also reported to be victims of sexual exploitation by both men and women in some refugee settings.

Sometimes the parents of the child are implicated in the exploitation, where they feel that prostituting their child is the only way to make ends meet. This can be compounded by the way humanitarian aid is administered: inadequate monitoring and control may mean that refugees do not even get the aid that is allocated to them. A lack of careful planning – for example poor layout of the camp or cramped housing that exposes children to sex at an early age – and the lack of adequate legal standards (for example low age of consent which mitigates against prosecution of perpetrators) also contribute to the child's vulnerability. General tolerance of abuse and exploitation is also a factor.

Lesson: Poor planning – for example in the layout of the camp – or factors such as cramped housing, increase children's vulnerability by exposing them to sex at an early age. Inadequate legal standards and general tolerance of abuse and exploitation are also causal factors in abuse and exploitation of refugee and displaced children.

The workshop presenters profiled the kinds of approaches being taken to protect children in refugee or displacement situations, including training and capacity building of military forces, legal and security measures in camps (including mobile courts and community policing initiatives), and community mobilization projects.

Community mobilization – where the community is the camp – is not easy in a situation where the community feels disempowered, has a poor sense of independence and few resources, for example land. The presenters stressed that it is important to use whatever means are available to empower refugees, for example by involving them in distributing aid and services, rather than giving control to aid workers. They also emphasized that it is important to begin mobilizing communities as early as possible, so that patterns of dependency do not become entrenched.

Lesson: Community mobilization is an important means of combating sexual exploitation in refugee camps, but it must be accompanied by early empowerment of the community.

It is also important to use any community structures that already exist. Sometimes a community might have moved intact, in which case structures and hierarchies will still be in place. Where different groups have come together, it will be important to engage in building a community first. Within these communities, there will probably be grassroots legal and security measures, and these should be evaluated and supported to be effective. This will include such measures in the host community around the camp. Respect for and listening to refugees and hosts, including children and young people, must be a part of any project.

Lesson: It is important to use any community structures that exist, or to engage in community building where there is no cohesion. Building on existing legal and security measures and taking into account the views of the refugee and host populations, including children and young people, are important elements of any project.

Project activity can also include training of military forces in child rights, using culturally relevant methodologies. This should include the widespread dissemination of any existing codes of conduct. Cooperation with and assistance to national law enforcement authorities will be part of this, so that perpetrators are brought to justice. Facilitating the activity of national law enforcement agencies within the camps can be effective, but there must be international assistance and oversight to instil confidence among the refugee population about their safety and their rights.

In East Africa, the United Nations refugee agency, UNHCR, has developed mobile courts that deal with cases of sexual exploitation and sexual violence in the camps, so that the refugees are able to see that justice is dispensed for themselves.

Lesson: Training of military forces in child rights, and the dissemination of existing codes of conduct, is useful. Cooperation of national law enforcement authorities and the dispensation of justice are also important, and should be undertaken in such a way that the refugee population feels secure and that their rights are in no way threatened.

In discussion, the workshop participants identified a number of outstanding challenges, including the need for stronger legal standards and better implementation of existing laws, for example relating to the minimum age of consent. They called for humanitarian organizations to take the lead in stricter employment policies and standards for their staff, and for proper monitoring and control of aid distribution so that aid does not become a tool of exploitation.

Lesson: Humanitarian organizations should take the lead in stricter employment policies and standards for their staff, and put in place appropriate and effective monitoring and control of aid distribution.

There was a call for peace agreements to include clauses on children's rights, including provisions for protecting children from sexual exploitation and abuse, since war and conflict often compound these problems. Better security measures for refugee and displace children are also needed, including concrete practical steps to protect their physical safety. Focal points to deal with this issue could be established in police forces, for example.

Workshop details:

Title: Refugee children: a safer road to exile

Workshop leader:

Asmita Naik, UNHCR asmita99@yahoo.co.uk

In collaboration with:

International Catholic Child Bureau

Save the Children

Terre des Hommes

The appropriate recruitment of personnel who work with children, especially vulnerable children, was also discussed in a workshop on building child-safe organizations. A number of practical steps can be taken, including first of all a child protection policy for the organization. This is necessary to send a clear message to all personnel that the organization takes child protection seriously and that it will not tolerate violation of the policy or of children's rights.

Lesson: A child protection policy will send the message to all those working in an organization that violation of a child's rights will not be tolerated. This should be accompanied by clear strategies on how to deal with complaints.

Beyond policy, there must also be clear strategies on how to deal with any complaints that might be received from children or other staff members, and these should be disseminated so that the staff know what to do and where to take their concerns. Staff training and information will reinforce these policies and processes, and staff support and supervision will provide on-the-job monitoring and back-up.

Screening procedures for new staff are also important and might include criminal record checks, psychological profiling and testing/interviews. These should be fair and transparent and will need to be tailored to the specific culture, country and organization. Workshop participants asked whether such screening, and particularly the decision to exclude people who might be considered suspect, is not a contravention of their human rights. This is why transparency of policy and procedure is very important.

Lesson: Policy should be accompanied by training and information for existing staff, screening procedures for new staff, on-the-job monitoring and back-up. All of these processes must be transparent and promote confidence in the personnel that their rights are also protected.

This transparency will be reinforced through open discussion within the organization on issues of child protection and also on the policy and implementation of it. Concerns should be addressed seriously and staff should not feel they are working in an environment of fear. Children, though, must be at the centre of the work and their interests should be given priority.

Workshop details:

Title: Building child-safe organizations: a 12-step model

Workshop leaders:

Bernadette McMenamin, ECPAT Australia ecpat@ecpat.org

Colin Tucker, Terre des Hommes ctu@ctu.ch

2.4 The role of education, image and the media

In many of the workshops at the Yokohama Congress, regardless of their main subject matter, whenever discussion turned to ways of reducing the vulnerability of children to all forms of exploitation, education was one of the first protection measures to be cited. Education can take many different forms depending on the country, culture, age and needs of the child, and it can also be targeted at adults as well as children. It can take the form of general preparation for life or aim to provide specific skills. Its flexibility and potential are as great as the mind of the child her/himself.

When children are 'out of school' – either because they are not able to attend for a number of reasons or because they have dropped out of school – their vulnerability is increased on all fronts and their options for the future are diminished. A number of specific workshops, therefore, looked at ways of improving the access of children to education (in and out of school); keeping children in school both by improving the quality and accessibility of education and making sure the child wishes and is able to attend; and ensuring that the education provided equips the child with the stepping stones s/he needs to build a better and brighter future.

One workshop looked specifically at how education, knowledge and information can contribute to the mental and societal conditions that affect the sexual abuse and exploitation of children. The discussion, based on practical experiences from South and South East Asia, began by exploring the situation of out-of-school children and those who are at high risk of exploitation. Among these children, inadequate information, low self-confidence and poor life skills were identified as being among the factors that increase vulnerability to exploitation and abuse. Issues relating to the quality of education and the need for alternative means of providing education to out-of-school children were raised as particularly important. In South Asia particularly, research shows that one reason many children drop out of school is because they or their parents are disillusioned by the poor quality of education or absenteeism of teachers and so education is devalued.

Even where the system does provide adequate general education, the workshop participants noted that traditional education systems still do not allow adequate space for children and adults to engage in discussion on children's rights, violations of these rights and ways to stop them. As has already been seen, a school (or college, technical school or university for older children) is like a community, and in this case the community is not given the opportunity to consider how to deal with one of the most important problems facing its members.

Lesson: Traditional education systems often do not include a space for children and adults to discuss children's rights and the problems a community faces in relation to these rights.

In the same way, the participants considered that many traditional education systems do not adequately address issues of gender and sexuality. Discriminatory power relationships are thus reinforced through neglect, and destructive personal and sexual relationships between boys and girls and between men and women go unchallenged.

Lesson: Education should also address issues of gender and sexuality, to contribute to the construction of healthy male/female relationships within society at all levels.

A number of conclusions were drawn at this workshop. The need for compulsory basic education and a registration and monitoring system to track children's school attendance or absence as a starting point was underlined, as was the importance of focusing on ensuring the quality of education. This includes the contents of education provided and teaching methods, and an increased emphasis on providing life skills education, including through participatory methods.

Lesson: Compulsory basic education and a system of registration and monitoring of children's school attendance are the starting point for education as protection from abuse and exploitation. The quality of education must be assured in order to equip children with the skills they need and to keep them in school.

The participants concluded also that education must be seen to be one part of the child's life and therefore both support and be supported by the other elements that make up the child's experience, for example family and community life. Education for families and communities to support children was seen as important, along with effective targeting of at-risk children, community-level networks for protection and strategic links between children's school life and programmes to protect them from abuse and exploitation.

Lesson: The provision of appropriate and adequate education must be supported by family and community structures and services, including education for adults, community-level support networks and other protection strategies.

In terms of programming, the workshop participants thought that there have been some interesting pilot projects to develop such 'inclusive' education, but that the challenge is how to scale up from a pilot project to a national programme. Governments, especially Ministries of Education, will be important partners here.

Workshop details:

Title: Education as preventive strategy against child sexual exploitation

Workshop leader:

Waheed Hassan whassan@unicef.org

The specific issue of education for girls was addressed in a workshop that also looked at education as going beyond school and also being a function of the media, which create the information context in which children spend their out-of-school hours. In this respect, the workshop facilitators suggested that, if girls are to be empowered, they need not only formal education but specifically life-skills knowledge and understanding. Education can provide some of this, but they stressed that parents should also contribute, and that many other actors in a child's life also have a role to play, especially the media.

Lesson: Education, especially for girls, should include life-skills knowledge. This is covered not only through formal school education but by the media who construct the world children live in, and so the media must be brought in as players, not just observers of work against sexual abuse and exploitation.

The workshop discussed the need to bring media professionals into the work being done to protect children from abuse and exploitation as players, not just observers. The world that the media help to create should take account of children's protection needs and only media professionals can ensure that this happens. It is primarily from the media, for example, that many children learn about sexual and other relationships. Here they find their role models, examples to be followed, or lessons on what to avoid.

Sex education was seen as a particularly important component of protection from sexual abuse and exploitation and, in addition to the role the media can play in this, the workshop participants noted that other professionals should be mobilized to 'educate' the children, for example professionals like nurses and trusted adults such as parents. In short, education must be seen more broadly and all channels of education: schools, media, home and peer groups, need to be involved in educating and raising girls' awareness of sexual exploitation.

Lesson: Sex education is an important component of protection from sexual abuse and exploitation, and is not the responsibility only of teachers.

The workshop also discussed the social construction of sexuality and how girls become victims of that. Sexual relations are unequal and often in favour of men. Young women and girls are often on the receiving end of this unequal relationship. In order to deconstruct these relations, language and norms have to be re-examined and questioned. The content of education against sexual abuse of girls must include discussion of these concepts and language.

Lesson: In order to deconstruct male-dominated sexual relations, the language and norms that they perpetuate must be re-examined and questioned and this should be included in sex education.

Workshop details:

Title: Rights of girls: issues and measures on information and enlightenment

Workshop leader:

Tatsue Tokizane, Okayama Communication Network of the World Conference on Women, Japan okacom@viola.ocn.ne.jp

The proliferation of inappropriate media messages was the starting point for a workshop that offered ideas for alternative media to promote healthy adolescent sexuality. Participants at the workshop discussed their concerns about overtly sexual advertisements, for example, in very public places like trains and street billboards, and how many of the messages reinforce gender stereotypes and negative male/female relationships. The workshop leaders shared their view that teenage magazines in Japan, in particular, often provide inappropriate information on sex (this issue is not specific to Japan, of course, and workshop participants had other examples from around the world).

They felt that these strong messages, in a form to which adolescents are very receptive, are not sufficiently counteracted by parents. Discussions on sex between parents and children are not always easy, and participants considered that often the mother especially has difficulty talking to her children about sex. For this reason, the first conclusion of the workshop was that parents also need help and support so that they can talk to their children positively about sex.

Lesson: Adults also need sex education with a view to being able to discuss sex with their children.

The workshop leaders suggested that it is not useful just to criticize the media, however, and that it is much better to work with the media to help them to understand the important role they play. One way to do this is to 'challenge' the media by developing alternative media that are attractive to children. The workshop leaders shared copies of a teen magazine they produce called 'Sugarless', which encourages adolescents to question the messages they receive elsewhere about sex and sexuality. They found that the magazine was well received and that there is demand for more alternative information in a form that adolescents like.

Lesson: Young people need to learn to question the messages that they receive through the media ('media literacy') and this can be done in a format that they enjoy, for example through alternative teen magazines.

Workshop details:

Title: Teen-centred sex education within an analysis of mass media

Workshop leaders:

Mai Takakuwa, Keio University Human Rights for Women study club t00587mt@sfc.keio.ac.jp

Satoko Yamahuji, Keio University satocat@hotmail.com

Also in relation to sex education, another workshop looked at when such education should begin. There was concern that sex education should begin early, in appropriate forms, so that the child is able to form a healthy attitude towards sex – important not only to prevent the child from falling victim to sexual violence but also to reduce the chance that the child might become sexually violent him/herself. For example, even pre-school children need to know the names of their body parts, including the reproductive organs, since this helps them to learn to know their own bodies and to protect themselves. This workshop argued, also, that children need to understand the 'practical' side of sex – sexual intercourse, pregnancy, STDs, safe sex, and changes in the body in adolescence. The content and format of the education should be appropriate to the age of the child.

Lesson: The content and format of sex education should be appropriate to the age of the child and should deal with practical issues of sexual activity.

The participants heard that school textbooks in Japan, for example, avoid giving practical details about sex, and do not provide information on female reproductive organs. Many teachers report that they do not feel comfortable providing information on such things as sexual intercourse. Parents, too, say that they find it difficult to talk to their children about the practical side of sex because of conservative and religious attitudes. Schools and women's centres, therefore, have an important role to play in providing information.

Such information needs to be accurate and reliable. It is important that it be presented 'scientifically', so that children take it seriously and consider this knowledge as important as other school subjects.

Lesson: In societies where religious or cultural taboos make it difficult for parents to teach their children about sex, schools and women's centres have an important role to play. The information given should be presented scientifically so that children consider it as seriously as other school subjects.

Workshop details:

Title: Sex education for preventing sexual abuse

Workshop leader:

Reiko Takahashi, PEACE violence prevention training centre Fax: 0424-90-0900

Sex education in Japan was also discussed in a workshop that dealt with concerns that children in Japan are increasingly putting themselves at risk of exploitation by making inappropriate decisions regarding sexual activity. It was suggested that there is a need to support children to 'develop sexual self-determination abilities', and that such support should begin with clearer links between Japan's age of consent law and the children it is designed to protect. It is also, however, important for society as a whole to help children to make appropriate decisions about sexual activity and to take responsibility for their own bodies. Many different actors are involved in this: family, school, the media, government and 'the community' in the form of NGOs and other organizations working on behalf of children.

One important issue that was explored in another workshop on this topic was how best to present appropriate sex education to very young children. The workshop participants were able to discuss the idea of a 'picture book' that had been produced for children in elementary schools in Japan. This was considered to be an interesting idea because there is a culture of picture books and cartoons in Japan, and children are used to receiving information in this way. Again, the importance of finding the right format for the children to be reached was underscored.

Lesson: It is important to find the right format for materials to be used to help children to learn about sex. It should take into account the media community in which children live, whether that is 'hi-tech' or traditional.

Another organization presented the materials they have been using with older children, to help them to differentiate between 'good' and 'bad' media messages, that is to know what information is correct and what is misleading. Through the teaching of media literacy, there is also a possibility to focus specifically on messages relating to sexual behaviour, sexual rights, self-esteem and self-determination.

This organization teaches media literacy with the help of young facilitators, aged 15 to 26, who lead the group in participatory workshops in which they 'draw the image of CSEC'. Such visual representation is important for young people who live in societies in which images and media messages are dominant. One 11 year-old who participated in a participatory workshop said, "adults close the doors on CSEC. Children can open that door to know what the challenges are and take action". For many young people in today's world, the power of the media is also to open such doors, so helping them to develop a positive relationship with the media, for example through media literacy classes, is very important.

Lesson: Media literacy instruction will help children to develop a positive relationship with the media, by helping them to differentiate good and bad messages, useful and misleading information delivered through the media.

Workshop details:

Title: 1. Sexual self-determination vs. Age of Consent law

Workshop leader:

Yuki Yamamoto, Keio University s99839yy@sfc.keio.ac.jp

Title: 2. Appropriate sex education for elementary students

Workshop leader:

Mai Hayashi, Keio University MAI0921@aol.com

Title: 3. CSEC and media

Yoshie Abe, Network for the CRC yoshie-abe@mb.infoweb.ne.jp

One specific form of media that has often been criticized for being sexually aggressive is *manga*, which is a widely popular form of cartoon that originate in Japan but that has become known throughout the world not only through picture books but also through animated video and computer games.

Participants in one workshop explored whether criticism of *manga* is valid. They asked whether sexual aggression in these forms of imagination-based entertainment is a factor in CSEC and whether it is socially irresponsible.

Japanese participants in the workshop stressed that *manga* has to be read in the context of Japanese frames of reference. They argued also that not enough is known on direct cause and effect between forms of entertainment such as these and sexual aggression, and that there is a difference between icon-oriented sexuality and reality-oriented sexuality. They also underlined the importance of protecting women and children's right to sexual expression as well as their right to protection from sexual abuse and exploitation. This discussion clearly showed that not enough is really known about the links between media images (in whatever format) and sexual abuse and exploitation.

Lesson: There is a need for more research on links between depiction of sexual aggression (in all forms of media) and sexual abuse and exploitation. This should include information on audiences and reach.

One participant in the workshop made the point that, although children must be protected, adults must not hide information about sex from them or create a society of censored images, since this may again make children vulnerable to exploitation through ignorance. Another participant pointed out that the creators of animated cartoons, *manga* and other media popular with children and adolescents have great potential to work against sexual abuse and exploitation since their product reaches out to children very effectively. Seeing them as potential partners rather than 'enemies' is therefore very important.

Lesson: The people who create cartoon books, animated videos, computer games and other forms of media that children love are potentially important partners in efforts to combat sexual abuse and exploitation.

Workshop details:

Title: Manga is not CSEC: Around the responsibility of imaginary character entertainment -- *manga*, animation and games.

Workshop leader:

Yukiko Kaname, ECPAT Japan Kansai Youth ykaname@mb.infoweb.ne.jp

The important role the media have to play in combating CSEC was also explored in a roundtable that looked at lessons learned since the first World Congress against CSEC in 1996. The roundtable, which was aimed to bring together media and those wishing to work with them, was a follow-up to the panel debate and theme-related workshops that had taken place at the first World Congress.

Those present learned that much has been done since 1996 to engage the media as players in efforts against CSEC and in child protection. The issue of CSEC has regularly been covered in the media, but in addition to that there have also been initiatives aimed directly at combating CSEC, including by the media themselves.

Since 1996, the International Federation of Journalists has developed and negotiated with its members Guidelines and Principles dealing with coverage of children's stories in the media (these guidelines were put into practice during the Yokohama Congress and were used by all the journalists present). Training initiatives have been set up to support media professionals' understanding not only of CSEC but of issues relating to children's rights more broadly.

Importantly, developing such projects in collaboration with media professionals means that the realities of working life for journalists and other media professionals is factored into the project, from practical issues such as taking the training into a newsroom rather than expecting journalists to leave the desk during their shift, to dealing with conflicting pressures to 'get the story' and also protect children who may not wish their private lives to be made public.

Lesson: Bringing the media in as partners in efforts to combat CSEC require understanding of the way the media work and taking account of these realities.

An issue discussed in 1996 was also revisited. This was the fear of many media professionals that NGOs and children's agencies want to 'interfere' with the editorial process and 'censor' the media, and the fear of many NGOs and children's agencies that unprofessional media activity can harm children. Here, too, the lesson is to be learned that these fears can be dissipated by working in partnership rather than criticizing or attempting to impose.

Lesson: Partnerships between the media and children's organizations are built on trust, credibility and mutual support.

This is important because NGOs and children's agencies also need the support of the media in advocacy and in awareness raising. For this to be possible, it was stressed that organizations must be reliable interlocutors with the media and must train their staff to provide verifiable information. The temptation to exaggerate a story in order to get coverage must be resisted at all costs, since it is detrimental to the truth, to trust and to credibility.

Lesson: NGO and agency staff providing information to the media must resist temptations to exaggerate a story to get coverage and should be a source of reliable information.

Much remains to be done to build a strong relationship with the media for the good of children, but some important advances have been made.

Roundtable details:

Title: The role of the media in combating CSEC

Roundtable facilitator:

Maie Ayoub von Kohl, UNICEF mavonkohl@unicef.org

Rapporteur:

Nick Cater, International Advisor, PressWise nickcater@bluemail.ch

Congress Media Advisor:

June Kane, Consultant junekane@bluewin.ch

Contributors:

Christopher Warren, International Federation of Journalists

Veet Vivarta, Director-Editor, ANDI Child Rights News Agency, Brazil

Hans Olsen, Head of Communication, UNICEF Regional Office Geneva

Deepa Grover, Film-maker and journalist, South East Asia

Johanna Son, Regional Director, East Asia and Pacific, InterPress Service

Chris Hogg, Reporter, BBC

2.5 Legal systems, implementation and victimization

The commercial sexual exploitation of children is, in most countries, a crime. The judicial system, legislative framework and implementation of laws are therefore important areas in which some progress has been made but where many challenges remain.

Since the first World Congress against CSEC, a significant number of countries have introduced the concept of extraterritoriality into their legal frameworks. Extraterritorial provisions allow perpetrators to be prosecuted in their own country for crimes they committed elsewhere. For example, a German man who sexually abused or exploited children in another country could be tried in the German courts for that crime. This presumes, of course, that there is sufficient evidence to prosecute, and this means that cooperation between countries is an important element of the implementation of extraterritoriality. The treatment of the abused child, too, is a matter that has been of concern. Some countries' legal systems allow videotaped evidence from the child, or a transcript of the evidence given, so that the child does not have to travel to a foreign country, give evidence in unfamiliar surroundings and face the accused. There is much to be done, however, to build 'child-friendliness' into legal systems in most of the world.

A workshop on extraterritorial jurisdiction looked at a number of case studies and examined the level of cooperation among police forces, the role of others who may be involved in supporting the child or pursuing the abuser, the challenges of child-sensitive procedures and the important issues of 'double criminality', where the abuser's actions must be considered criminal by both the prosecuting country and the country in which the offence was committed.

The workshop underlined the need for strong international legal instruments – conventions, treaties – to provide impetus to the revision of laws relating to offences against children and the situation of children in conflict with the law. Even when international instruments are in place, however, and when national laws have been reviewed and are brought into line with international standards, it is necessary to make sure that these laws are known and correctly interpreted. This means that those working in the justice sector – lawyers, counsellors, judges and others, as well as the police who implement the laws – understand them and apply them. NGOs and children's agencies can play a role in providing awareness raising and training that encourages consideration of law in the context of children's rights.

Lesson: It is not enough to have international and national laws in place; those working in the justice sector may need support in considering these instruments in the context of children's rights and their needs when they come into contact with the legal system. NGOs and children's agencies have a role to play in providing such support.

Workshop details:

Title: Extraterritorial jurisdiction: what it is and how it works

Workshop leaders:

Muireann O Briain, ECPAT International	mac@ecpat.net
Annemieke Wolthuis, Defence for Children International	dcinl@wxs.nl
Stan Meuwese, DCI	dcinl@wxs.nl

The issue of cooperation in investigation and criminal procedures in cases of extraterritoriality was also the subject of a workshop by the Japan Federation of Bar Associations. The workshop looked at a number of specific case studies and attempted to identify the problems and obstacles that the police and judiciary face when the crime has been committed in a different country from the one where the crime is to be prosecuted.

A case involving a Japanese man who had been accused of sexual abuse of a child in Thailand had failed because the two investigating teams involved had not sufficiently understood the differences in their respective criminal law systems. Additionally, there had been little understanding of the arrangements for mutual legal assistance.

Lesson: There is much to be done to promote trans-national cooperation and learning among police and judicial systems. Exchange of personnel, joint training, opportunities for trans-national meetings and discussion should be encouraged. NGOs and children's agencies can lobby for this and facilitate it.

A participant from Thailand who had followed this case pointed out also that mistakes had been made in dealing with the testimony of the child involved. There had been little sensitivity to the child by the investigating officers involved, and her testimony had not been taken for a long time after the investigation had begun. By the time the evidence was taken, the child was inconsistent in what she said and the Japanese prosecutor looked upon this negatively.

Lesson: An abused child needs support when s/he gives evidence so that the evidence stands up in court. S/he may be traumatized, frightened, and/or under coercion from the abuser or others. Having to repeat testimony or facing long delays before testifying can lead to confusion and changes in the child's reports. Child-friendly procedures and child-sensitive legal support are essential.

On a more positive note, a participant from the Philippines explained that mutual assistance treaties between her country and Australia, and between the country and the United States had made it possible to succeed in a number of child sex cases. She said that the Philippines was exploring the possibility of mutual assistance treaties with more countries to allow better cooperation, joint training and information exchange.

Lesson: Mutual assistance treaties have been shown to support successful cooperation and prosecution. International agencies might consider facilitating discussions among governments to explore such treaties and encourage their development.

Germany was also cited as an example of a country which had prosecuted successfully more than 100 child sex abuse cases. Here the workshop noted that an important facilitating factor in Germany's success was the removal of the double criminality requirement. Also important was the fact that the child victims of sexual abuse do not have to be identified in order for a perpetrator to be prosecuted. It was suggested that other countries might look at this and see how Germany has handled cases in which the children are not identified.

Lesson: Other countries might learn from the situation in Germany, where the removal of the need for double criminality, and the fact that a child victim does not have to be identified for prosecution to proceed, have allowed more than 100 cases to be successfully tried in recent years.

Finally, it was noted by a number of participants that one major obstacle to successful prosecution is a lack of commitment of officials involved in investigation and prosecution. Despite many years of advocacy for the rights of the child, many officials still do not take these rights seriously. Where they do, the workshop concluded, many other obstacles can be overcome.

Lesson: A lack of commitment among investigating and prosecuting officials continues to be an obstacle to the successful prosecution of perpetrators of sexual crimes against children.

Workshop details:

Title: International mutual assistance in investigation and criminal procedures regarding extraterritorial offenders

Workshop leader:

Setsuko Tsuboi, Japan Federation of Bar Associations tuboilo@d2.dion.ne.jp

Workshop that covered similar issues:

Title: Measures for protecting children from CSEC – regulations and present state

Workshop leader:

Etsuko Sekiguchi, Pan-Pacific and South East Asia Women's Association of Japan

The treatment of children in the administration of justice, and ensuring children's protection, was the main topic of discussion in a workshop that aimed to highlight the rights and roles of victims, both as witnesses and as 'offenders'. In many systems, children who have been prostituted or trafficked are seen as having broken the law and are treated as criminals. The workshop discussed how such children are doubly victimized and traumatized – first by their exploitation/abuse and then by the system that should be protecting them and pursuing their exploiter/abuser(s).

Projects in 'juvenile justice' include providing legal accompaniment for children who need specific child-sensitive legal support when they are taken into custody and subject to legal proceedings or to involuntary repatriation in trafficking cases. A number of NGOs and children's agencies have had experience in organizing and supporting teams of child-specific legal personnel to accompany the child throughout such procedures.

Lesson: Children who have been abused/exploited need safe accommodation and a range of tailored support services rather than incarceration. They should not be treated as criminals by the system or those who administer it.

Child-friendly detention alternatives, rather than adult prisons or holding cells, have also been promoted, and awareness raising has been undertaken to help police and magistrates to understand the need to protect abused children from further abuse while they are in police custody. However, the workshop noted that children who have been exploited or abused (and even more so those that have been trafficked and are therefore not in their own country) cannot and should not immediately be returned to their family. They may need crisis counselling, medical and legal care, and should be given accommodation that is safe and suitable where they can be given this support. In situations where the child has been sexually abused or exploited, s/he should not be put into a process of group counselling or family conferencing immediately, since it can aggravate the child's trauma to recount experiences in such a situation.

Lesson: Child victims of abuse or exploitation will need counselling that takes into account the nature of their abuse/exploitation. Group or family counselling may not be immediately suitable.

It is also important to decriminalize the child victim within the legal system, so that s/he is not seen as having a committed a crime where s/he has been put into an exploitative situation (for example in prostitution, forced labour or a trafficked state). In consideration of the child's situation as a victim of crime, not perpetrator, s/he should also receive compensation from the perpetrator. Compensation is an important sign to the child that justice has been done. If the offender has no money, then other means to provide compensation must be found, including confiscation of goods. Where children are unlawfully detained, the workshop participants suggested, the state should pay compensation. This might help to convince governments that changing the system, paying for training and providing appropriate services is ultimately cheaper.

Lesson: A child who has been abused/exploited needs to see that justice has been done. Implicit in this is compensation from the perpetrator. If the child has been unlawfully detained, then the state should also pay compensation.

The workshop also discussed problems associated with witnesses at trials of child sex exploiters. Because of the commercial nature of the transaction, pressure is often put on the child or family by those who risk losing their profits. The child and family may also face pressure from community members or others who consider the case to be shameful. It is clear that the victimization and suffering of the child need to be understood better by families and communities, and NGOs and children's agencies can help in this through awareness-raising and training programmes.

Workshop details:

Title: Protection of child victims of CSEC and the administration of justice

Workshop leader:

Else Weijsenfeld, Defence for Children International dci-injj@tiscalinet.ch

In relation to children giving evidence in trials, a further workshop on juvenile justice noted the importance of learning more about how children memorize and express experiences. Children do not recall or recount experiences in the same way as adults do, and yet in the justice system they are generally judged as if they were adults, by professionals whose experience of testimony is probably limited to evaluating adult testimony. There is thus scope for more child-specific training of lawyers, magistrates and judges and for more research and guidelines on this topic.

Lesson: It is important to understand how children recall and recount experiences. This is different from the way adults remember and narrate experiences. Those dealing with the testimony of children need more training to be sensitive to these differences.

Workshop details:

Title: Protection of the child victim in investigation and criminal procedures

Workshop leader:

Setsuko Tsuboi, Japan Federation of Bar Associations tuboilo@d2.dion.ne.jp

2.6 Dealing with demand

One of the principal lessons of the Yokohama Congress – through the preparations, regional meetings, panel discussions and workshops shared – was the fact that not enough is known and understood about 'demand'. And even less is done to address it.

'Demand' is not a single, simple phenomenon. It includes not only those who engage in sexual acts with children but also those who 'acquire' children and sell them. It therefore includes clients and exploiters, and many others who facilitate the exploitation.

One workshop looked specifically at 'men who buy' (research shows that, although there are women who seek sexual encounters with children, the 'demand' is overwhelmingly male). The participants noted that much is written about CSEC and that the prostitution of children is often talked about in terms of the 'selling of sex'. They argued that it is important to look at who is doing the 'buying'. One suggestion was that this is because in 'man-made, male-centred society', there is a reluctance to focus on the clients and exploiters and blame is shifted to the children.

Lesson: The discourse of CSEC is often characterized by concepts of 'selling' sex and differentiating between adult prostitutes and children in prostitution. This leads to a lack of focus on the 'buying' side of the problem and the men who buy.

It was also suggested that the line between adult prostitution and the prostitution of children is very blurred and that, as research confirms, many men who have sex with children are regular prostitute users who do not differentiate between their adult and child 'service providers'. The workshop heard that the division between child sexual abuse and the adult woman's sexual abuse is politically constructed but of little relevance to the client. It was suggested that differentiating the prostitution of adults from the prostitution of children is to focus on the 'supply' side and lose sight of the nature of demand.

If more is to be understood about they men who buy sex from children, the workshop concluded, then more men need to be involved in working against CSEC.

Workshop details:

Title: Where are the men who buy women?

Workshop leader:

Tomoko Ouchi, Asia-Japan Women's Resource Centre ajwrc@jca.apc.org

A US-based organization presented in its workshop a model of 'making the clients visible to the public' and creating opportunities for restorative justice. A first lesson of the project, a collaboration of the NGO, the San Francisco District Attorney's Office and the Police Department, was again that there is a need for much more research about sex exploiters, and particularly in relation to socialization of men. In this regard, they believe that there must be opportunities for dialogue with sex exploiters so that understanding of their motivation and methods can be built into prevention programming.

Lesson: There must be opportunities to dialogue with sex exploiters during research to better understand the motivation and methods of exploitation.

They also concluded that it is important to take decisive action against sex exploiters to reduce societal tolerance of such behaviour, promote healthy sexuality and let victims see justice. However, the important point was made that arresting those who sexually exploit children still means that a child has already become a victim, and that any programmes to reduce demand for child sex must be accompanied by programmes to reduce the vulnerability of children and protect them from abuse and exploitation.

Lesson: Work to reduce demand must be accompanied by efforts to protect children, and vice-versa.

Workshop details:

Title: A model for dealing with sex exploiter demand

Workshop leader:

Norma Hotaling, SAGE sage@dnai.com

Not all demand comes from adult men. There are also young perpetrators of sexual abuse and exploitation, and a pioneering project in Sweden has been learning more about this phenomenon through work to support and 'treat' young perpetrators. The programme has also been run in Indonesia and there has been European sharing of this experience.

The workshop leaders explained the different phases involved from identification to treatment. They explained that young offenders often go through a denial phase; they illustrated tendencies of deviance and patterns of abuse, and they outlined the areas of treatment, including reintegration of the young perpetrators. They explained that the sexual abuse of siblings is the most common intra-family sexual abuse.

One challenge identified in this area is the lack of statistics and adequate information on young abusers, although more is now understood about the circumstances in which young abusers are likely to commit an offence. This is important because it can be used in protection and prevention work, reducing the vulnerability of potential victims while increasing understanding of the perpetrator.

Lesson: Not enough is yet known about young perpetrators of sexual violence, although there is better understanding now of the circumstances in which they are likely to commit an offence. This can be used in protection/prevention programming.

Workshop details:

Title: Work with young perpetrators as a measure of prevention – experiences from Sweden, Europe and Indonesia

Workshop leaders:

Lars Loof, Save the Children Sweden

Anders Nyman, Save the Children Sweden

Farid Muhammad, Samin, Indonesia

Summary of lessons on prevention and protection

28. Prevention is possible when adults have strong, positive relationships with children and young people – relationships that include listening, respect, participation and protection.
29. Beyond understanding and self-awareness, young people will also need practical support to be able to protect themselves from exploitation and to build a positive life. This requires a holistic approach to the adolescent's protection needs and the engagement of many different sectors in support of the 'resistance and rebuilding' process.
30. Where many different groups are involved in project activity, it is important to provide regular training, capacity building and support to ensure that all the groups participate fully in the project and feel a part of it.
31. It may be important to take project activity to places where children and young people feel comfortable and 'on their own ground'. In this way, it is possible to reach children who might not otherwise become involved.
32. Do not forget that boys can also be victims of violence.
33. When talking about violence, be careful not to frighten children so that they feel helpless and disempowered. Tailor project activity so that it is suitable for the age group targeted, but do not underestimate children's capacity and sensitivity.

34. To counteract economic arguments that are used to justify child exploitation, a profile of the costs to the community (as well as to the child and family) of child exploitation can be drawn up.

35. Ownership of the project activity must remain with the community from the outset if the results of the action are to be sustainable.

36. Sexual abuse and exploitation are a violation of children's rights, not a sickness. Children need support to get on with living, not treatment.

37. Education is an essential element in protecting a child from exploitation and in helping her/him to build a safe future. It is also an important factor in rebuilding for a child emerging from abuse.

38. In situations where they are expected to contribute to the family's income – or where they themselves feel a duty to do so – children will need some sort of income in order to stay in school and not drop out to seek work.

39. Private sector sponsors and individual donors can, through small contributions, make a big difference to the life of an individual child. Developing a supportive relationship between a donor and a child can be beneficial long-term to the child.

40. A community is not only a place where children live, but can also be a place where they study, meet for entertainment or sport, work or otherwise form a cohesive group. These 'communities' may also present both risks of violence and ways to counter it.

41. Institutions where children and young people live, study, work or play, should have clear protocols for dealing with incidences of violence, including support to the victim and management of the offender. These should be made known to all members of the institution.

42. Birth registration is not only a right of all children but an essential protection element. Children who do not have legal status fall through the cracks of state support services and are vulnerable to exploitation.

43. Birth registration frameworks must be gender-sensitive and make provision for women to register children. It must also make provision for registering the babies born to migrants, refugees and foreign workers who may be temporarily or newly arrived in the country.

44. Tying birth registration to other, related rights of children from birth has proven to be effective in lobbying for change.

45. Be informed of the international treaties that can underpin the rights of children, in addition to the CRC, and lobby for implementation of these instruments.

46. Since many customary laws and practices are deeply ingrained in communities, it is the communities themselves who must effect change, so community awareness and mobilization are an important part of any project aiming to bring about change on behalf of children.

47. Empowerment of women and girls is at the heart of re-balancing power relationships. Practical empowerment through education and skills training will equip women and girls to resist subordination and control.

48. Good governance is fundamental to the fight against poverty and disease, which increase vulnerability to exploitation. The role of civil society in promoting good governance is important.

49. International support for programmes against HIV/AIDS is required, since AIDS is a global problem and no country is immune.

50. Poor planning – for example in the layout of the camp – or factors such as cramped housing, increase children's vulnerability by exposing them to sex at an early age. Inadequate legal

standards and general tolerance of abuse and exploitation are also causal factors in abuse and exploitation of refugee and displaced children.

51. Community mobilization is an important means of combating sexual exploitation in refugee camps, but it must be accompanied by early empowerment of the community.

52. It is important to use any community structures that exist, or to engage in community building where there is no cohesion. Building on existing legal and security measures and taking into account the views of the refugee and host populations, including children and young people, are important elements of any project.

53. Training of military forces in child rights, and the dissemination of existing codes of conduct, is useful. Cooperation of national law enforcement authorities and the dispensation of justice are also important, and should be undertaken in such a way that the refugee population feels secure and that their rights are in no way threatened.

54. Humanitarian organizations should take the lead in stricter employment policies and standards for their staff, and put in place appropriate and effective monitoring and control of aid distribution.

55. A child protection policy will send the message to all those working in an organization that violation of a child's rights will not be tolerated. This should be accompanied by clear strategies on how to deal with complaints.

56. Policy should be accompanied by training and information for existing staff, screening procedures for new staff, on-the-job monitoring and back-up. All of these processes must be transparent and promote confidence in the personnel that their rights are also protected.

57. Traditional education systems often do not include a space for children and adults to discuss children's rights and the problems a community faces in relation to these rights.

58. Education should also address issues of gender and sexuality, to contribute to the construction of healthy male/female relationships within society at all levels.

59. Compulsory basic education and a system of registration and monitoring of children's school attendance are the starting point for education as protection from abuse and exploitation. The quality of education must be assured in order to equip children with the skills they need and to keep them in school.

60. The provision of appropriate and adequate education must be supported by family and community structures and services, including education for adults, community-level support networks and other protection strategies.

61. Education, especially for girls, should include life-skills knowledge. This is covered not only through formal school education but by the media who construct the world children live in, and so the media must be brought in as players, not just observers of work against sexual abuse and exploitation.

62. Sex education is an important component of protection from sexual abuse and exploitation, and is not the responsibility only of teachers.

63. In order to deconstruct male-dominated sexual relations, the language and norms that they perpetuate must be re-examined and questioned and this should be included in sex education.

64. Adults also need sex education with a view to being able to discuss sex with their children.

65. Young people need to learn to question the messages that they receive through the media ('media literacy') and this can be done in a format that they enjoy, for example through alternative teen magazines.

66. The content and format of sex education should be appropriate to the age of the child and should deal with practical issues of sexual activity.

67. In societies where religious or cultural taboos make it difficult for parents to teach their children about sex, schools and women's centres have an important role to play. The information given should be presented scientifically so that children consider it as seriously as other school subjects.

68. It is important to find the right format for materials to be used to help children to learn about sex. It should take into account the media community in which children live, whether that is 'hi-tech' or traditional.

69. Media literacy instruction will help children to develop a positive relationship with the media, by helping them to differentiate good and bad messages, useful and misleading information delivered through the media.

70. There is a need for more research on links between depiction of sexual aggression (in all forms of media) and sexual abuse and exploitation. This should include information on audiences and reach.

71. The people who create cartoon books, animated videos, computer games and other forms of media that children love are potentially important partners in efforts to combat sexual abuse and exploitation.

72. Bringing the media in as partners in efforts to combat CSEC require understanding of the way the media work and taking account of these realities.

73. Partnerships between the media and children's organizations are built on trust, credibility and mutual support.

74. NGO and agency staff providing information to the media must resist temptations to exaggerate a story to get coverage and should be a source of reliable information.

75. It is not enough to have international and national laws in place; those working in the justice sector may need support in considering these instruments in the context of children's rights and their needs when they come into contact with the legal system. NGOs and children's agencies have a role to play in providing such support.

76. There is much to be done to promote trans-national cooperation and learning among police and judicial systems. Exchange of personnel, joint training, opportunities for trans-national meetings and discussion should be encouraged. NGOs and children's agencies can lobby for this and facilitate it.

77. An abused child needs support when s/he gives evidence so that the evidence stands up in court. S/he may be traumatized, frightened, and/or under coercion from the abuser or others. Having to repeat testimony or facing long delays before testifying can lead to confusion and changes in the child's reports. Child-friendly procedures and child-sensitive legal support are essential.

78. Mutual assistance treaties have been shown to support successful cooperation and prosecution. International agencies might consider facilitating discussions among governments to explore such treaties and encourage their development.

79. Other countries might learn from the situation in Germany, where the removal of the need for double criminality, and the fact that a child victim does not have to be identified for prosecution to proceed, have allowed more than 100 cases to be successfully tried in recent years.

80. A lack of commitment among investigating and prosecuting officials continues to be an obstacle to the successful prosecution of perpetrators of sexual crimes against children.

81. Children who have been abused/exploited need safe accommodation and a range of tailored support services rather than incarceration. They should not be treated as criminals by the system or those who administer it.

82. Child victims of abuse or exploitation will need counselling that takes into account the nature of their abuse/exploitation. Group or family counselling may not be immediately suitable.

83. A child who has been abused/exploited needs to see that justice has been done. Implicit in this is compensation from the perpetrator. If the child has been unlawfully detained, then the state should also pay compensation.

84. It is important to understand how children recall and recount experiences. This is different from the way adults remember and narrate experiences. Those dealing with the testimony of children need more training to be sensitive to these differences.

85. The discourse of CSEC is often characterized by concepts of 'selling' sex and differentiating between adult prostitutes and children in prostitution. This leads to a lack of focus on the 'buying' side of the problem and the men who buy.

86. There must be opportunities to dialogue with sex exploiters during research to better understand the motivation and methods of exploitation.

87. Work to reduce demand must be accompanied by efforts to protect children, and vice-versa.

88. Not enough is yet known about young perpetrators of sexual violence, although there is better understanding now of the circumstances in which they are likely to commit an offence. This can be used in protection/prevention programming.

3 Ideas in recovery and reintegration

3.1 Child-centred responses

While much has been learned in the area of protecting children from sexual abuse and exploitation, and in preventing such abuse, it was clear from reports given at the Yokohama Congress that the numbers of children who become victims each year is not being reduced globally. Programmes to support those who have suffered abuse or been victims of exploitation must therefore continue, and be improved.

Many children and young people prefer not to use the term 'victim', since they believe that it does not take sufficient account of the child's resilience and determination to have a brighter future. However, the term does have validity in discussion of the 'state' of the child in relation to the law in particular, and as someone who has been deprived of their rights. It is not used in this report to suggest in any way that children and young people should be undervalued nor that those who have experienced abuse or exploitation should not participate fully in their own life rebuilding. As the children and young people so rightly point out, they are more properly 'survivors', with all the hope for the future that this term contains.

The difficulty of describing children who have experienced abuse or exploitation reflects the difficulty for those who have not experienced abuse to fully understand 'the exploited state' of the child. A workshop on experiences in Cambodia underlined the importance of beginning any programming in recovery and reintegration by trying to 'understand how children perceive and interpret the grim events that happened to them'. Herein lies understanding not only of the nature of abuse but also the support needs of the child as s/he exits from this abuse.

Lesson: Programming in recovery and reintegration must be built on an understanding of how children themselves perceive and interpret the abuse or exploitation that they have experienced.

Within the child, the workshop participants heard, is the potential to overcome past experiences and contribute fully to family and community again, but the key to unlocking this cannot be found if the child's own understanding of the abuse is not fully taken into account.

For this to happen, the child must be at the centre of initiatives to help his/her recovery and reintegration. The child will need to feel safe, and this may mean return to the family or alternative accommodation if safely does not lie in the family home or community.

Workshop details:

Title: Sexual violence against children: Cambodia realities and recovery efforts

Workshop leader:

Laurence Gray, World Vision Cambodia Laurence_gray@wvi.org

Children will also require support from a range of social services, including medical and legal support. They will, importantly, need to be helped to re-enter education, or have access to alternative learning sources such as non-formal education programmes. Older children will need access to skills and vocational training so that they can make the transition to safe, non-exploitative work when they are ready. This will require coordination and networking among a wide range of service-providers, including counsellors, those involved in legal process, organizations running safe accommodation and schools. One workshop noted that adolescent girls, in particular, need support to be able to build a sustainable, secure life. They are at high risk of being abused or exploited again, and in many cases may return to an exploitative situation because no other options are open to them.

Lesson: Abused and exploited children do not only need counselling, they need options. This is particularly true of the high-risk group of adolescent girls.

In identifying such options and in providing them, local expertise is vital, as are local resources in the form of employment opportunities, safe accommodation, protection agents, and social networks. As one workshop participant noted, 'most children need support, not treatment'. It is not surprising, therefore, that many of the workshops exploring recovery and reintegration called for better cooperation and networking across the board, including with police, but above that such cooperation should go beyond services to the child and include collaborative planning, information exchange and learning of lessons.

Lesson: There is a need for better cooperation in planning, learning about and implementing programmes in recovery and reintegration of children who have experienced abuse and exploitation. This should include working with the police.

There were calls also for such work to take account not only of commercial sexual exploitation but also of sexual abuse, since the responses and needs of the child victim must be understood and planned across a wide variety of different situations of abuse and exploitation.

Lesson: Efforts to develop and implement strategies to support child victims should address sexual abuse and not only commercial sexual exploitation.

Workshop details:

Title: 1. Present state of child abuse and dealing with it – the work of related agencies

Workshop leader:

Hiroko Okuyama, Yokohama Central Child Guidance Centre ho077337@city.yokohama.jp

Title: 2. Psycho-social approaches to prevention – the Right to Happiness project

Workshop leader:

Jane Warburton, International Catholic Child Bureau bice.geneve@bice.org

A workshop that presented the experience of an exit project in Canada underlined the need also to treat young people as active participants in recovery and reintegration, not ‘customers’ of the various support services available. The project organizers suggested that the levels of participation of the young people and the notion of evolving capacities are key elements to the success and failures of the recovery strategy. There is nevertheless a need for significant support to the young people in the form of facilitators and services, but what is important is that the child/young person should feel a part of the support, not a passive recipient.

Lesson: Young people are not ‘customers’ of the support services provided to facilitate their recovery and reintegration from abuse and exploitation; they are active participants.

The workshop underlined the importance of the context in which recovery takes place and the need to ‘meet the youth where they are’, taking account of the factors that have resulted in their exploitation. In this project experience as in many others, poverty or other economic circumstances (separation from family support, inability to find employment, dropping out of school to earn a living and similar economic imperatives) were a major factor in the child’s vulnerability, and so taking these economic needs into account is vital if the child/young person is to exit successfully and rebuild.

Lesson: Recovery and reintegration must take place in the context of the economic and social realities that contributed to the child’s vulnerability and these realities must be addressed if reintegration is to succeed.

In Canada, the project found that many of the young people in prostitution were abusing substances and dealing with this dependency was a major factor in supporting the young person out of prostitution. This requires specific, targeted medical/therapeutic interventions. It also means that the young people will need to be monitored at all times, including at weekends and in the evenings, so the commitment and availability of the support workers is vital. The ownership of the project by the workers as well as the young people themselves is therefore an important factor in the likelihood of success.

Lesson: Substance dependency is often a factor in exploitation and this will need to be dealt with as part of recovery and reintegration. A holistic approach to the child/young person’s individual needs will be necessary.

Workshop details:

Title: Exit routes: enabling sexually exploited youth in Canada to exit the sex trade

Workshop leader:

Fadi Barakat Fadel, Save the Children Canada fadi@sccwest.org

3.2 Reintegration that addresses root causes

The economic challenges that may have increased the vulnerability of children and young people to commercial sexual exploitation and the need to ensure that these challenges are faced so that survivors do not continue to be vulnerable were noted in a number of workshops that looked at recovery and reintegration.

One workshop that looked at the situation in three Asian countries emphasized the need to develop strategies that take into account the specific nature of CSEC in each country. While noting that in all the cases considered the combination of rural poverty and urban migration were important factors in increasing the vulnerability of children to exploitation and to trafficking, the workshop noted that these phenomena are complex and therefore need to be understood in detail so that reintegration strategies are appropriate.

A major problem in countries where economic imperatives were the main vulnerability factor, however, the reintegration of survivors is likely to be a long process. Ensuring economic stability of a child or family or, indeed, community, cannot be achieved in a short-term reintegration project. It might include education, vocational training, job creation and an assortment of other income-generating schemes, all of which take time to establish. The child's safety and well-being will need to be guaranteed during this time, which will mean long-term monitoring, support services and back-up. A number of workshop participants questioned how this can be achieved when most funding for reintegration programmes is short-term. Short-term or project funding also is a disincentive to those who wish to train as counsellors, for example, since this is a major investment of time and resources but not a guaranteed career if reintegration programmes do not get funding. Mainstreaming of such services, perhaps through state social services or in specialized institutions such as hospitals or community clinics, is therefore an important issue.

Lesson: Ensuring long-term funding and/or mainstreaming of reintegration support services remains a challenge but must be achieved if long-term follow-up and support is to be provided to the child, family and community.

Ultimately, however, the key to reintegration and, indeed, protection, will be to eliminate or at least significantly reduce the factors that caused the child's vulnerability and that constitute a continuing threat. Social development programmes that help families and communities to earn a living wage and provide for their children are a priority.

Lesson: Addressing the root causes of vulnerability to exploitation – which also constitute a threat to successful reintegration – is vital if children are to be protected and survivors are to be helped to successfully rebuild their lives.

If effective services are to be provided in response to the diverse needs of survivors, then there needs to be more training of support workers in a number of disciplines. One workshop noted the paucity of trained psycho-social counsellors who are specifically equipped to deal with children and young people who have been sexually abused or exploited and whose trauma may be multiple (coercion, sexual violence, physical violence, food and sleep deprivation, lack of freedom, isolation from family etc.)

A number of innovative training courses have been piloted in several different countries. One lesson that came out of this discussion was the need to establish careful criteria for selecting candidates for such courses. It was suggested that the candidates should already be working with children or wish to do so in future, and not just want general counselling training. Police officers who deal with cases of CSEC have often been among those presenting themselves as candidates for training. The workshop heard that the experience of one university course was that the group of trainees is often multi-disciplinary and includes representatives of several different professionals who work on this issue more generally – for example police, health workers and NGO personnel.

Lesson: Candidates for psycho-social counselling training must be carefully scrutinized so that the right trainees are chosen.

Classroom training should be accompanied by practical experience that is supervised and monitored, and there was agreement that the trainees should receive some formal recognition of their successful training at the end of the process so that their skills are 'marketable' and to provide incentive for the trainees.

Workshop details:

Title: 1. Reintegration strategies

Workshop leaders:

Marlene Sandoval Vega, CERSO	cerso@terra.cl
Douglas Maclagan, Child Welfare Scheme	Douglas@mos.com.np
Iana Matei, Reaching Out	reachingoutrom@yahoo.com

Title: 2. Improving capacities of social service and health care providers

Workshop leaders:

Wanjiku Kaime-Atterhog, Uppsala University	wanjiju.kaime-atterhog@kbh.uu.se
Inger Axell, Sida	inger.axel@sida.se

3.3 Victims of war and trafficking

A number of workshops that addressed recovery and rehabilitation focused on specific forms of exploitation. A workshop that looked at the rehabilitation needs of children who have been exploited in domestic service underlined the fact that the demand for children is itself a barrier to the reintegration process, since it perpetuates the child's vulnerability unless it is dealt with. This presumes that much more is learned about demand in general and, as the workshop participants pointed out, about shifts in demand and changing 'business trends'. One participant in this workshop stressed that working with employers is one way both to protect children from exploitation if they are in work situations, and also to learn more about demand.

Lesson: Demand is itself a constraining factor in the successful reintegration of abused or exploited children. Much more needs to be understood not only about demand but about shifts and trends in abuse and exploitation.

Another workshop looked at the specific psycho-social challenges facing children affected by war. This work requires specialized staff, the organizers said, and there is a great need for expert exchange, staff capacity building and better sharing of experiences and lessons in this area. The need to ensure that, as the child victim is supported through recovery and reintegration, so the war-affected community is also rebuilt, was stressed. For this reason, it is particularly important to integrate the community as a whole into rehabilitation strategies. This was also considered an important element of reintegration of children who had been exploited in domestic service.

Lesson: It is important to integrate the community as a whole into rehabilitation strategies. This is especially important in situations where children and communities have been affected by war.

Workshop details:

Title: 1. Rescue and rehabilitation of girls in domestic work and prostitution

Workshop leader:

Justa Mwaituka, Kiota Women's Health & Development Organization katri@africaonline.cotz

Title: 2. Regional Centre for the Psycho-social well-being of war-affected children in South-Eastern Europe

Workshop leader:

Alenka Suhadolnik, Ministry of Foreign Affairs, Republic of Slovenia alenka.suhadolnik@gov.si

Children who have been trafficked also have specific rehabilitation and reintegration needs. They will, in addition to exploitation, have suffered the trauma of separation, potentially hazardous transportation, alienation and multiple trauma more broadly. For this reason, mental health interventions for trafficking victims cannot look at only one aspect of trauma but must take a holistic view of the child/young person. Because of the complex nature of the trauma and exploitation in trafficking, psycho-social interventions should be an integral element of all anti-trafficking work.

Lesson: Children who have been trafficked may have experienced multiple exploitation and therefore complex trauma. Psycho-social services for such children must take a holistic view of the child.

One workshop looking at experiences in South Asia underlined the need for those working in rehabilitation and reintegration to fully understand the 'trafficked state' of the child and the context in which the trafficking occurred. It was acknowledged that there is as yet limited expertise in this area and that there is a great need for capacity building of organizations working with rescued children.

Lesson: There is limited expertise in the area of trafficking-specific psycho-social rehabilitation programming. There is a need for more capacity building in this area.

A workshop on the same topic stressed the fact that rescued children are a vital resource in rescuing other children and in helping workers to understand the dynamics of trafficking. Their capacity to help should not, however, be allowed to interfere with their rehabilitation.

Lesson: Rescued children are a vital resource in helping to trace other trafficked children and to understand the dynamics of trafficking. This input should not be allowed to interfere with their rehabilitation.

Workshop details:

Title: 1. Psycho-social impact of trafficking on survivors – the road to recovery

Title: 2. Rescue, repatriation and rehabilitation of trafficked women and children in the South Asia region

Workshop leader:

Chandni Joshi, UNIFEM chandni.joshi@undp.org

Summary of lessons on recovery and reintegration

89. Programming in recovery and reintegration must be built on an understanding of how children themselves perceive and interpret the abuse or exploitation that they have experienced.

90. Abused and exploited children do not only need counselling, they need options. This is particularly true of the high-risk group of adolescent girls.

91. There is a need for better cooperation in planning, learning about and implementing programmes in recovery and reintegration of children who have experienced abuse and exploitation. This should include working with the police.

92. Efforts to develop and implement strategies to support child victims should address sexual abuse and not only commercial sexual exploitation.

93. Young people are not 'customers' of the support services provided to facilitate their recovery and reintegration from abuse and exploitation; they are active participants.

94. Recovery and reintegration must take place in the context of the economic and social realities that contributed to the child's vulnerability and these realities must be addressed if reintegration is to succeed.

95. Substance dependency is often a factor in exploitation and this will need to be dealt with as part of recovery and reintegration. A holistic approach to the child/young person's individual needs will be necessary.

96. Ensuring long-term funding and/or mainstreaming of reintegration support services remains a challenge but must be achieved if long-term follow-up and support is to be provided to the child, family and community.

97. Addressing the root causes of vulnerability to exploitation – which also constitute a threat to successful reintegration – is vital if children are to be protected and survivors are to be helped to successfully rebuild their lives.

98. Candidates for psycho-social counselling training must be carefully scrutinized so that the right trainees are chosen.

99. Demand is itself a constraining factor in the successful reintegration of abused or exploited children. Much more needs to be understood not only about demand but about shifts and trends in abuse and exploitation.

100. It is important to integrate the community as a whole into rehabilitation strategies. This is especially important in situations where children and communities have been affected by war.

101. Children who have been trafficked may have experienced multiple exploitation and therefore complex trauma. Psycho-social services for such children must take a holistic view of the child.

102. There is limited expertise in the area of trafficking-specific psycho-social rehabilitation programming. There is a need for more capacity building in this area.

103. Rescued children are a vital resource in helping to trace other trafficked children and to understand the dynamics of trafficking. This input should not be allowed to interfere with their rehabilitation.

4. Regional issues and responses

4.1 Programming relating to trafficking

One of the major areas of concern to have developed since the first World Congress against CSEC in 1996 is the trafficking of children for exploitative purposes, including sexual exploitation. A number of workshops looked at both the nature of trafficking and responses to it. In general, these workshops brought together collaborators from several different countries, or concerned sub-regional or regional programming initiatives, reflecting the fact that children are often trafficked across borders (although trafficking within a country, for example from rural to urban areas, is also a significant problem).

The proliferation of trafficking was explained in one workshop as resulting from the profits to be made by exploiters. 'Child trafficking generates high returns at a very low investment cost,' the workshop organizer said. This explains the motivation of the traffickers, but there are of course other causal factors, including the vulnerability of children, the motives of parents and families who send children into situations where they are trafficked, and the demand for the services of trafficked children.

These causal factors and the patterns of trafficking are beginning to be understood, but there is still much to learn, including the size of the problem. Workshop participants lamented the fact that data on trafficking victims are not reliable and that, even where data do exist, they are often not disaggregated. Partly because of differing national definitions of what constitutes a 'child', but also because there are no working definitions for statistical and research surveys and because competing mandates obstruct clarity of issues, the data that do exist often mix adult and child victims of trafficking. As a result, for example, surveys often provide information on 'trafficked women' when, in fact, some of these 'women' are only 16 years old.

Lesson: There is a lack of reliable data on the scope and impact of trafficking worldwide, partly as a result of inconsistent definitions and non-disaggregated data. This needs to be addressed urgently.

Although there is more clarity now on the definition of trafficking itself – with most agencies using the definition of the Palermo Protocol on Trafficking – there are still widely differing definitions between national laws, and this makes cross-border cooperation difficult. The workshop participants noted that work to prevent trafficking must be done in both the countries of origin and in receiving countries, and that harmonization of legislation is therefore necessary.

As a leading principle, the participants agreed that child trafficking should be declared as a crime against humanity and that traffickers, not victims, should be penalized. In the case of repatriation, the voluntary and safe return of the child victims must be ensured; the principles of the CRC must be respected.

Lesson: Because trafficking is often a cross-border phenomenon, national laws must be harmonized to allow true collaboration between 'sending' and 'receiving' countries.

The participants agreed that NGOs have a specific role to play in the fight against trafficking, and that this is distinct from the task of the police and judiciary. Indeed, attempting to intervene in trafficking situations can be dangerous for NGO workers, whose role should be to support police action by protecting the child victim. There are other roles for NGOs too, of course, and the ideal situation is that all the sectors involved in work against trafficking should come together to discuss relative roles, strengths and cooperation. This will help to avoid duplication of efforts. Such discussions should include children and young people where possible.

Lesson: Many different actors have a role to play in efforts to prevent trafficking and to protect victims and at-risk children. Cooperation among sectors, taking into account relative strengths, is therefore vital.

The workshop also noted the links between trafficking and migration. People movements worldwide have increased significantly in recent years, and will continue to do so. Linked to legal migration are irregular people movements, and these can serve to obscure the activities of traffickers. It was noted that 'by the year 2050, Europe will need 75 million immigrants to maintain its present level of economic prosperity', and that this will no doubt have a significant impact on trafficking in the coming years in this region.

Workshop details:

Title: Stop child trafficking

Workshop leader:

Boris Scharlowski, Terre des Hommes kinderhandel-kampagne@tdh.de

The widespread trafficking of children in South Asia was discussed in a workshop that looked at experiences of prevention initiatives in this sub-region. The workshop noted that in recent years governments in South Asia have acknowledged that eliminating trafficking is a priority, and many countries have developed or are developing National Plans of Action (NPAs) against trafficking and/or sexual exploitation of children. These plans have helped to better define the problem and offer useful directions. The NPAs often include mechanisms for better coordination among ministries and partners, and NGO networking has improved both within and across countries.

This is particularly important where children are to be repatriated, since they will need support when they re-cross the border to return to their country of origin. In addition to improved coordination and networking, the workshop also recognized the need for support to NGO capacity building, and to the need for appropriate, targeted research to build into better planning and programming.

Lesson: Coordination and cooperation among ministries and among NGOs – including across borders – are important, especially where children are to be repatriated and need support in the country they are leaving and the country to which they are returning.

Research can be done in many ways: though literature review, NGO inventories, mapping exercises, good practice assessment, database development, community-level surveys and rapid assessments, as well as more 'traditional' research studies. All of these are relevant and can build up into a clearer picture of trafficking and of vulnerability.

Prevention programmes can also take many forms, but specific attention should be paid to dealing with ignorance of trafficking that results in families and communities handing over their children to recruiters without realizing the implications of this. Many different campaign models have been tried and tested, and should be implemented according to the specific target of the information.

Law enforcement remains a challenge. The participants noted that in South Asia law enforcement is weak and police corruption is rife, so that traffickers act with impunity. Community mobilization is one answer to this: 'watchdog' activities to monitor law enforcement and judicial systems have had some success; training for law enforcement officers and judges can be useful; legal accompaniment for victims who come to court is essential. Another important initiative is to document successful legal procedures/approaches so that those within the system can see how to move cases forward.

Lesson: Where law enforcement is weak or corrupt, community watchdog groups, training and documentation of procedures/approaches to law enforcement and legal redress can make a difference. Legal accompaniment for trafficking victims is essential.

This workshop listed a number of outstanding challenges that remain for NGOs and others working against trafficking in South Asia. These included the need to develop monitoring and evaluation indicators to assess progress of activities and to guide future policies and programmes; the lack of comprehensive mapping of who is doing what and where; the effective documentation of good practice; and strategic planning for work against trafficking beyond the more descriptive NPA process.

Workshop details:

Title: Prevention of trafficking in children – experiences from South Asia

Workshop leaders:

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The International Labour Organization's Programme on the Elimination of Child Labour (ILO-IPEC) launched its regional programme to combat trafficking in children in South Asia (TICSA) in early 2000. The ILO also runs a subregional trafficking project in South East Asia, and the lessons from these two subregional projects were also shared in a workshop. The two programmes both take a holistic approach to trafficking, which occurs not only for sexual exploitation but also for labour exploitation more generally, and to the multiple needs of children at risk or exploited. Each subregional project, therefore, includes prevention and protection programmes, recovery and rehabilitation, research and documentation, and technical areas such as training and capacity building.

The projects also attempt to take into account what is already been done in the countries of the subregions and to both fill in gaps and capitalize on available strengths. As a result, for example, the project in South Asia has put some emphasis on the development of psycho-social rehabilitation approaches to trafficking victims, and has piloted a new training methodology that is trafficking-specific and that includes in-service training and supervision. This approach is being developed within a broader context of reintegration that aims to test alternatives to institutionalization and community-based alternatives. One important lesson shared with participants is the importance of developing codes of conduct and standards for organizations who undertake psycho-social counselling, and of putting in place independent monitoring of the counselling programmes.

Lesson: Psycho-social counselling of trafficking victims should include in-service training and supervision of counsellors, the establishment of codes of conduct and standards for counselling, and independent monitoring mechanisms. The longer-term rehabilitation/reintegration of survivors should include community-based alternatives to institutionalization.

Both projects have been developed within the frameworks of the NPAs of the countries in which they run (in South Asia: Sri Lanka, Bangladesh and Nepal; in South East Asia, Thailand, Lao PDR, Vietnam, Cambodia and Yunnan Province of China – the countries of the Greater Mekong Subregion). The projects have included contributing to the development of the NPAs, support to implementation mechanisms of these plans, and direct action programmes. Central to all these processes is 'ownership' of the activity by the key stakeholders, and networking and consultation – including with young people – have characterized both projects.

Among the stakeholders are ILO's traditional constitutents: trade unions and employers' organizations. There were questions in the workshop about how these groupings are involved in the projects, since clearly they provide outreach to workers, including targeted outreach to adult males among whom the major demand for child sex is found. ILO-IPEC looks upon these organizations as 'communities' in which to run awareness raising programmes, community 'watchdog' initiatives and other prevention/protection actions. Labour inspectors are also instrumental in visiting places of work and looking out for under-age workers, who constitute a group at high risk of exploitation and may include victims of trafficking.

Lesson: Traditional labour sector groups such as trade unions and employers' organizations provide outreach to workers and are important partners who provide access to adult men and thus to the source of most demand for child sex.

The projects have learned that the involvement of families in trafficking often reflects community perception of trafficking (or of 'sending children away to work', as they would describe it) as a survival strategy rather than an evil. This has important implications both for projects that attempt to promote attitude and behaviour change in families and communities, and for projects that provide alternative survival strategies and thus discourage parents from sending children into work.

Lesson: Families often contribute to the trafficking of children because they perceive sending children away to work as a legitimate survival strategy. This fact must be built into project planning.

In this regard, it is clear that proper market analysis needs to be done when vocational training and income generation programmes for vulnerable groups are developed, so that the training provided really does lead to sustainable, appropriate economic activity.

Lesson: It is important to undertake proper market analysis when developing vocational training and income generation programmes, so that these programmes lead to sustainable, appropriate economic activity and thus reduce the likelihood of children being sent away to work.

Broader lessons were also shared on the importance of establishing mechanisms for learning lessons from project activity and feeding this back into both the projects and policy; and on the need for action research to provide gender- and age-disaggregated data that can inform planning.

Workshop details:

Title: Subregional approach to combat chid trafficking and children in prostitution

Workshop leaders:

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One of ILO-IPEC's implementing partners in the South Asia trafficking project facilitated a workshop on the trafficking of girls in Nepal. Some of the main issues discussed in this workshop were the gender disparities which make girls particularly vulnerable to trafficking for commercial sexual exploitation, and the risks that trafficked girls particularly face of exposure to HIV/AIDS.

The workshop heard calls for HIV/AIDS prevention programming to be included in all projects relating to trafficking. They also heard that there is still much to be done at government level to turn NPAs into practice. It was suggested that there is often a lack of political will and commitment in the implementation of ratified treaties and agreed plans, and that this reflected broader complacency in society and also among specific groups such as law-makers and police.

Workshop details:

Title: Situation of girl trafficking in Nepal

Workshop leaders:

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More integrated responses to trafficking were also called for in a workshop that shared the experience of several organizations working in Brazil and in Bangladesh. The workshop organizers had been involved in a recent research study on trafficking in Central America, focusing on Brazil and from presentation of this research the workshop quickly moved into a discussion of how trafficking is appropriately conceptualized.

Concerns were raised about trafficking being seen increasingly by governments as a crime-related phenomenon, rather than a human rights issue. The workshop participants felt that trafficking should be seen above all as a social problem that includes both criminal and human rights issues, and that approaches should be inclusive, not exclusive.

Lesson: Trafficking can be approached in different ways – for example as a crime-related phenomenon or as a human rights issue. All these approaches can be included when trafficking is seen above all as a social problem.

This means that comprehensive studies of trafficking are needed that provide insight into the full dynamics of the problem. At the same time, case studies are a useful adjunct to academic research because they highlight child-centred needs that must be built into programming.

Lesson: Broad conceptual approaches to trafficking allow for comprehensive investigation frameworks. These should include case studies of children so that child-centred needs are not forgotten.

Workshop details:

Title: Trafficking studies in Bangladesh and the Americas (Brazil)

Workshop leaders:

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The trafficking of African children has more recently come to public attention, and a workshop organized under UNICEF auspices provided the opportunity for sharing of emerging responses to the issue in that region. The workshop also aimed to provide a learning space and to contribute to developing a multi-agency response to trafficking in Africa.

The importance of United Nations agencies working in Africa working together to combat trafficking was underlined. It was felt that there is already good political will in many of the countries of Africa to work against child trafficking, but the complexity of the region's challenges leads to an even greater need than usual for comprehensive, inclusive planning and cooperation among different mandates.

This is illustrated in the fact that poverty in Africa – dealt with in the UN system generally as a development issue – is exacerbated by instability and conflict in some countries of the region, but that this is dealt with by agencies mostly engaged in political process, peacekeeping, conflict prevention and post-conflict reconstruction. This traditional split between 'humanitarian' and 'emergency' arms of the system has no relevance to the issue of trafficking, since trafficking has both development and conflict-related root causes and both poverty and instability characterize the vulnerability of children, the nature of demand and the patterns and mechanisms of trafficking.

Lesson: In Africa particularly there is an urgent need for a multi-agency response that brings together development and emergency actors in the United Nations system to take a comprehensive approach to efforts to eliminate child trafficking.

There were suggestions that this cross-mandate cooperation could be coordinated at a centralized level and that a 'focal point' could be created for all anti-trafficking efforts. This would need to be supported by more research so that understanding of the issue improves.

Workshop details:

Title: Concepte d'une approche multi-agences en Afrique

Workshop leaders:

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Irene A Assih, Government of Togo

Because trafficking is such a complex phenomenon, most of the workshops took a broad look at the many different aspects of both the issue and the potential responses to it. One workshop, however, focused on a number of very specific pilot methodologies that had been used in the development of trafficking prevention strategies.

NGOs working in Myanmar have tested the 'positive deviant' approach to prevention and have found it have relevance in this particular case. The approach is based on learning what it is that makes families and/or communities decide *not* to send their children into exploitative situations. By understanding these motivations, the methodology reasons, it should be possible to produce materials and programmes that lead other families/communities to have the same attitude towards their children. In this particular case, the project worked with Shan communities on the Thai/Myanmar border, with a view to using the positive deviant methodology to ascertain why, in a region where many families choose to migrate to Thailand or to send their children across the border for work, some families do not.

The research is fully participatory, involving young people as well as the wider community. The project found that peer support was a significant factor in the decision of young people, especially, not to migrate. The influence of parents was also important.

With regard to the methodology itself, the workshop learned that the approach had proved to be adaptable and could be used to explore other CSEC-related issues as well as trafficking. They also found that community leaders saw in the methodology a means of making a difference, because it promoted understanding of how the community worked and helped them to see what they could do to keep the community intact.

Lesson: The positive deviant approach to prevention is a useful methodology that has potentially wider applicability than to just trafficking. It has proved to be adaptable and empowering for the community.

In this particular pilot, the workshop facilitators found, the time allowed for the consultation process was too short and that more work needed to be done within the community. It was also important to be careful not to send out messages that those who chose to migrate were somehow bad.

A research project in Cambodia took an innovative approach to obtaining reliable information from young children who did not have understanding of the issues involved in CSEC. The research focused on encouraging the children to express their beliefs and opinions through role playing. Although drama and performance are often used in awareness-raising programmes to give information to children and their families, using drama and performance to get information from children is quite new.

The project found that, through the opportunity to express themselves freely through role playing, the children grew in confidence and were able to speak out. Through positive reinforcement they saw that they did not need to be victims of circumstance and that change is possible.

Lesson: Drama, role playing and performance are not only ways to take messages to children, families and communities; they are also a way of obtaining information from children.

The third project shared focused on a particularly vulnerable group of children: the children of sex workers and village children working as domestic servants in the brothels. This project reasoned that these children, whose life centres in and around brothels, must be helped to see that there are alternatives to sex work and that these alternatives are available to them. The project therefore set up schools inside the brothels and organized drama projects with the children to raise awareness of the risks involved in commercial sex. They also set up bridging schools outside the brothel and a safe house outside for children who did not want to enter sex work. A number of periphery activities such as empowerment training with the mothers and training for law enforcement officers supported the children's ability to make choices.

Lesson: For children who live in and around brothels, taking education into the brothels is one way of showing children that there are alternative options to sex work, and in beginning to help them to make a choice.

The project found that one major challenge was resistance from the brothel madams. This was partly overcome by mobilizing the mothers, who are themselves sex workers, to support their children to make other choices. By reinforcing the brothel madams' position as community leaders with responsibility for the well-being of the children, the resistance was slowly broken down.

Lesson: There will be resistance to offering children alternative options from those who stand to profit from their exploitation. Ways must be found of breaking this down.

Another challenge was the fact that some girls ran away from the brothel when they felt able to reject the idea of sex work, and needed support and help. The project also had to deal with the fact that many of the mothers were in debt to the landladies and so vulnerable to coercion.

The workshop participants discussed the sustainability of this project, which could be mainstreamed if government took responsibility for the brothel-based schools. Certainly there was agreement that the project must have long-term viability if it is to have an impact, since showing a child options and then taking them away is both inappropriate and counter-productive.

Lesson: Projects that focus on showing a child alternative options must have long-term sustainability if the child is not to disappointed by the option suddenly being taken away.

Workshop details:

Title: Participatory prevention strategies

Workshop leaders:

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The International Movement Against All Forms of Discrimination and Racism brought to its workshop discussion on mobilizing NGOs and others whose work does not focus necessarily on CSEC, nor on trafficking, nor on children. Their premise was that trafficking can be seen as a human security issue and that positioning trafficking in this discourse opens the door to many other NGOs, and indeed civil society more broadly, to be mobilized against trafficking.

Lesson: Articulating CSEC as a broader social problem opens the door to partners whose work and mandate may not necessarily be in this area.

To explain this, the workshop facilitators explained that trafficking in children can be seen as part of a south-north exploitative movement that commodifies children and often involves transnational criminal networks. It can thus be seen as human insecurity, generated by a global economy that exploits poverty.

In the discussion, the question of state-sponsored prostitution and corruption was raised. In many countries, although 'organized crime' may be involved in CSEC and trafficking particularly, it is often the individual corrupt member of the authorities, or a police officer, who is complicit or active in the exploitation. One participant said, however, that 'there is no such thing as unchangeable political culture'.

Lesson: Corruption may be an obstacle to combating trafficking, but political cultures can and do change.

Debt relief was also discussed, since this is a continuing call to reduce poverty in many regions. While poverty often contributes to vulnerability to trafficking, state debt also diverts resources away from efforts to combat trafficking. One participant said that, 'inequality on a global scale creates the structures of child exploitation'.

Lesson: Debt relief is an important step to be taken to reduce one of the major causes of children's vulnerability to exploitation.

In the face of these global challenges, the workshop agreed that NGOs and children's agencies must form solidarity across continents. This must go beyond commitment and become working cooperation.

Workshop details:

Title: Human security and trafficking in children

Workshop leaders:

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A number of workshops looked specifically at the national legal frameworks and international agreements that provide the context in which anti-trafficking actions take place.

In South Asia, for example, it was reported that, although trafficking is a significant problem, there are very few reports and convictions of traffickers. Those cases that are pursued take a long time to come to court. This non-application of existing laws, and delay in implementing them, can be seen as a human rights violation, since it withholds justice from the victims. One workshop suggested, therefore, that legal frameworks and mechanisms to implement laws should be reviewed from a human rights point of view. This would extend to considerations of compensation for trafficking victims, and to their right to privacy during investigations and legal proceedings.

One government participant from South Asia commented that, when the laws in his country had been framed, this was done based on criminality, whereas the human rights approach calls for a change of focus to victim-based thinking. For this to happen and to make a difference, there needs to be more than revision of laws; there needs also to be re-training of the police, judiciary and all those involved in legal process.

Lesson: Shifting from a criminal approach to laws and implementation to a human rights-based approach requires not only revision of laws but re-educating of all those involved in implementing the laws and pursuing justice.

Workshop details:

Title: Law, justice delivery and enforcement

Workshop leader:

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Where national laws may still insufficiently address issues like trafficking and exploitation of children, it is important that a country should have ratified international treaties, so that NGOs and other lobby groups can advocate for change based on these commitments.

Lesson: Where national laws do not sufficiently address CSEC, international treaties can provide a framework for lobbying and advocacy for change.

One workshop focusing on domestic laws in Japan heard that some NGOs do not believe that Japanese law goes far enough in dealing with CSEC/trafficking, but that Japan has not ratified the two most recent international instruments related to these: the Optional Protocol to the CRC on the Sale of Children, Child Prostitution and Child Pornography (2000), and the Palermo Protocol (the Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children, supplementing the United Nations Convention against Transnational Organized Crime). They called for global ratification of such instruments so that there can be international pressure on countries to act against trafficking.

Workshop details:

Title: Actual situation and problems in Japan

Workshop leader:

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Another international treaty that has been introduced since the first World Congress in 1996 and that has become an important instrument in anti-trafficking efforts is the ILO Worst Forms of Child Labour Convention (No.182). Convention 182 and Recommendation 190 that complements it, are particularly important because states that have ratified the Convention commit themselves to taking immediate action to eliminate the worst forms of child labour as a matter of urgency and within a set period of time. A workshop was organized to share early lessons from this 'time-bound' approach to combating trafficking. One hundred and thirteen governments had ratified the Convention by December 2001.

ILO Convention 182 foresees a number of steps: first, determining and mapping hazardous work (including prostitution, pornography and trafficking); second, establishing monitoring mechanisms; third, designing and implementing programmes of action; fourth, applying the convention; fifth, introducing time-bound measures; and sixth, enhancing international assistance and cooperation.

The Time-Bound Programme (TBP) approach has a number of phases: it begins with the setting of clear goals, specific targets and a defined time-frame in which these are to be met. This is based on mapping of the situation, research, and stakeholder mobilization. An important factor in the success of these early stages is the leadership of government. Focusing on addressing the root causes of child labour is also important.

The development and implementation of the TBP works by involving all members of society, from top leadership to broad social mobilization. It seeks to apply a multi-pronged approach that integrates social and economic policies with political mobilization and some degree of legislative intervention, thus creating synergies and enhancing sustainability. Because of its scope, an important part of the TBP is the setting of priorities and monitoring progress, including the documenting of lessons and good practice.

Lesson: Time-Bound Programmes are a focused approach to dealing effectively with the worst forms of child labour including commercial sexual exploitation, but to succeed they need leadership from government and broad social mobilization, including the involvement of workers' and employers' organizations.

ILO's experience in the first three countries which have developed TBPs (Tanzania, Nepal and El Salvador) is that preparation can take a year if mapping is conducted comprehensively. One important early lesson is that, for the TBP process to succeed, there must be shared incentives, multi-stakeholder involvement, cost effectiveness and sustainability, transparency and consistency.

ILO supervisory systems with respect to ILO Conventions were seen as an essential element of successful TBPs and to complement other UN monitoring mechanisms.

In the discussion that followed the explanation of the TBP, participants underlined the importance of ensuring that TBPs are also extended to more developed countries, where child labour is also a problem.

Lesson: Time-Bound Programmes should be extended to developed countries, where child labour is also a problem.

It was also seen to be important to address child labour broadly, not just relating to CSEC, since working children – especially those working in the worst forms of labour – are by definition highly vulnerable to abuse and exploitation, and child labour in general and sexual abuse/exploitation are closely linked. The TBP is valuable in this regard because, while it takes full account of CSEC, it is not limited to this but addresses child labour issues more broadly.

A number of challenges were also identified in the workshop, including the difficulty of developing and implementing TBPs in countries where armed conflict exists and where the recruitment of child soldiers is a significant problem. The question of sustainability of TBPs in countries where government resources are limited was also raised, as was the need to influence the policies of key international actors such as the World Bank and International Monetary Fund so that they take the worst forms of child labour and responses to this into account in their policies and programmes.

Workshop details:

Title: Time-bound measures to combat child trafficking and children in prostitution

Workshop leaders:

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4.2 Regional information exchange

A series of workshops aimed to bring to the 2nd World Congress the outcomes of the preparatory regional consultations that had been held. Each of the consultations had resulted in a strategy and action plan, and the focus of the workshops was on how to move forward to implement these plans and work against CSEC at regional level.

In the workshop reporting on the regional consultation for Europe and Central Asia, held in Budapest in November 2001, UNICEF presented an outline of the regional situation analysis that had been prepared and gave some insights into the discussions that had taken place. It was clear that one of the main issues confronting Europe as a region is trafficking of children and, in particular, dealing with the root causes of trafficking. Europe has made great strides in putting in place legal frameworks and mechanisms – from regional instruments to coordination mechanisms such as the Stability Pact for South Eastern Europe, as well as substantial, effective initiatives from both the Council of Europe and the European Commission. However, there are still difficulties in implementation.

In part, this is because of outstanding problems of data collection, information sharing and analysis. This challenge confronts governments, international organizations, NGOs and regional bodies alike. It is partly addressed through the recommendation in the Regional Plan of Action for Europe and Central Asia that the Council of Europe should undertake focal point responsibilities, centred on monitoring Council Resolution (2001) 16, including data collection and sharing.

Lesson: If Europe and Central Asia are to programme against child trafficking more effectively, much more data is required, and this must be shared and analysed. The nomination of the Council of Europe as a focal point for monitoring the regional strategy and action plan will facilitate this.

Disagreement remains on definitions, and this is a continuing obstacle to implementation and cooperation. While recognizing how recent international instruments have helped in this regard, participants agreed that there is still disagreement at working level among operational actors.

On the other hand, cooperation is now a reality in Europe at many levels. This must not, however, be allowed to become an end in itself. The regional meeting concluded that there are many different levels of cooperation – from simple acknowledgement of the existence of different partners, through information sharing, to ongoing collaborative planning. The Budapest meeting had noted that the inclusion of young people and youth initiatives is important to comprehensive and effective cooperation, but that this remains elusive.

Lesson: Cooperation and networking must not become an end in themselves. Good cooperation is that which is both necessary and effective. There are many levels of cooperation and it is important to know at what level cooperation is useful.

Ways must be found to move beyond token inclusion of children and young people. The workshop heard the example of the European Commission's Daphne Programme, which has set a good example in making inclusion of young people and children – at planning, implementation and evaluation stages of projects – a selection criterion for funding.

Lesson: Much more needs to be done to move beyond token inclusion of children and young people and integrate their views and their actions fully into work being done.

There is keen awareness of the need to continue not just to legislate against CSEC but to tackle the root causes, particularly in this region that has been so challenged by transition, structural adjustment, inequalities and social impoverishment.

The workshop concluded, as the regional consultation had, that much more information is needed, particularly data that come from children and young people themselves. This presumes reliable and methodologically sound data collection.

Sharing of such information is vital. Governments cannot develop good plans of action, or implement them well, if they do not have reliable information. This is where NGOs and international organizations can support government commitments, and vice-versa.

Workshop details:

Title: Regional strategies and partnerships – Europe and Central Asia

Workshop leaders:

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The European Commission's Daphne Programme, which had been cited in the regional workshop for Europe and Central Asia, was explored further in a workshop organized by the European Commission and that aimed to examine lessons learned from EC partnerships with civil society organizations.

The Daphne Programme, which was one element of the EC response to the Stockholm Agenda for Action, supports NGO and public authority activity in the field of violence against children, young people and women. The programme was set up to fulfil the aims of multi-sector partnerships and cooperation of the Agenda for Action. The workshop presentation looked at how these have worked, how the projecst are evaluated and how lessons are drawn at both project and programme level.

Lesson: The strength of regional networks comes through planning together, ongoing consultation, evaluation, taking into account differences and similarities and learning to build these into project implementation.

The role of the funding agency itself was discussed. It was noted that the Daphne Programme has been a good example of donor flexibility, with a close working relationship developing between projects and the Daphne coordination team. The programme has been able to develop to take into account lessons learned, and this has meant that it has been responsive to the needs of the target beneficiaries as identified by the NGOs and authorities working closely with them.

Lesson: Flexibility of funding lines allows implementing partners to take account of changing needs. This promotes more relevant and timely interventions, and should be considered more seriously by funding bodies.

Regular visits are made to the projects to discuss progress and provide technical back-stopping. This allows practical issues to be dealt with, problems to be solved speedily, and lessons to be shared among the projects and also fed into policy debate in Brussels.

Lesson: It is important to set in place mechanisms to promote structural interaction between policy and project implementation lessons, so that each informs the other on an continuing basis. This is important for effective action.

The Daphne Programme has shared its lessons widely, both among the project partners and their stakeholders, and also through a public database of all the project reports, available on the European Commission website.

Questions were asked, however, about how European project experience can also be shared with countries outside Europe and to institutions like the United Nations. There was general concern that sometimes organizations still 'reinvent the wheel', so information sharing needs to be as wide as possible and go beyond regional borders.

Lesson: It is important to add value to regional lessons by sharing them with other regions. Lessons shared across sectors and mandates also contribute to less duplication and redundancy.

One important lesson from Daphne Programme projects was that short-term funding is necessary to avoid projects becoming donor-dependent, but that this can be a problem for small NGOs who need time to develop experience. Finding the balance between dependency and development is difficult but necessary.

Workshop details:

Title: Regional cooperation – lessons learned from European Commission partnerships with civil society organizations

Workshop leaders:

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The regional meeting on Latin America and the Caribbean also underlined the importance of effective networks of NGOs, not only at national but also at regional level in order to implement the regional strategy effectively. At a practical level, it was recognized that even a listing of NGOs active in this field would allow better networking, especially if it is accompanied by an indication of the work each organization is involved in. In addition to this, it was suggested that there is also need for better coordination and consultation between NGOs and governments in this region.

Lesson: In Latin America and the Caribbean, there is a need for more effective networks of NGOs at national and regional level, and for more coordination and consultation between NGOs and governments.

The participants recommended that more consideration should be given to how the UN Special Rapporteur on the Sale of Children, Child Prostitution and Child Pornography, who is based in this region, can be supported to advocate forcefully on this issue. There was also discussion of the need to nominate focal points on the issue in each country to facilitate coordination and sharing – a commitment made by governments who adhered to the Stockholm Declaration and Agenda for Action in 1996. In short, there are outstanding challenges in this region related to articulating CSEC clearly and sending clear messages about it, as well as in structures for monitoring and coordination.

Lesson: In Latin America and the Caribbean, there is a need for clearly defined focal points and for monitoring mechanisms. The role of the Special Rapporteur should be considered in this regard and use made of this influential position.

A number of countries in this region have still to develop National Plans of Action, and there were calls for UNICEF to support this. Specifically to follow up the regional preparatory consultation that had taken place in Montevideo in November 2001, it was suggested that a working group should be formed to monitor progress.

Lesson: A working group is needed to follow up implementation of the regional strategy and action plan and, in particular, to advocate for and support the development of NPAs against CSEC in this region.

Workshop details:

Title: Regional strategies – Latin America and the Caribbean

Workshop leader:

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A regional preparatory consultation bringing together participants from the US, Canada and Mexico took place in Philadelphia in early December 2001. A follow-up workshop at the 2nd World Congress aimed to promote discussion of joint strategies for addressing CSEC in this region and to share the recommendations that had come out of the regional consultation.

Travel and tourism link these three countries, and the workshop heard that Canadians and Americans travel to Mexico to exploit children. It is clear therefore that the travel and tourism industry needs to be brought into discussions and actions in this region.

Lesson: In the US, Canada and Mexico, the participation of the travel and tourism industry in discussion and action is important, to reflect the fact that Canadians and Americans travel to Mexico to exploit children for sex.

The workshop noted that the Optional Protocol to the CRC on the Sale of Children, ILO Convention 182 and various NAFTA Side Agreements on CSEC all provide frameworks that facilitate working together. Parliamentary committees from these three countries have also agreed to work together. What is needed now is a formal network of NGOs and intergovernmental players to complement these.

Lesson: A formal network of implementing agencies should be formed to work against CSEC and as a follow-up to the regional plan of action.

It was decided to develop a list serve of agencies and initiatives so that action taken can be followed up and progress against the regional action plan monitored. This will be maintained by Save the Children Canada.

Finally, it was noted that all three countries should have a National Plan of Action. Canada has a strategy for action, but collaboration development of NPAs would allow complementarity of analysis and of implementation.

Lesson: The US and Mexico do not have NPAs. Collaborating on their development, and including Canada in discussions, will allow complementarity of analysis and action.

Workshop details:

Title: Regional strategies and partnerships – the US, Canada and Mexico

Workshop leaders:

Norma Hotaling, SAGE

Senator Landon Pearson, Canada Senate

Gordon Phaneuf, Health Canada

Carol Smolenski, ECPAT USA ecpatus@hotmail.com

In a related workshop, the situation of CSEC in the United States was considered. The participants heard that between 200,000 and 300,00 children and young people are conservatively estimated to be involved. The problem is becoming increasingly violent and the ages of the children involved are decreasing. Trafficking is also a problem both into the US and within the US but is little documented. Law enforcement is lagging behind needs.

Although there are many youth groups dedicated to working with and on behalf of young people, few of them address CSEC. Groups that do work with children and young people in prostitution have found that peer counselling is very successful.

Another identified need is more work to change the behaviour of men. Many participants were surprised to learn that laws relating to CSEC differ in the 50 states of the Union. Pimping is becoming fashionable among young boys from the white middle class, although it is spreading in all socio-economic groups.

The workshop noted that the US has not sufficiently funded services or prevention and rehabilitation programmes, and that much more research into the problem is needed, especially on the diverse health needs of victims, and documenting of good practice in working with children trafficked into the country.

Workshop details:

Title: CSEC in the United States

Workshop leaders:

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UNICEF, ESCAP and ECPAT International, who had co-organized the regional preparatory consultation for East Asia and the Pacific in Bangkok in October 2001, also facilitated the workshop at which the outcome of the consultation was shared and key actions for taking forward the regional commitment and action plan were discussed.

The workshop heard that, while CSEC remains a grave problem in this region, some countries have made progress in implementing the Stockholm Agency for Action. Much remains to be done, however, including adoption of NPAs in some countries and establishment of focal points on CSEC. A number of governments have also not ratified all the key international instruments for tackling CSEC.

Lesson: It is important that countries in the East Asia and Pacific region who have not yet developed NPAs, nominated focal points on CSEC or ratified all relevant international instruments should do so as a matter of urgency. Governments should also allocate the required financial and human resources for implementing the regional commitment and action plan.

In this region, as elsewhere, it was acknowledged that more attention needs to be given to strategies to deal with the demand side of CSEC, and that law enforcement needs to be reinforced to ensure that child victims are protected.

Lesson: In East Asia and the Pacific, more attention needs to be given to strategies to deal with demand. Law enforcement also remains a challenge, particularly with regard to protection of child victims.

The root causes of CSEC, including related issues such as sexual abuse and early marriage, need to be addressed in an integrated manner, and the regional nature of the issue must be acknowledged. In this respect, Memorandums of Understanding between countries on issues such as rescue and repatriation of trafficking victims, and dealing with perpetrators, should be put in place. Trafficking should also be seen in the context of migration and labour policies. The vulnerability of ethnic minorities and foreign migrants, who are not granted citizenship, was highlighted. The importance of support for birth registration was also emphasized.

There is good cooperation among governments, and with NGOs and international organizations. This needs to be expanded, however, to include young people and representatives of the private sector. UN agencies should further their efforts to coordinate and strengthen inter-agency partnerships to ensure a coherent UN system response to CSEC.

Lesson: Networks in East Asia and the Pacific need to be expanded to include young people and representatives of the private sector. UN agencies should further their efforts to coordinate and strengthen inter-agency partnerships to ensure a coherent UN system response to CSEC.

Workshop details:

Title: Regional strategies and partnerships – East Asia and the Pacific

Workshop leaders:

Victor Karunan, UNICEF vkarunan@unicef.org

Hiroko Tanaka, ESCAP tanaka.unescap@un.org

Chitraporn Vanaspong, ECPAT International chitra@ecpat.net

The workshop following up the South Asia regional strategy heard calls for the momentum of the regional preparatory consultation, which had been held in Dhaka in November 2001, to be maintained. The young people present at the workshop requested tangible follow-up and an enabling environment for involving children in implementing the strategy and for integrating the issue into the school curriculum.

Lesson: Young people in South Asia are committed to participating in implementation of the regional strategy against CSEC, and momentum must be maintained.

The NGOs present at the workshop emphasized the need for cooperation and collaboration, nationally and regionally, to implement both the regional strategy and the NPAs that exist in most of the countries of the region. There was concern that these must address the demand side of CSEC, and the NGOs felt that there had not been enough identification of good practice and lessons sharing.

Lesson: There is a need for more and better sharing of lessons and good practice among implementing agencies in South Asia. This is especially true because not enough has been done to address demand.

Governments present emphasized the importance of strengthening cooperation and coordination and of building on participation in SAARC. Although there is now a regional SAARC Convention on trafficking, for example, the government representatives emphasized the need for more experience on this issue and to exchange lessons and good practice. The governments were concerned that the timetable laid down in the regional strategy might not be realistic. They agreed that thee is a need to prioritize between prevention on the one hand and recovery and reintegration on the other, because they did not feel that they would be able to focus on both. Resources, they said, do not match the size and scope of the problem.

Lesson: There is concern among governments in South Asia that available resources do not match the size and scope of the problem of child sexual abuse and exploitation. This may mean setting priorities.

The UN agencies present restated their willingness to facilitate the process of both the regional strategy and the NPAs and to strengthen inter-agency coordination to avoid duplication.

Workshop details:

Title: Regional strategies and partnerships – South Asia

Workshop leaders:

Kiran Bhatia, UNICEF kbhatia@unicef.org

SAARC Governments

ECPAT International

NGO Group for the CRC

As an illustration of how programming can also cross regional boundaries, a workshop was organized to share the results of a study on child abuse and neglect that had been conducted in Ghana, Kenya, Thailand, Brazil and Romania.

A comparative analysis was made of the national results of the research and many similarities were identified. In each of the countries, child abuse and neglect were found to exist. Overall 70 per cent of the adult respondents said that they smacked children as a means of disciplining them. Girls in each of the communities (10 communities in each country) were identified as having more responsibilities in the home than boys, and all of the communities believed in the power of the community to solve its own problems. In none of the communities were there sufficient 'safety nets', however, to protect and assist the children when they were at risk.

Beyond the data it produced, this study was a good example of how programming can cut across national and regional boundaries, involve actors from many different sectors, and build understanding of similarities and differences in the nature of abuse and exploitation in participating countries. All of this is important when lessons from other countries, and good practice examples from other societies and situations are considered. Multi-country and multi-region studies contribute to building a platform on which sharing of experience can take place.

Workshop details:

Title: A study on child abuse and neglect across five countries

Workshop leaders:

Karl Dorning, World Vision Myanmar karl_dorning@wvi.org

Summary of lessons on trafficking and the regions

104. There is a lack of reliable data on the scope and impact of trafficking worldwide, partly as a result of inconsistent definitions and non-disaggregated data. This needs to be addressed urgently.

105. Because trafficking is often a cross-border phenomenon, national laws must be harmonized to allow true collaboration between 'sending' and 'receiving' countries.

106. Many different actors have a role to play in efforts to prevent trafficking and to protect victims and at-risk children. Cooperation among sectors, taking into account relative strengths, is therefore vital.

107. Coordination and cooperation among ministries and among NGOs – including across borders – are important, especially where children are to be repatriated and need support in the country they are leaving and the country to which they are returning.

108. Where law enforcement is weak or corrupt, community watchdog groups, training and documentation of procedures/approaches to law enforcement and legal redress can make a difference. Legal accompaniment for trafficking victims is essential.

109. Psycho-social counselling of trafficking victims should include in-service training and supervision of counsellors, the establishment of codes of conduct and standards for counselling, and

independent monitoring mechanisms. The longer-term rehabilitation/reintegration of survivors should include community-based alternatives to institutionalization.

110. Traditional labour sector groups such as trade unions and employers' organizations provide outreach to workers and are important partners who provide access to adult men and thus to the source of most demand for child sex.

111. Families often contribute to the trafficking of children because they perceive sending children away to work as a legitimate survival strategy. This fact must be built into project planning.

112. It is important to undertake proper market analysis when developing vocational training and income generation programmes, so that these programmes lead to sustainable, appropriate economic activity and thus reduce the likelihood of children being sent away to work.

113. Trafficking can be approached in different ways – for example as a crime-related phenomenon or as a human rights issue. All these approaches can be included when trafficking is seen above all as a social problem.

114. Broad conceptual approaches to trafficking allow for comprehensive investigation frameworks. These should include case studies of children so that child-centred needs are not forgotten.

115. In Africa particularly there is an urgent need for a multi-agency response that brings together development and emergency actors in the United Nations system to take a comprehensive approach to efforts to eliminate child trafficking.

116. The positive deviant approach to prevention is a useful methodology that has potentially wider applicability than to just trafficking. It has proved to be adaptable and empowering for the community.

117. Drama, role playing and performance are not only ways to take messages to children, families and communities; they are also a way of obtaining information from children.

118. For children who live in and around brothels, taking education into the brothels is one way of showing children that there are alternative options to sex work, and in beginning to help them to make a choice.

119. There will be resistance to offering children alternative options from those who stand to profit from their exploitation. Ways must be found of breaking this down.

120. Projects that focus on showing a child alternative options must have long-term sustainability if the child is not to disappointed by the option suddenly being taken away.

121. Articulating CSEC as a broader social problem opens the door to partners whose work and mandate may not necessarily be in this area.

122. Corruption may be an obstacle to combating trafficking, but political cultures can and do change.

123. Debt relief is an important step to be taken to reduce one of the major causes of children's vulnerability to exploitation.

124. Shifting from a criminal approach to laws and implementation to a human rights-based approach requires not only revision of laws but re-educating of all those involved in implementing the laws and pursuing justice.

125. Where national laws do not sufficiently address CSEC, international treaties can provide a framework for lobbying and advocacy for change.

126. Time-Bound Programmes are a focused approach to dealing effectively with the worst forms of child labour including commercial sexual exploitation, but to succeed they need leadership from

government and broad social mobilization, including the involvement of workers' and employers' organizations.

127. Time-Bound Programmes should be extended to developed countries, where child labour is also a problem.

128. If Europe and Central Asia are to programme against child trafficking more effectively, much more data is required, and this must be shared and analysed. The nomination of the Council of Europe as a focal point for monitoring the regional strategy and action plan will facilitate this.

129. Cooperation and networking must not become an end in themselves. Good cooperation is that which is both necessary and effective. There are many levels of cooperation and it is important to know at what level cooperation is useful.

130. Much more needs to be done to move beyond token inclusion of children and young people and integrate their views and their actions fully into work being done.

131. The strength of regional networks comes through planning together, ongoing consultation, evaluation, taking into account differences and similarities and learning to build these into project implementation.

132. Flexibility of funding lines allows implementing partners to take account of changing needs. This promotes more relevant and timely interventions, and should be considered more seriously by funding bodies.

133. It is important to set in place mechanisms to promote structural interaction between policy and project implementation lessons, so that each informs the other on a continuing basis. This is important for effective action.

134. It is important to add value to regional lessons by sharing them with other regions. Lessons shared across sectors and mandates also contribute to less duplication and redundancy.

135. In Latin America and the Caribbean, there is a need for more effective networks of NGOs at national and regional level, and for more coordination and consultation between NGOs and governments.

136. In Latin America and the Caribbean, there is a need for clearly defined focal points and for monitoring mechanisms. The role of the Special Rapporteur should be considered in this regard and use made of this influential position.

137. In Latin America and the Caribbean, a working group is needed to follow up implementation of the regional strategy and action plan and, in particular, to advocate for and support the development of NPAs against CSEC in this region.

138. In the US, Canada and Mexico, the participation of the travel and tourism industry in discussion and action is important, to reflect the fact that Canadians and Americans travel to Mexico to exploit children for sex.

139. In the US, Canada and Mexico, a formal network of implementing agencies should be formed to work against CSEC and as a follow-up to the regional plan of action.

140. The US and Mexico do not have NPAs. Collaborating on their development, and including Canada in discussions, will allow complementarity of analysis and action.

141. It is important that countries in the East Asia and Pacific region who have not yet developed NPAs, nominated focal points on CSEC or ratified all relevant international instruments should do so as a matter of urgency. Governments should also allocate the required financial and human resources for implementing the regional commitment and action plan.

142. In East Asia and the Pacific, more attention needs to be given to strategies to deal with demand. Law enforcement also remains a challenge, particularly with regard to protection of child victims.

143. Networks in East Asia and the Pacific need to be expanded to include young people and representatives of the private sector. UN agencies should further their efforts to coordinate and strengthen inter-agency partnerships to ensure a coherent UN system response to CSEC.

144. Young people in South Asia are committed to participating in implementation of the regional strategy against CSEC, and momentum must be maintained.

145. There is a need for more and better sharing of lessons and good practice among implementing agencies in South Asia. This is especially true because not enough has been done to address demand.

146. There is concern among governments in South Asia that available resources do not match the size and scope of the problem of child sexual abuse and exploitation. This may mean setting priorities.

5 Sectoral challenges

5.1 CSEC and tourism

One of the earliest forms of CSEC brought to world attention was the phenomenon known as 'child sex tourism'. This describes the phenomenon of adults -- usually men – either in groups or alone, traveling to other countries (or sometimes to tourist areas in their own country) to have sex with children there. The tourist industry has long lamented the fact that putting 'child sex' and 'tourism' together in this phrase makes an unfair link between tourism in general and CSEC. They point out that it is not tourists who abuse and exploit children but abusers and exploiters who just happen to include travel in their schemes, and that this should not cast a stain on the tourism industry in general.

Despite this concern, the tourist industry has acknowledged that organized sex tours do take place and that these put children at risk of exploitation. The industry has taken very seriously the need to take all possible steps to protect children from abusers and exploiters who use the services of the tourism industry to facilitate their criminal activity. Many representatives of sectors within the industry – travel agents and tour operators, airlines and transport companies, hotels and entertainment venues -- have been active partners in efforts against CSEC for more than a decade, and several of them presented their initiatives at the 2nd World Congress.

The World Tourism Organization (WTO), which is an intergovernmental body linked to the United Nations and representing the tourism sector, outlined a number of concrete actions that the industry has taken since 1996, including the development of a code of conduct for the travel and tourism industry, the creation and implementation of in-flight videos to alert passengers to CSEC and the rights of children, and the development of two training curricula: one for vocational schools and colleges with tourism courses, and one for young people between the ages of 12 and 16. At national level, a number of tourism administrations have also taken action and worked with law enforcement on this issue.

The WTO suggested that there continues to be a need for education, research and collaborative action that is multi-disciplinary and cross-sectoral. The role of the private sector is vital. The tourism industry in particular has a significant role to play: with 115 million people employed in tourism worldwide, the potential for outreach for awareness raising and training programmes is significant and amounts almost to community education.

Workshop details:

Title: The contribution of the tourism sector to the protection of children from sexual exploitation

Workshop leader:

Marina Diotallevi, World Tourism Organization Mdiotallevi@world-tourism.org

Codes of conduct have wider application outside the tourism industry, and can be used in a number of private sector organizations to guide and monitor the conduct of employees and employers in relation to child protection issues.

One workshop looked at an NGO/private sector partnership that had worked to implement the code of conduct developed by the tourist industry. Questions were raised in the workshop about the usefulness of codes of conduct that are self-regulated and which have no sanctions built into them if they are not adhered to. The partners found that the code of conduct was useful, including as an advocacy tool, because in its implementation there were opportunities for awareness raising among employees and mobilization of workers to be vigilant against child sex tourism. This reinforced adherence to the code. Generally the codes should not be looked upon as monitoring/punishment mechanisms, but to be used in prevention.

Lesson: Codes of conduct are a means of self-regulation and cannot be imposed. They should be looked upon not as a tool for punishing non-adherence, but as a tool of prevention, because they provide opportunities for better understanding.

This workshop also looked at the use made of in-flight videos on CSEC. Some participants said that they had been unable to persuade their national airlines to show the videos, and the workshop facilitator used the example of Austria to suggest that cooperation with government authorities can facilitate agreement on in-flight video use. It was pointed out that it takes time to overcome the fear of suppliers and tour operators, and that it is important to inform and work together, not attempt to push and impose.

Lesson: It takes time to overcome reluctance and fear of private sector actors whose economic interests are involved. It is important to inform and cooperate, not attempt to impose.

Workshop details:

Title: The code of conduct for the protection of children from sexual exploitation in tourism – a model for the private sector

Workshop leader:

Anita Orlovius-Wesely, Orlovius & Partner orlovius.partner@NetCologne.de

The role of national authorities in supporting links between NGOs and tourist industry players was also illustrated in a workshop on initiatives against child sex tourism in Cambodia.

An international NGO working with local organizations in that country had found that the support of the Ministry of Tourism had been instrumental in building bridges between NGOs working against CSEC and representatives of the travel and tourism industry there. Training had taken place to help reinforce understanding both of child sex tourism and of efforts to prevent it. The training had brought together tourist industry representatives, officers of the Ministry of Tourism and law enforcement personnel.

Lesson: In work to combat child sex tourism and other travel- and tourism-related links to CSEC, cooperation and support of Ministries of Tourism and other related government authorities is important.

Crucial to the discussions was a focus on the impact that child sex tourism can have on the tourism sector itself. Heightened concerns about sex tourism can reduce general tourist numbers and hurt business. Although this is not of course the main motivation for reducing child sex tourism, it is an argument that has validity in a business environment and also at government level, since in many countries like Cambodia, tourism is an important source of revenue.

Lesson: The impact of CSEC on business – whether the travel and tourism industry or other areas of private sector activity – should be calculated and used in advocacy for private sector involvement in eliminating CSEC.

Involving Ministries of Tourism can go beyond policy-level discussion. In Cambodia, the Ministry and this NGO launched a joint project called Child Safe Tourism, which aims to make Ministry staff, tourism police, tour operators, tourism associations, tourist travel groups, individual tourism facilities and parents of children in tourist destinations better aware of the dangers of child sex tourism. This also includes the responsibilities these groups have towards children, and how they can help to protect children from trafficking for sex tourism and from sexual exploitation.

In developing this joint strategy, the partners realized that, although the Ministry is committed to acting on the National Five-Year Plan against CSEC, there was no developed strategy for implementation of the Ministry's tasks, and no body of materials to be used in campaigns or training. The joint project also therefore includes provision for developing materials, strengthening child protection networks, identifyin other key steps, and monitoring and evaluation the first phase of activity to develop further actions.

Lesson: Tourism industry partners and Ministries of Tourism or Tourism Authorities are relevant partners not only at policy level but also in the implementation of tourism-related child protection actions.

Workshop details:

Title: Children's work, adults' play – experiences of engaging the tourism and law enforcement sectors

Workshop leader:

Laurence Gray, Programme Manager, World Vision Cambodia Laurence_gray@wvi.org

In links between the private sector and organizations working for children, labour sector organizations play an important role. A workshop looking at efforts to combat child labour in the tourism industry in the Philippines showcased a project that has been run by the ILO in cooperation with the Philippine National Union of Workers in Hotel, Restaurant and Allied Industry (NUWHRAIN).

NUWHRAIN carried out a broad-ranging survey among children working in entertainment venues if Manila to find out how they had entered this high-risk zone, what had pushed them to work, the conditions under which they worked and how they might exit. The privileged access of the union to the children and the credibility of union representatives among the workers resulted in candid, reliable information being provided. The survey found that the causes that had pushed the children into entertainment work were multiple and that economic imperatives were not the only factor. Many of the children said that they had left home because they did not feel love or kindness in their family, and that they found no support within the community. Although they did not necessarily want to work in the entertainment sector in the capital, it seemed like the easiest solution to their problems. Once in the bars, restaurants, massage parlours and similar venues, they were quickly aware that they were likely to be exploited. The children wished above all to have a 'normal' life, but did not see how they might stop working.

In the workshop discussion it emerged that similar patterns occur in other countries in the region; the Japanese Trade Union Confederation reported that research in Japan had showed much the same results. Importantly, the trade union movement is a global movement, and there are therefore good opportunities for cooperation both regionally and internationally.

Lesson: Trade unions, employers' associations and other labour sector organization have privileged access and credibility among workers and are able to gain candid, reliable information where other researchers might not. The global organization of the trade union movement offers opportunities for cooperation regionally and internationally.

The next stage of the NUWHRAIN project was for the children's case studies to be developed into advocacy and awareness materials for use in the training of workers in the hotel, restaurant and allied industries. The union runs regular training courses on many work-related issues, so there is a 'captive audience' for the messages about CSEC and child labour. One outstanding challenge identified in the project, however, was how it could be extended to the 'lower end' of the market and reach into workplaces which do not have strong union presence.

Interestingly, the union found that their awareness materials and advocacy work also had an impact on communities more generally, because workers of course also have home lives and take what they learn at work back to their home environment. The workplace credibility of the union extends to the worker's home community, so the project had a broader influence on families. It is important therefore that the messages of advocacy and awareness materials take account not only of the workplace but of the worker's wider environment.

Lesson: Workers go home to the communities in which they live and so workplace initiatives potentially have influence on the home community too. This should be taken into account when advocacy messages and awareness materials are prepared.

Workshop details:

Title: Combating child labour in the tourism industry in the Philippines

Workshop leaders:

Mr Tanaka, Japanese Trade Union Confederation tanaka@sv.rengo-net.or.jp

Mr Edlarin, NUWHRAIN

Mrs Ohmachi, ILO Tokyo Tokyo@ilo.or.jp

Another important element in efforts to eliminate child sex tourism is raising awareness of the travelling public. A number of campaigns have been run in recent years, both in travel-related venues (for example at airports, through tour agencies, on planes and other transport, through travel magazines). Tourist numbers worldwide, however, are huge and increasing, and so broad public campaigns are also used to reach large numbers of people.

In one workshop, the promoters of a campaign against child sex tourism in Costa Rica presented their work and illustrated the steps they had followed in devising the campaign.

They explained that, as in all communication projects, it is important to begin by developing the message – both the general message (for example, 'commercial sexual exploitation of children is a denial of their human rights') to more specific messages (for example 'men who have sex with children are breaking the law of this country and should be reported to the police via our CSEC hotline, number xxx'). In developing the message it is important to know exactly who you wish to reach with this message: does research show that most of the people who phone this hotline, for example, are middle-aged women who do not work? If so, then the message should be suitable for this target group and should be transmitted at times and in formats that will reach them. As a simple illustration: if you are trying to reach middle-aged, middle class women in Europe, it has been shown that many women in this category listen to the radio in the mornings, so a mid-morning radio slot is more likely to reach them than, say, a late-night television announcements.

You should consider all possible formats for your message: TV, radio, newspapers and magazines, brochures and posters (where will they go? Dentists' waiting rooms? Bus stops? Supermarket notice boards?), the sides of buses and in underground railway carriages – wherever people receive information. A number of campaigns against child sex tourism, for example, have used the opportunities offered by travel-related information media such as luggage labels and the backs of airline tickets.

It is important to always know what reaction you hope to prompt: do you wish the person you are targeting to do something? If you do, make sure the message is designed to achieve this, and give them all the information they need to be able to act (for example a phone number). If you are aiming for attitude or behaviour change, be aware that this is extremely difficult to achieve and to measure, and that highly targeted campaigns are more likely to be successful than mass public campaigns. If you are giving information to improve understanding of an issue, make sure that this is concise and consistent.

Lesson: Campaigns against child sex tourism, as well as communication projects more generally, must begin with research, careful planning and strategic design if they are to have an impact.

This means that you must know the issue yourself very well, and that any service organizations working with you (for example graphic design companies or media relations firms) must also understand the issue. You may have to undertake some specific research to inform your campaign.

Lesson: Most public information campaigns will use the services of external companies such as design houses and media relations firms. They, too, must understand the issues well.

Workshop details:

Title: Campaigns against sex tourism

Workshop leader:

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5.2 CSEC and technology

Since the first World Congress in 1996, the rate of growth, reach and sophistication of technology has challenged all those working for and with children to harness the potential of new technologies and understand and eliminate the risks that abuse of them poses.

In 1996, most of the discussion on new technologies centred around concerns that the growth in Internet access was being accompanied by abuse of that medium to transmit child pornography. Analysis centred on the Internet as a sort of terrifyingly huge 'postal service' that delivered pornographic images almost anonymously into people's homes and to the desks of children themselves.

Since then, understanding of the impact of technology on CSEC and efforts to eliminate it has grown almost as rapidly as the technology itself. In Yokohama, the abuse of technology to make contact with children and lure them into high-risk situations was a topic of concern; the continued growth in child pornography transmission via the Internet was on the agenda, but new developments such as 'real-time, made-to-order' abuse of children live via webcam brought added urgency to this debate; the use of mobile telephone technology to isolate and reach children and young people was discussed; innovative programmes to equip families with filters to screen out text and images before they reach children were shown; and, interestingly, the harnessing of technology to help in the fight against CSEC was explored.

A UK-based NGO that specializes in developing the Internet as a safe and positive experience for children organized a workshop to share some of the latest knowledge about how abusers enter Internet chat rooms to come into contact with children and prime them for abuse.

The workshop explained what Internet chat is and the different protocols that are used, for example instant messaging, games and mobiles. The dangers of Internet chat were illustrated through the case of a 13 year-old girl who had been contacted in an Internet chat room by a male adult. He 'groomed' her (got to know her, befriended her, prepared her for the next stage of abuse) through e-mail exchanges, then sent instant messages on her mobile phone, and eventually persuaded her to meet him. He sexually abused her.

The father of this girl contacted the NGO and asked that this case be used to inform other parents of the potential dangers of Internet chat. On the basis of this request, the NGO created a website: www.chatdanger.com, where children and parents, educators and others can go to learn about Internet-based abuse and what they can do to protect children from it and report cases. The media in the UK gave high prominence to this case and helped spread safety messages to children and parents.

The discussion that followed this presentation focused on the laws to protect children on-line in chatrooms. These differ from country to country and in many places do not exist. Some existing laws – for example on enticement or solicitation – might be applicable, but much more needs to be done to develop laws that take account of newly emerging crimes related to technological advances. There also needs to be a balance so that laws can be used to pursue those who have sexual intent in contacting children on-line and those who have a legitimate reason for contacting children.

Lesson: Few laws exist that are applicable to the risks to children posed by new technologies. There is an urgent need for specialized NGOs, Internet industry professionals and government legislators to work together to develop models for legislation.

An important lesson to emerge from work done in this area is the need to understand that new technologies mean that children not previously at particular risk of sexual abuse and exploitation may now be vulnerable to on-line predators. This includes, for example, children from middle-class families with no record of abuse and an otherwise protected environment.

Lesson: New technologies have resulted in groups of children not previously considered particularly vulnerable to sexual abuse and exploitation moving into the high risk category.

It is also clear that what used to be called 'stranger danger' applies to Internet-based risks, but that children who are used to 'meeting' people on-line and who are comfortable with the medium do not necessarily consider the people they 'meet' as strangers. It is therefore important that children be helped to learn how to use chatrooms safely, and that parents also are include in this training.

Lesson: Both children and parents need specific help to learn how to use the Internet, including chatrooms, safely.

Finally, the workshop agreed that there is an urgent need for countries where the Internet is not yet widespread but where Internet access and use is developing, to have preventive strategies in place before problems occur. In many countries NGOs, governments and the Internet industry have worked together to learn lessons and develop strategies, and this experience should be shared with countries who are just beginning to face these problems.

Lesson: There is a good opportunity for countries where Internet access and use is in the early stages to learn from the experience of countries where the abuse of new technologies to abuse and exploit children is already an issue.

Workshop details:

Title: Internet chat – the new paedophile playground?

Workshop leaders:

Nigel Williams, Chief Executive, Childnet International Nigel@childnet-int.org

Will Gardner, Research and Policy Officer, Childnet International will@childnet-int.org

Following up on this workshop, the same organization facilitated a workshop to look at initiatives to help children and parents to use the Internet safely. The workshop took the approach that the Internet offers enormous opportunities to children, and that reducing the dangers that abuse of the Internet poses is important if children are to benefit from Internet use.

These dangers were summarized as 'content, contact and commercialism', that is having access to or being targeted with content that is harmful (such as child pornography or racist provocation); coming into contact with on-line predators whose intent is to groom the child for abuse; and receiving inappropriate and frequent prompts to purchase goods or services or otherwise receive commercially oriented materials.

The workshop had the chance to discover different Internet safety awareness campaigns that aimed to alert children and parents to these dangers and advise them on how to protect themselves. The point was made that it is important that such campaigns be tailored to the target audience, for example parents, teachers and children in different age groups. Children respond best, for example, to interactive programmes on-line, and these can be developed to carry safety messages. Parents, on the other hand, generally want to be able to find answers to their questions, so Q & A formats work well.

Lesson: Internet safety awareness campaigns should be tailored to the target audience and reach them in the form best suited to their information needs.

Whatever the format, the message must be realistic and empowering. It should not just be a 'warning' but give advice on what positive steps can be taken by the target audience. Materials prepared can be both on-line (for example in the form of computer games, websites, screen-savers) or off-line (for example mouse mats, brochures, posters) and the media can be involved as partners both to report on the initiatives and to spread the information through, for example, children's programmes or specialist programmes dealing with science or technology.

Lesson: Internet safety awareness messages should not be 'warnings' but provide concrete advice on what people can do to protect themselves and their children on-line. The message should be realistic and empowering.

The timing of the message is important too. Children and parents are particularly receptive, for example, when they buy a new computer, or when children go on-line for the first time (this might happen through the school curriculum, so parents should keep in touch with teachers and know when their child is going on-line in class time too).

Lesson: Awareness messages should be timed to take advantage of heightened receptiveness, for example parents are most receptive when they buy a new computer; children are receptive when they first go on-line.

Information on Internet safety initiatives can be found on the Internet itself (a good example of the positive side of new technology). The organization's own website provides information and links: www.childnet-int.org.

Workshop details:

Title: Running Internet safety awareness programmes

Workshop leaders:

Nigel Williams, Chief Executive, Childnet International Nigel@childnet-int.org

Will Gardner, Research and Policy Officer, Childnet International will@childnet-int.org

Since 1996 there has also been an increase in the number of 'hotlines' for reporting of child pornography and other unsuitable content found on the Internet. Although identifying the origin of such materials is not easy, it is important that law enforcement authorities should know about it so that they can attempt to trace the source and so that at the right time they can work with Internet Service Providers (ISPs) to have it removed.

Hotlines now exist in many countries around the world. In some regions, there are cooperative networks of hotline operators who share information and reports – for example in Europe the INHOPE network brings together hotline operators from different sectors; this is important since a report may be received in one country of on-line content that originates halfway across the world. Since the Internet knows no national boundaries, responses must similarly cross frontiers.

Lesson: Since the Internet recognizes no frontiers, transnational networks of hotline operators should be set up to share information and work in cooperation.

The Internet Association of Japan organized a workshop to share their experience in running a hotline and in developing filtering software for children at school. In Japan, also, organizations have been active in developing strategies to respond to the high levels of mobile telephone use by children and young people, and in particular the use of text messages via mobile telephony. These are a new challenge because Internet safety campaigns based on advice to parents to 'accompany' their children when they surf the Net are no longer relevant for the mobile phone message/surfing problem, where children and young people are effectively 'isolated' by the phone – they may be standing on a busy street corner, but no-one else sees what they are receiving. In Japan, for example, a number of 'dating services' use text messages to target young people and offer opportunities to earn money by going on 'dates' with business men and others. In many cases these turn out to be thinly disguised escort/prostitution encounters. It is therefore important that newly developed filtering systems for mobile phones should also be introduced more widely.

Lesson: Mobile technology presents new challenges and programmes developed for Internet safety may not be sufficient to protect children surfing on-line through mobile phones or using text messages.

There was a suggestion that an international conference on the abuse of mobile phone technology to abuse children should be organized in the near future, bringing together and reinforcing partnerships among NGOs, governments and the industries involved in Internet and mobile technologies.

Workshop details:

Title: Internet hotline expert network and other activities to protect children on the Internet

Workshop leaders:

Akio Kokubu, Internet Association Japan (Iajapan) kokubu@aiajapan.org

Junko Miyamoto, ECPAT Stop/Japan stop@jca.apc.org

Nigel Williams, Chief Executive, Childnet International Nigel@childnet-int.org

While new challenges continue to arise as technology develops, it is important not to forget the lessons that have been learned in the recent past in work to understand and combat child pornography. While the medium of transmission may still be changing, the fact remains that child pornography is still produced and that, in the production of it, children are sexually abused.

Fundamental to efforts to combat child pornography are appropriate laws criminalizing not only the production and distribution of child pornography but also its possession. A workshop focusing on recently revised child pornography laws in Japan shared the results of a questionnaire survey that had been run to gauge levels of awareness about child pornography and the law. They found that there is still widespread ignorance of the harmful nature of child pornography and, as a result, very few initiatives to discourage its consumption. They gave the example of childcare institutions, which demonstrated little awareness about child pornography and were not aware that a significant number of child pornographic images have been found to originate from nurseries and care institutions.

Clearly, even when laws are in place, it is important to educate people about those laws, about the issue and to raise awareness of the need to protect children.

Workshop details:

Title: Are child minders mindful of child pornography?

Workshop leader:

Kuwayama Kashiko, Network for the Defence of Children's Rights, Japan oyamakk@jca.apc.org

Summary of lessons on CSEC, tourism and technology

147. Codes of conduct are a means of self-regulation and cannot be imposed. They should be looked upon not as a tool for punishing non-adherence, but as a tool of prevention, because they provide opportunities for better understanding.

148. It takes time to overcome reluctance and fear of private sector actors whose economic interests are involved. It is important to inform and cooperate, not attempt to impose.

149. In work to combat child sex tourism and other travel- and tourism-related links to CSEC, cooperation and support of Ministries of Tourism and other related government authorities is important.

150. The impact of CSEC on business – whether the travel and tourism industry or other areas of private sector activity – should be calculated and used in advocacy for private sector involvement in eliminating CSEC.

151. Tourism industry partners and Ministries of Tourism or Tourism Authorities are relevant partners not only at policy level but also in the implementation of tourism-related child protection actions.

152. Trade unions, employers' associations and other labour sector organization have privileged access and credibility among workers and are able to gain candid, reliable information where other researchers might not. The global organization of the trade union movement offers opportunities for cooperation regionally and internationally.

153. Workers go home to the communities in which they live and so workplace initiatives potentially have influence on the home community too. This should be taken into account when advocacy messages and awareness materials are prepared.

154. Campaigns against child sex tourism, as well as communication projects more generally, must begin with research, careful planning and strategic design if they are to have an impact.

155. Most public information campaigns will use the services of external companies such as design houses and media relations firms. They, too, must understand the issues well.

156. Few laws exist that are applicable to the risks to children posed by new technologies. There is an urgent need for specialized NGOs, Internet industry professionals and government legislators to work together to develop models for legislation.

157. New technologies have resulted in groups of children not previously considered particularly vulnerable to sexual abuse and exploitation moving into the high risk category.

158. Both children and parents need specific help to learn how to use the Internet, including chatrooms, safely.

159. There is a good opportunity for countries where Internet access and use is in the early stages to learn from the experience of countries where the abuse of new technologies to abuse and exploit children is already an issue.

160. Internet safety awareness campaigns should be tailored to the target audience and reach them in the form best suited to their information needs.

161. Internet safety awareness messages should not be 'warnings' but provide concrete advice on what people can do to protect themselves and their children on-line. The message should be realistic and empowering.

162. Awareness messages should be timed to take advantage of heightened receptiveness, for example parents are most receptive when they buy a new computer; children are receptive when they first go on-line.

163. Since the Internet recognizes no frontiers, transnational networks of hotline operators should be set up to share information and work in cooperation.

164. Mobile technology presents new challenges and programmes developed for Internet safety may not be sufficient to protect children surfing on-line through mobile phones or using text messages.

Final list of workshops

Day 1 : (Mon) 17 December 2001, 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** ***Organiser(s)***	***Language(s)***
W1/1	311	14.30-16.30	"PRESENT STATE OF CHILD ABUSE AND MEASURES TO DEAL WITH IT – EFFORTS OF RELATED AGENCIES"	Ms. Kagawa (Yokohama Central Child Guidance Center, City Government of Yokohama, Japan)	English/Japanese
W1/2	314	14.30-17.30	"THE CONTRIBUTION OF THE TOURISM SECTOR TO THE PROTECTION OF CHILDREN FROM SEXUAL EXPLOITATION IN TOURISM" (Presentation of recent research results on guildines and tools for national level self-regulation and codes of conduct and code of ethics for tourist bodies)	Marina Diotallevi, (World Tourism Organisation-WTO)	English
W1/3	316	14.30-16.00	'PREVENTION THROUGH COMMUNITY EMPOWERMENT" (Community empowerment strategies – examples from Sri Lanka, Cambodia, India)	Shirely Fozzard, (BICE, U.K.) NGO Group for the CRC	English
W1/4	313	14.30 – 16.00	"BEYOND RESEARCH – FROM EXPLOITATION TO PARTICIPATION" (Experiences of 2 young people in research and policy making)	Julie Taylor-Browne, (ECPAT U.K)	English
W1/5	303	14.30-16.00	"EXIT ROUTES – ENGAGING YOUTH FOR SUSTAINABLE SOLUTIONS" (Framework on prevention through participation – case studies)	Fadi Barakat Fadel (Save the Children-Canada) NGO Group for the CRC	English
W1/6	502	15.00-18.00	"PARTICIPATORY PREVENTION STRATEGIES" (Participatory Strategies and Learning Methods – case studies Myanmar, Bangladesh, Cambodia, etc)	Tory Clawson (World Vision International), & Sultan Mahmud, (Save the Children-Australia in Bangladesh) & Glen Miles (TearFund, Cambodia) NGO Group for the CRC	English

Day 1 : (Mon) 17 December 2001, 14.30 – 19.30 hrs

Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/ *Organiser(s)***	***Language(s)***
W1/7	304	14.30-19.30	'PREVENTION, PROTECTION AND RECOVERY APPROACHES & STRATEGIES – Overview and Case Studies from Asia,Ethiopia, Uganda, Romania, El Salvador"	Archana Tamang & Sita Ghimire (Save the Children Alliance), & Karl Dorning (World Vision-Myanmar) & Gabriella Alexandrescu (Salvati Copi, Romania) & Eduardo Linares (Metropolitan Police of city of San Salvador, El Salvador) NGO Group for the CRC	English/Spanish?
W1/8	511 & 512	14.30-16.30	"INTERNET HOTLINE EXPERT NETWORK IN JAPAN – To Protect Children Against Internet Dating Services with Mobile Phones"	Shunshi Ohta (Internet Association of Japan)	English/Japanese
W1/9	315	14.30-16.45	"CSEC AND MEDIA – Children's Participation and Media Literacy"	Yoshie Abe (Network for the Convention on the Rights of the Child – NCRC, Japan)	English/Japanese
W1/10	317	14.30-16.30	"SEX EDUCATION FOR PREVENTING SEXUAL ABUSE"	Yuki Ando (PEACE- Violence Prevention Training Center, Japan)	English/Japanese
W1/11	312	14.30-16.30	"SITUATION OF GIRLS PROSTITUTION AND TRAFFICKING IN NEPAL"	Hiromi Suzuki (Laligurans Maiti Japan)	English/Japanese
W1/12	302	14.30-16.00	"SUB-REGIONAL APPROACH TO COMBAT CHILD TRAFFICKING AND CHILDREN IN PROSTITUTION" (Sharing experiences on sub-regional trafficking projects in Mekong region and South Asia)	Herve Berger (Mekong Trafficking Project, ILO, Bangkok) & P. Boonpala & Y.Noguchi, (ILO-IPEC, Geneva) & Tine Staermose (Trafficking in Children in South Asia Project, ILO-IPEC, Kathmandu)	English

Day 1 : (Mon) 17 December 2001, 14.30 – 19.30 hrs

Work-shop	Room No.	*Time*	Title	Contact(s)/ *Organiser(s)*	*Language(s)*
W1/14	513	14.30-16.00	"EDUCATION AS A PREVENTIVE STRATEGY AGAINST CHILD SEXUAL EXPLOITATION" (UNICEF experiences in South and Southeast Asia)	Waheed Hassan (UNICEF)	English
W1/15	514	14.30-16.30	"PREVENTION OF TRAFFICKING IN CHILDREN – EXPERIENCES FROM SOUTH ASIA" (Cooperative programmes to combat trafficking in South Asia)	Muireann OBriain (ECPAT International, Bangkok)	English/French
W1/16	315	17.15-18.45	"CAMPAIGNS AGAINST CHILD SEX TOURISM" (Campaigns in different parts of the world against child sex tourism).	Muireann OBriain, (ECPAT International, Bangkok)	Spanish
W1/17	212	16.00-18.00	"A MODEL FOR DEALING WITH SEX EXPLOITER DEMAND – ENDING CSEC" (Model programs for sex exploiters that address power dynamics of male/female relationships, children as objects & physical and sexual exploitation)	Norma Hotaling (SAGE Project, USA) NGO Group for the CRC	English
W1/18	302	16.30-19.30	"TRAFFICKING – Overview & Country Case Studies – Bangladesh, Brazil & Americas)	Dewan Sohrab Uddin (Save the Children-Denmark in Bangladesh) & Andrew Michels (International Human Rights Law Institute, De Paul University College of Law, USA) & Fatima Leal (CECRIA, Brazil) & Maria Lucia Leal (UmB) NGO Group for the CRC	English/Spanish
W1/20	317	17.00-19.30	"WHERE ARE THE MEN WHO BUY WOMEN? - CAN WE DIFFER CHILDREN WHO ARE SOLD FROM THE ADULT WOMEN PROSTITUTES?"	Tomoko Ouchi (Asia-Japan Women's Resource Center)	Japanese

Day 1 : (Mon) 17 December 2001, 14.30 – 19.30 hrs

Work-shop	Room No.	*Time*	Title	Contact(s)/ *Organiser(s)*	*Language(s)*
W1/21	311	17.00-18.00	"TRAUMA RECOVERY CENTER FOR SEXUALLY EXPLOITED CHILDREN IN CAMBODIA"	Laurence Gray (World Vision-Cambodia) NGO Group for the CRC	English/Japanese
W1/22	5th Floor, Small Hall	14.30-16.30	"INTRODUCTION ABOUT CAP (CHILD ASSAULT PREVENTION) PROGRAM"	Junko Kusano (Children's Assault Prevention – CAP, Kanagawa, Japan)	English/Japanese
W1/23	501	14.30-16.00	"IMPROVING CAPABILITIES OF SOCIAL SERVICE AND HEALTH CARE PROVIDERS FOR PROVISION OF INTERGRATED AND COMPREHENSIVE MEDICAL AND PYCHO-SOCIAL SERVICES FOR VICTIMS AND POTENTIAL VICTIMS OF SEXUAL ABUSE AND SEXUAL EXPLOITATION"	Agneta Bjorklunt (Swedish Ministry of Health and Social Affairs)	English
W1/24	501	16.30-18.00	"THE CHILD CENTRE – AN IT NETWORK – REGIONAL COOPERATION AMONG THE BALTIC SEA STATES"	Agneta Bjorklund, Ingrid Akerman (Swedish Ministry of Social Welfare & Norwegian Ministry of Children and Family Affairs)	English
W1/25	514	17.00 – 18.30	"REINTEGRATION STRATEGIES" (Examples from Chile, Nepal and Romania on reintegration of young women into their societies)	Muireann OBriain, (ECPAT International, Bangkok)	English/Spanish
W1/26	511 & 512	17.00-19.00	"REGIONAL STRATEGIES AND PARTNERSHIPS – Middle-East & Africa)	UNICEF, ECPAT International & NGO Group for the CRC	English/French
W1/27	303	16.30-17.30	"RESCUE, REPATRIATION & REHABILITATION OF TRAFFICKED WOMEN AND CHILDREN IN THE SOUTH ASIA REGION – Some Experiences) (National and Cross-Border Dimensions of a human-rights based rescue work of partners in South Asia)	Chandni Joshi (UNIFEM, New Delhi)	English
W1/28	303	18.00-19.00	"PSYCHO-SOCIAL IMPACT OF TRAFFICKING ON SURVIVORS – THE ROAD TO RECOVERY" (Experiences of grassroots workers and medical and health professionals)	Chandni Joshi (UNIFEM, New Delhi)	English
W1/29	513	16.30-18.30	"REGIONAL STRATEGIES AND PARTNERSHIPS – Europe & Central Asia"	Council of Europe, UNICEF, ECPAT International and NGO Group for the CRC	English/French

Day 1 : (Mon) 17 December 2001, 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/ *Organiser(s)***	***Language(s)***
W1/30	312	17.00-18.00	"RUNNING INTERNET SAFETY AWARENESS PROGRAMMES (EU Research & UK project)	Nigel Williams (ChildNet International, U.K.) NGO Group for the CRC	English
W1/31	316	16.30-18.30	"DE-CRIMINALISATION OF CHILDREN IN CSEC"	Minoru Mori (ECPAT Japan-Kansai)	English/Japanese
W1/32	313	16.30-18.30	"TEEN-CENTERED SEX EDUCATION WITHIN THE ANALYSIS OF MASS MEDIA" – Study Group of Lecturer Ms. Lunny	Debbie Lunny (Keio University, Japan)	English/Japanese

Day 2 : (Tue) 18 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W2/1	315	11.15-12.45	"RESEARCH AND RESEARCH METHODOLOGIES ON COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN" (Research work in India, Nigeria, Asia/Pacific, Europe and Central America).	Muireann OBriain (ECPAT International, Bangkok)	English/Spanish
W2/2	513	11.15-12.15	"PREVENCION Y ATENCION DE CASOS DE ABUSO Y EXPLOTACION SEXUAL EN LOS HOGARES DE NINAS TESAPE PORA Y SAN JOSE DE VILLARRICA-PARAGUAY" - Ejecutado en 5 meses de mayo a junio-Ano 2001	Susana Torres (Directora Ejecutiva, Paraguay)	Spanish
W2/3	303	11.15-13.15	'MOBILISING CIVIL SOCIETY TOWARDS PREVENTION OF TRAFFICKING OF YOUNG GIRLS" (Risks and Vulnerability of young girls to HIV/AIDS – presentation of NGO experiences in Africa)	Major Rubaramira Rurunga, (Task Force for the Mobilisation of Communities for the Rights of Children-Uganda) NGO Group for the CRC	English/Japanese

Day 2 : (Tue) 18 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W2/4	316	11.15-12.45	'REGIONAL COOPERATION – LESSONS LEARNT FROM EUROPEAN COMMISSION PARTNERSHIPS WITH CIVIL SOCIETY ORGANISATIONS" (Lessons Learnt from 250 projects – including Daphne and STOP umbrellas)	June Kane (European Commission Daphne Project)	English/French
W2/5	302	11.15-12.15	"SEXUAL VIOLENCE IN SCHOOLS – PROTECTION STRATEGIES"	Daniel Mbassa Menick (CASPAN, Cameroun Society for Prevention of Child Abuse and Neglect/ISPCAN) NGO Group for the CRC	English/French/ Japanese
W2/6	317	16.30-17.30	"APPROACH AND PREVENTION OF SEXUAL ABUSIVE BEHAVIOUR IN RESIDENTIAL INSTITUTIONS FOR YOUNG PEOPLE"	Berta Diamante Saez IPPF European Network NGO Group for the CRC	English
W2/7	502	11.15-13.15	"ACTUAL SITUATION AND REGULATION OF CHILD PROSTITUTION"	Etsuko Sekiguchi (Pan Pacific & South-East Asia Women's Association of Japan-PPSEAWA)	English/Japanese
W2/8	317	11.15-13.15	"ACTUAL SITUATION AND PROBLEMS IN JAPAN – Aiming for Accession to Protocols in Trafficking and Pornography" (Seminar of Prof.Ozaki)	Ryoko Nitta (Tohoku University, Japan)	Japanese
W2/9	501	11.15-13.15	"MANGA is NOT CSEC – Around the social responsibility of imaginary character entertainment : MANGA, ANIME and GAME." (Session 1)	Yukiko Kaname (ECPAT Japan, Kansai Youth, Japan)	Eng;lish/Japanese
W2/10	501	15.30-17.30	"MANGA is NOT CSEC – Around the social responsibility of imaginary character entertainment : MANGA, ANIME and GAME" (Session 2)	Yukiko Kaname (ECPAT Japan Kansai Youth, Japan)	English/Japanese
W2/11	313	11.15-13.15	"HUMAN SECURITY AND TRAFFICKING IN CHILDREN"	Yuriko Hara (International Movement Against all Forms of Discrimination and Racism – IMADR)	English

Day 2 : (Tue) 18 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W2/12	315	14.30-15.30	"WORK WITH YOUNG PERPETRATORS AS A MEASURE OF PREVENTION – EXPERIENCES FROM SWEDEN, EUROPE & INDONESIA"	Anders Nyman & Lars Loof (Save the Children-Sweden) & Farid Muhamad (Samin, Indonesia) NGO Group for the CRC	English
W2/13	513	14.30-17.30	"PREVENTING ABUSE AND SEXUAL EXPLOITATION" (Social Context of commercial sexual exploitation – experiences from Asia and Latin America – including young people)	Mercedes Roman, (Maryknoll Office for Global Concerns, U.S.A)	English/Portugese
W2/14	304	14.00-15.30	'STOP CHILD TRAFFICKING" (Overview and characteristics of child trafficking)	Boris Scharlowski, (Terre des Hommes) NGO Group for the CRC	English
W2/15	514	14.30-16.00	"COMMERCIAL SEXUAL EXPLOITATION IN THE UNITED STATES" (Situation of children and prostitution in the USA)	Carol Smolenski, (ECPAT USA)	English
W2/16	312	14.30-16.00	"EXTRA-TERRITORIAL JURISDICTION" (What it is and how it works?)	Stan Meuwese & Annemieke Wolthuis (DCI Netherlands)	English/Japanese
W2/17	314	14.30-15.30	"COMBATING CHILD PORNOGRPHY ON THE INTERNET – CHALLENGES AND OPPORTUNITIES" (Experiences from research and Hotline work on child pornographic materials on the Internet)	Per-Erik Astrom (Save the Children-Sweden) NGO Group for the CRC	English
W2/18	303	14.00-16.00	"ENJO-KOSAI"	Hiroko Yamamoto (AWC-Asian Women and Children's Network) & Aya Lida (AYA- AWC Youth Association)	English/Japanese
W2/19	313	14.30-16.45	"THE SITUATION OF PROSTITUTION IN JAPAN – Sexual Exploitation of Women and Children"	Kikue Takahashi, Junko Kajiyama (Japan Anti-Prostitution Association)	English/Japanese

Day 2 : (Tue) 18 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W2/20	502	14.30-16.30	"TRAFFICKING OF WOMEN IN JAPAN – Reality of Modern Day Slavery and Legal Parameters"	Noriko Morita (KyotoYWCA Asian People Together – APT, Japan)	Japanese
W2/21	511 & 512	16.00-17.00	"INTERNET CHAT – the new paedophile's playground?" (Challenges to protecting children online from paedophiles)	Nigel Williams (ChildNet International, UK) NGO Group for the CRC	English
W2/22	314	16-00-18.00	"CODE OF CONDUCT FOR PROTECTION OF CHILDREN FROM CSEC IN TOURISM – A MODEL FOR THE PRIVATE SECTOR" (Code of Conduct in Sweden, Austria, Germany, Netherlands and U.K.)	Anita Orlovius-Wessely (Orlovius and Partner – Intercultural Management Services)	English/Spanish
W2/23	315	16.00-18.00	"RESCUE AND REHABILITATION – GIRLS IN DOMESTIC WORK AND PROSTITUTION"	Justa Kwaituka (Kiota for Women's Health and Development-KIWOHEDE, Tanzania) NGO Group for the CRC	English
W2/24	514	11.15-12.45	"PROTECTION OF CHILD VICTIMS OF COMMERCIAL SEXUAL EXPLOITATION AND THE ADMINISTRATION OF JUSTICE"	Else Weijsenfeld (Defence for Children International) NGO Group for the CRC	English
W2/25	302	14.30-16.30	"COMBATING CHILD LABOUR IN THE TOURISM INDUSTRY IN THE PHILIPPINES"	Japanese Trade Union Confederation & National Union of Workers in Hotel, Restaurant and Allied Industries & ILO)	English/Japanese
W2/26	5th Floor – Small Hall	14.30-17.30	"DEVELOPMENT IN INTERNATIONAL INVESTIGATION AGAINST EXPLOITATION OF CHILDREN"	Ms. Umehara (National Police Agency of Japan)	English/Japanese
W2/27	304	16.00-18.00	"THE ROLE OF MEDIA IN COMBATING CSEC – Lessons Learnt since Stockholm for both media and those who wish to work with them" (Sharing experiences of media professionals)	Aidan White (International Federation of Journalists) & Maie Ayoub Von Kohl (UNICEF)	English/French

Day 2 : (Tue) 18 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W2/28	302	17.00-19.00	"ABORIGINAL AND INDIGENOUS CHILDREN AND YOUTH AND CSEC"	Anna Pinto (CORE, India) & Melanie Mark (Save the Children-Canada) NGO Group for the CRC	English
W2/29	511 & 512	14.30-15.30	"BUILDING BRIDGES"	Daniel Cardon de Lichtbuer (European Federation for Missing and Sexually Exploited Children, Brussels) NGO Group for the CRC	English/French
W2/30	511 & 512	11.15-13.15	"MULTI-AGENCY APPROACH TO FIGHT CHILD TRAFFICKING"	Akila Belembaogo (UNICEF)	English/French/Japanese
W2/31	316	14.30-16.30	"MEASURES FOR ERADICATION OF THE SALE OF CHILDREN FOR SEXUAL PURPOSES – CASES IN THE NORTH OF THAILAND"	Prof.Tatsuhiko Kawashima (Gakushuin-University, Overseas NGO Volunteer Activity Programme Units, GONGOVA Unit, Japan)	English/Japanese
W2/32	317	14.30-15.30	"LAW, JUSTICE, DELIVERY AND ENFORCEMENT" (Experiences of policy officers and human rights lawyers on the justice delivery system and law enforcement mechanisms)	Chandni Joshi (UNIFEM, New Delhi)	English
W2/33	314	11.15-13.15	"REGIONAL STRATEGIES & PARTNERSHIPS – East Asia & Pacific Region)	UNICEF, ESCAP, ECPAT International and NGO Group for the CRC	English
W2/34	311	14.30-16.30	"REGIONAL STRATEGIES & PARTNERSHIPS – South Asia Region"	UNICEF, ECPAT International and NGO Group for the CRC	English
W2/35	304	11.15-12.15	"CHILDREN'S WORK, ADULTS PLAY - COUNTERING CHILD SEX TOURISM - THE EXPERIENCE OF CAMBODIA"	Laurence Gray World Vision International - Cambodia NGO Group for the CRC	English/Japanese
W2/36	312	11.15-13.15	"QUESTION RAISED BY THE SEXUAL CONSENT AGE" (Study Group of Lecturer Ms. Lunny)	Debbie Lunny (Keio University, Japan)	English/Japanese

Day 2 : (Tue) 18 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	***Time***	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W2/38	312	16.30-17.30	"TOGETHER – REGIONAL CENTER FOR THE PSYCHO-SOCIAL WELL-BEING OF WAR-AFFECTED CHILDREN"	Alenka Suhadowik (Ministry of Foreign Affairs, Government of Slovenia)	English

Day 3 : (Wed) 19 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	**Time**	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W3/1	212	11.15-12.45	"PEER COUNSELLING AND YOUNG PARTCIPATION STRATEGIES" Young Peoples experiences of peer counselling)	Nandi Msezane, (ECPAT International, Bangkok)	English/Japanese
W3/2	302	11.15-12.45	'TIME-BOUND MEASURES TO COMBAT CHILD TRAFFICKING AND CHILDREN IN PROSTITUTION" (ILO Convention as a tool for action – Lessons learnt from Asia and Latin America, Nepal, Tanzania, El Salvador & presentation of IPEC report on trafficking)	P. Boonpala & Y. Noguchi (ILO-IPEC, Geneva)	English
W3/3	312	11.15-12.45	"CHILD SEXUAL EXPLOITATION : EMPOWERING AND SUPPORTING NON-ABUSIVE PARENTS" (Case examples from England and Denmark)	Vernon Jones (Red Barnet- Save the Children-Denmark) NGO Group for the CRC	English
W3/4	315	11.15-12.30	'BUILDING CHILD SAFE ORGANISATIONS – a 12 STEP MODEL" (Child Protection policy – information on risks of infiltration by paedophiles into NGOs and institutions)	Bernadette Mcmenamin (ECPAT) & Bernard-Boeton (Terre des Hommes) NGO Group for the CRC	English

Day 3 : (Wed) 19 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	**Time**	**Title**	**Contact(s)/ Organiser(s)**	***Language(s)***
W3/5	311	11.15-12.45	'PRIMARY PREVENTION – BIRTH REGISTRATION" (Linkages of birth registration and sexual exploitation – experiences of Plan/NGO Committee & UNICEF)	Lisa Woll, (Plan International – USA) - in collaboration with UNICEF NGO Committee NGO Group for the CRC	English
W3/6	313	11.15-13.15	"What is the root cause of "ENJO-KOSAI" girls "voluntary prostitution" in Japan & how to overcome it? (Urgent need for human relationship that is embraced in Article 12 of the CRC"	Chiharu Eguchi (DCI Japan)	English/Japanese
W3/7	303	11.15-12.15	"COMMUNITY-BASED STRATEGIES IN RESPONDING TO CSE"	Remedious Geraldes (World Vision Foundation of the Philippines)	English/Japanese
W3/8	316	11.15-13.15	"CHILD-MINDERS AND CHILD PORNOGRAPHY – Questionnaire Survey of Heads of kindergardens and nursuries"	Kuwayama Kashiko (Network for the Defence of Children's Rights, Japan)	English/Japanese
W3/9	317	11.15-13.15	"RIGHTS OF GIRLS – ISSUES AND MEASURES ON INFORMATION, EDUCATION, COMMUNICATION AND ENLIGHTENMENT"	Tatsue Tokizane (Okayama Communication Network of the World Conference on Women,Japan)	English/Japanese
W3/10	501	11.15-13.15	"HUMAN RIGHTS OF CHILDREN & HUMAN SECURITY FROM A GENDER VIEWPOINT"	Yoshiko Nagai (Human Security and Rights of Women Global Nework, Japan)	English/Japanese
W3/11	512	11.15-13.15	"HANDICRAFT OF BRACELET – FUND RAISING FOR THE PURPOSE OF ERADICATION OF CHILD PROSTITUTION IN ASIA – Session 1"	Hiromi Hatsuda (Never-Ending International Workcamps Exchange-NICE, Japan)	English/Japanese
W3/12	317	14.30-16.30	"APPROPRIATE SEX EDUCATION FOR ELEMENTARY STUDENTS" (Study Group of Lecturer Ms. Lunny)	Debbie Lunny (Keio University, Japan)	English/Japanese
W3/13	314	14.00-16.00	"INTERNET SAFETY FROM TWO PERSPECTIVES : (a) POLICE FORSENIC INVESTIGATION, & (b) COMMUNITY EDUCATION AND INVOLVEMENT"	Denise Ritchie (ECPAT-New Zealand)	English
W3/14	304	14.30-16.30	"VALUES AND COMMERCIALISATION OF CHILD SEXUALITY – TOWARDS LEGISLATION IN THE FUTURE"	Toshie Takahashi (ECPAT STOP-Japan)	English/Japanese

Day 3 : (Wed) 19 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	**Time**	**Title**	**Contact(s)/ Organiser(s)**	***Language(s)***
W3/15	501	14.30-17.00	'REFUGEE CHILDREN – A SAFER ROAD TO EXILE" (Profile innovative approaches to make the road to exile safer for refugee children – case studies from West Africa, Colombia, Tanzania, etc.)	Asmita Naik, United Nations High Commissioner for Refugees (UNHCR), Geneva & Eyla Kadjar-Hamouda (Terre des Hommes) NGO Group for the CRC	English
W3/16	513	14.30-16.30	"ASSESSING THE HEALTH OF PROSTITUTED CHILDREN" (Examples of Community-based assessments of health problems)	Brian Willis, (ECPAT-USA) NGO Group for the CRC	English
W3/17	311	14.30-15.30	'TOOLS AND TECHNIQUES FOR MONITORING SEXUAL EXPLOITATION AND RELATED ISSUES" (Introduction to HURIDOCS, CATW and Psycho-Social Trauma Programs)	Aurora Javate de Dios, Agnes Camacho, Manuel Guzman (HURIDOCS, Switzerland) NGO Group for the CRC	English
W3/18	502	11.15-13.15	"INTERNATIONAL MUTUAL ASSISTANCE IN INVESTIGATION AND CRIMINAL PROCEDURES REGARDING EXTRA-TERRITORIAL OFFENDERS"	Ms. Kohashi (Human Rights Division, Japan Federation of Bar Associations)	English/Japanese
W3/20	314	11.15-12.45	"THE MARRIAGE MARKET – ANOTHER FORM OF SEXUAL EXPLOITATION"	Marilyn Thomson (Save the Children-UK)	English
W3/21	312	14.30-16.30	"MONITORING & ASSESSING IMPACT OF CSEC – DEVELOPMENT OF INDICATORS AND CRITERIA FOR MEASUREMENTS"	Rose September (University of Capetown, South Africa) NGO Group for the CRC	English
W3/22	315	14.30-16.30	"SAY NO - TO THE PREVELANCE OF PORNOGRAPHY AND SEX INFORMATION IN JAPAN - CHILDREN AND YOUTH EXPRESS AGAINST IT"	Machiko Kaida (International Center for the Rights of the Child, Japan)	English/Japanese
W3/23	313	14.30-15.40	"CHILD PROSTITUTION IN RUSSIA"	Maia Roussakova (Institute of Sociology of Russian Academcy of Science) NGO Group for the CRC	English

Day 3 : (Wed) 19 December 2001, 11.15 – 13.00 & 14.30 – 19.30 hrs					
Work-shop	**Room No.**	**Time**	**Title**	**Contact(s)/** *Organiser(s)*	***Language(s)***
W3/24	512	14.30-16.30	"HANDICRAFT OF BRACELET – FUND RAISING FOR THE PURPOSE OF ERADICATION OF CHILD PROSTITUTION IN ASIA – Session 2"	Hiromi Hatsuda (Never-Ending International Workcamps Exchange-NICE, Japan)	Japanese
W3/25	502	16.30-18.30	"PROTECTION OF CHILD VICTIM IN INVESTIGATION AND CRIMINAL PROCEDURES"	Ms. Kohashi (Human Rights Division, Japan Federation of Bar Associations)	English/Japanese
W3/26	314	16.30-18.00	"FORMER VICTIM – FUTURE LEADER" (Young People experiences of empowerment)	Murieann OBriain, (ECPAT International, Bangkok) - in collaboration with SOS-Hawaii	English
W3/27	212	14.30-16.30	"PROJECT : THE TRACE OF WALKING"	Hossein Golba & Miki Uchida (The Promoting Commmittee of Front-Asia)	English/Japanese
W3/28	315	17.00-19.00	"IMPROVED LAW ENFORCEMENT TO CHILD PROTECTION" (Experiences on law enforcement of NGO, police officer, Interpol operative).	Muireann OBriain (ECPAT International, Bangkok) - in collaboration with Interpol, ECPAT-Cebu and International Bureau for Children's Rights	English
W3/29	316	17.30 – 19.30	ECPAT REGIONAL MEETING (Internal) : EUROPE	Manuel Finelli, (ECPAT International, Bangkok)	English
W3/30	512	17.30 – 19.30	ECPAT REGIONAL MEETING (Internal) : ASIA	Chitraporn Vanaspongse, (ECPAT International, Bangkok)	English
W3/31	513	17.30 – 19.30	ECPAT REGIONAL MEETING (Internal) : AFRICA	Seffea Senessie, (ECPAT International, Bangkok)	English/French
W3/32	514	17.30 – 19.30	ECPAT REGIONAL MEETING (Internal) : AMERICAS	Natalia Buratti, (ECPAT International, Bangkok)	English/Spanish
W3/33	317	17.30 – 19.30	ECPAT REGIONAL MEETING (Internal) : MIDDLE-EAST/NORTH AFRICA/CENTRAL ASIA	Susanne Mikhail, (ECPAT International, Bangkok)	English/Arabic
W3/34	304	11.15-13.15	"REGIONAL STRATEGIES & PARTNERSHIPS – Latin America and Caribbean"	UNICEF, ECPAT International and NGO Group for the CRC	English/Spanish?

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W3/35	302	14.30-16.30	"REGIONAL STRATEGIES & PARTNERSHIPS – USA, Canada & Mexico"	Senator Landen Pearson (Government of Canada) UNICEF, ECPAT International and NGO Group for the CRC	English/French
W3/36	514	11.15-13.15	"A COMMITMENT TO THE STOCKHOLM LETTER – THE ROLE OF THE WORLD CHILDHOOD FOUNDATION IN BRAZIL"	Institute WCF (Brazil)	??
W3/37	513	11.15-12.45	"PROTOTYPE OF MAPPING EXERCISE OF NGO ACTIVITIES IN CEE/CIS LEADING TO PARTNERS PROGRAMMATIC INPUTS – BUILDING COMPLIMENTARITY AND MULTI-DISCIPLINARY ACTION"	Michele Mercier (Human Touch, Switzerland) NGO Group for the CRC	English/French
W3/38	514	14.00-15.00	"PYSCHO-SOCIAL APPROACHES TO PREVENTION AND HEALING – THE RIGHT TO HAPPINESS PROJECT"	Jane Warburton (International Catholic Child Bureau, Switzerland) NGO Group for the CRC	English
W3/39	303	16.00-17.00	"THE IMPACT OF CHILDREN'S PARICIPATION IN RESEARCH, ACTION AND PLANNING – AN EXAMPLE FROM THE CIS AND THE BALTICS"	Severine Jacomy & Monique McClellan (International Catholic Child Bureau, Switzerland) NGO Group for the CRC	English/Russian
W3/40	316	14.30-15.30	"AN APPROACH TO PROTECT STREET CHILDREN FROM COMMERCIAL SEXUAL EXPLOITATION"	Dr.Alba El-Badry (Hope Village Society, Egypt)	English
W/41	303	13.30-14.30	"WHAT DO GIRLS AND BOYS IN BANGLADESH HAVE TO SAY ABOUT SEXUAL ABUSE ON THE STREETS, IN THE BROTHELS AND IN TRAFFICKING – FINDINGS FROM CONSULTATIONS WITH BOYS AND GIRLS"	UNICEF & Government of Bangladesh	English

Note:

Reports from the workshops organized by ECPAT can be consulted on ECPAT's website:

www.ecpat.net

Reports from workshops organized by the NGO Group for the Convention on the Rights of the Child can be consulted on the Focal Point website:

www.focalpointngo.org

Information on UNICEF regional offices can be found via the UNICEF website:

www.unicef.org