



YOUTH PARTNERSHIP PROJECT AGAINST COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN AND YOUTH (YPP)

Global Meeting Promoting Youth Power!

Summary Report

Asia Hotel
Bangkok, Thailand | 23-26 March 2010



END CHILD PROSTITUTION CHILD PORNOGRAPHY AND TRAFFICKING OF CHILDREN FOR SEXUAL PURPOSES

ECPAT International is a global network of organisations and individuals working together to end child prostitution, child pornography and the trafficking of children for sexual purposes. It seeks to encourage the world community to ensure that children everywhere enjoy their fundamental rights free and secure from all forms of exploitation.

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BACKGROUND & INTRODUCTION

ECPAT's Global Youth Partnership Project against commercial sexual exploitation of children is based on the Youth Partnership Project in South Asia which began in 2005 in Bangladesh, India and Nepal. Because the South Asia project was successful in effectively reaching out and engaging young people who have been affected by sexual exploitation, they suggested that the programme be expanded to other regions so that more at-risk children and youth can benefit from their positive experience. In February 2009, ECPAT began the Youth Partnership Project in eleven countries across four regions: Cambodia, Cameroon, Chile, the Gambia, Guatemala, Kyrgyzstan, Mexico, Moldova, Thailand, Togo and Ukraine. Each YPP country has a team made up of a National Coordinator and two Youth Motivators. These teams have been busy running leadership trainings for youth involved in the project, setting up peer support programmes and designing and carrying out micro-projects to raise awareness about the commercial sexual exploitation of children and to advocate for better protection of children's rights.

Youth Partnership Project (YPP)

The Youth Partnership Project (we call it YPP for short) is a global project that works to improve the lives of children and youth that have been hurt by commercial sexual exploitation. The project accomplishes this goal by empowering children and youth to speak out for their own right to be protected and to be leaders in the fight against the commercial sexual exploitation of children (CSEC for short). Young people involved in the YPP programme learn the skills that they need to be leaders and to protect themselves and their peers in many different ways:

- **Youth-Led Trainings** where youth receive trainings to increase their knowledge, skills and capabilities to carryout their roles and responsibilities as the Youth Motivators, Peer Supporters and Youth Advocates. These aim at building leadership qualities and life skills to help youth organize YPP activities against CSEC within schools, shelters and the communities.
- **Peer-Support Programmes** where trained youth share information and provide support to their friends to help prevent them from getting trapped into CSEC.
- **Youth-Led Micro-Projects** are projects that are designed and run by youth to raise awareness about the sexual exploitation of children and advocate for laws that protect children from exploitation and abuse.

The YPP has proven to be a very successful way to get children and youth meaningfully involved in fighting for social change and for their own protection. YPP recognises them as important actors in the fight against CSEC, rather than just helpless victims. Getting youth involved in this way is not only good for the society they hope to change, but it is good for the children themselves. This involvement helps to build self-esteem, enhance creativity and develop the skills that they need to improve their own lives. The increased knowledge and skills also helps them to access other basic services related to their development such as education, health, recreation and safer employment services.

What is 'commercial sexual exploitation of children'?

Commercial sexual exploitation of children (which we are going to call CSEC for short) happens when a child is used sexually by an adult and the adult pays to do this with money, gifts or favours. A gift could be food or clothing. A favour could be a promise of good grades, shelter or protection.

When a child is given money or gifts in exchange for sex, some people might think that the child has agreed to sell their body. But a child in this situation is being unfairly influenced by the adult to do something that they would not normally do. Children cannot choose to be commercially sexually exploited.

- **Prostitution of Children** is when children are given money, gifts or favours in exchange for sex. The payment might be given to the child, or it might be given to someone who has control over the child. Prostitution happens on the streets, in brothels (a place where sex is sold), in clubs and bars, in hotels, in private homes and in some cases even in schools.
- **Child Pornography** is images or sound recordings of children or stories about children that are used by adults for sexual purposes. Usually child pornography involves photos or videos of children's private parts or of children doing sexual things. These images and recordings are shared, traded and sold on the Internet, on mobile phones, as DVDs or photographs and as magazines or books.

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- **Trafficking in Children** is when children are moved from one place to another so that adults can sexually abuse and exploit them. Children may be moved all the way across the world, or only a short distance (like from their home town or village to the city). Sometimes children and their families are tricked or pressured into allowing the children to be moved and sometimes the children are taken against their will.
- **Child Sex Tourism** is when people travel in order to sexually abuse and exploit children. Such people are called child sex tourists. Some child sex tourists travel with the intention of looking for children to buy for sex. Others travel for a holiday or for work and then decide to pay for sex with a child when someone offers it to them.

Sometimes people do things when they are in a new place that they would not normally do at home because they think that they will not get into trouble. CSEC is always wrong no matter where it happens and it is important that every country has strong laws to protect children against this serious crime.

The YPP Global Meeting



After the first successful year of the global YPP, a meeting was organised in March 2010, in Bangkok, Thailand, for all of the YPP teams. The meeting provided the teams with an opportunity to meet each other and to share their experiences and lessons learnt. It also gave the teams a chance to plan the activities of the project for year two. The objectives for the meeting were:

- To learn from YPP South Asia's experiences and good practices
- To develop a YPP youth-led advocacy strategy for year two
- To improve the knowledge and leadership skills of the country teams (this is also called 'capacity building')
- To share lessons learnt from the YPP country team
- To strengthen team spirit within the YPP globally
- To increase cooperation between ECPAT's Child and Youth Advisory Committee (EICYAC) and the Global Youth Partnership Project (YPP)

Carmen Madriñán, Director of ECPAT International opened the global meeting by reflecting on the history of the YPP so that the participants could understand how it all began within ECPAT. She told the group that ECPAT has made child and youth participation in the movement against CSEC a priority from the very beginning. "We were the first to have young people in our meetings. At the first World Congress in 1996, children were invited to participate alongside governments and other delegates for the first time in a global event. We were



groundbreakers.” Carmen said, “Young people have a great deal to contribute, but you need the support and the tools to do that. The role of ECPAT is to find young people who are interested in being activists for social change and provide that support.” Carmen congratulated the meeting participants on being youth leaders and activists for social change, “It is an honour to work with you and we want to do whatever we can to support your activities.”

Meeting Objectives

Mark Capaldi, Deputy Director of Programmes for ECPAT, welcomed the participants and asked them to share what they hoped to get out of the meeting. It was important that all the participants agreed on the objectives and the expectations of the meeting so that everyone could fully benefit from the week. The expectations session demonstrated that many participants shared similar expectations: make friends, share experiences and learn from each other and continue to apply good practices to improve YPP programmes. The exercise also showed that the planned objectives for the meeting matched the expectations of the group.

Meeting Ground Rules

The children and youth present at the meeting established their own ground rules in a session led by the National Coordinator for the YPP in Ukraine.

- Free and active participation
- Have a tolerant attitude towards others
- Respect for other people’s ideas
- Start on time, end on time
- Speak slowly and clearly
- Keep mobile phones in ‘silent’ mode
- Sit with people from other countries/regions during breaks
- Have fun!
- Maintain confidentiality of sensitive issues

In addition to these rules, it was suggested that the group should prioritize the participation of the youth at the meeting in all the sessions.

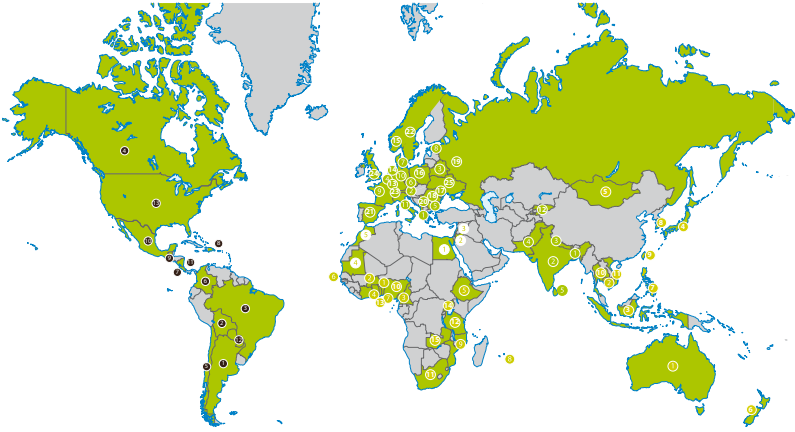


“We want to hear what [the children and youth] have to say. That is what this meeting is about. The adults, . . . our role is to support them from behind the scenes.”

In the child and youth protection briefing, the participants received advice on how to conduct themselves safely inside and outside of the meeting. Each person was given a list of important phone numbers, including the mobile phone numbers of key ECPAT staff who could be reached 24-hours a day for assistance. The adults were reminded that their role was to support the young people they were travelling with always be thinking about what was in their best interests. Participants were also reminded that the YPP Child Protection Procedures and the Codes of Conduct for each YPP country would apply during their stay in Bangkok, just as it does in their own countries.

A few of the adults and youth had concerns about the ongoing political protests and the presence of the H1N1 flu virus. Both of these concerns were addressed.

The Global YPP: Re-Enforcing Child and Youth Participation in the fight against CSEC



ECPAT is governed by a group of people called an Executive Board. Members of the board are selected by the network members every three years. Because child and youth participation is a key element of the work that ECPAT does, we also have a structure for young people to advise the organisation: the ECPAT International Child and Youth Advisory Committee (EICYAC for

short). The members of EICYAC are selected by other young people involved in the ECPAT member organisations. One of these EICYAC members is also a member of the Executive Board. This ensures that youth are participating at the highest decision-making level of ECPAT. The ECPAT Secretariat has management team that oversees the operation of the network, as well as staff that focus on particular regions and on particular issues. For example, the Secretariat has a legal officer, a care and protection officer, an information and communications

department and a large administration and finance team to support the work of the international network like ECPAT.

Every three years ECPAT produces a document called Strategic Directions. This document sets forth the organisation's objectives, vision, mission and plan of action for the next three years. Information for the document is gathered from the member groups through surveys and meetings and when it is complete, the member groups vote whether or not to accept it. A few of ECPAT's current objectives are:

- Expanding the network to countries where CSEC is a problem.
- Supporting the member organisations to respond to and prevent CSEC through workshops, training and knowledge sharing.
- Monitoring the actions of governments to make them more responsible in protecting children.
- Empowering children and young people to play an active role in promoting change on issues that affect them, especially CSEC.

This last objective is being fulfilled, in part, by the YPP and meetings like this. Because child and youth participation is central theme for this meeting, she encouraged the groups to begin the global meeting by revisiting and discussing why they think it is important to promote child and youth participation within ECPAT.



Child and youth participation is important because...

- CSEC affects the lives of children directly so they can understand the difficulty of other victims.
- Children and youth have the right to participate under the Convention on the Rights of the Child.
- Children and youth have a right to know about the issues affecting them and to express their opinions that are based on their own best interests.
- They are survivors of CSEC and they might be at risk of being re-victimised unless they are aware of their rights and ways to protect themselves.
- We cannot presume to speak on their behalf-we have to ensure mechanisms for them to participate.
- Children and youth have new ideas that are based on the experiences they are having right now and these are different from the ideas that adults have.
- Young people are experts on young people; we share a common language.
- It validates the role of children and youth in society as right holders.

After the discussion on child and youth participation, the participants worked in regional groups and discussed some of the key principles of YPP. They shared how they were promoting these principles in their work and the benefits and challenges they faced working in these particular areas.

Targeting the most vulnerable groups of children and youth who are survivors of CSEC or at high risk of being trapped by CSEC in Cambodia and Thailand

YPP targets children who have survived CSEC and children who are at risk of being hurt by CSEC. Specifically, they defined their target children and youth as those who live on the street and children who are beggars, children who are involved in drugs, children whose parents have died, children with HIV/AIDS, children living in shelter homes, children suffering from family violence and children from the poorest communities and ethnic minorities. These groups can be challenging to work with because it is often difficult to gain access to these children. It is also challenging to get them engaged because they are used to moving around and they may have emotional difficulties because of their negative experiences of abuse and exploitation. By providing the care and support that they need, YPP supports these children to build their capacities to directly participate in implementing YPP activities in the Peer Support Programmes and Micro-Projects.

This way, these children and youth are able to use their experiences in a positive way to protect other children from CSEC as well as prevent themselves from re-entering CSEC.



Building children and youth capacities and leadership skills in the Commonwealth of Independent States

YPP focuses on building the capacity of young people to help them understand their roles and responsibilities within the project and to acquire the knowledge and skills that they need to become youth leaders and activists. In Kyrgyzstan, Moldova and Ukraine, leadership skills are being developed on two levels: direct and indirect. Leadership skills are developed directly through trainings and workshops on issues such as children's rights, CSEC, trafficking and HIV/AIDS, and also on life skills such as communication, interpersonal skills, problem solving, giving and receiving feedback, active listening and expressing feelings. Leadership skills are being developed indirectly through child and youth participation. By actively participating in planning, implementing, monitoring and evaluating micro-projects, youth become more responsible. Other activities that indirectly develop leadership skills and social activism are giving interviews to the media, lobbying and making speeches at Parliament. They also provide individual consultations with psychologists for those children who have experienced CSEC and who may need special support to overcome their negative experiences and work towards being youth leaders.

Mobilising young people in Latin America

Mobilising children and youth into peer groups, child clubs and other networks helps young people to collectively raise awareness on sensitive issues like sexual exploitation of children. It also helps to challenge the different forms of discrimination and inequality that children face. YPP mobilises children and youth through its Peer Support Programmes and also through the micro-project initiatives which the young people themselves design and implement. In Latin America, the team shared that the biggest benefit of mobilising young people was the social change that they could generate. They also shared that the challenges in mobilising young people in Latin America have to do with adults “because the ideas of adults have been transferred to us and very often they limit us because we are young. Very often they are wrong, but we don’t dare challenge them. It doesn’t mean we should put adults aside, but we shouldn’t be afraid to express our ideas.” Child and youth participation is all about balancing the power of adults and children and learning to negotiate and work in a partnership that is based on mutual respect.



“I do believe we young people can achieve [social change].”

Promoting the peer-to-peer approach in Africa

Young people are highly influenced by the perceptions of their peers. YPP uses this influence in a positive way. The Africa team uses the peer-to-peer approach as a way for young people of similar ages to talk to each other about the issues that affect them and how they can protect themselves. The approach is useful

because “two people of the same category, they can understand each other easily in a way that adults cannot know.” It is also useful because its effects can spread quickly. For example, let’s say that two youth come together and talk about CSEC and the YPP. Let us imagine that those two youth then go and talk to two other friends, now four people have been impacted. If those four people each go and talk to one other friend, then eight people have been impacted. The impact can grow very quickly in this manner.

Again, adults were raised as a challenge. The Togo team shared that parents sometimes refuse to allow their child to participate in YPP activities because they don’t think that their children will be learning good things from their peers especially when working with at-risk youth. Another challenge is establishing trust with the children themselves as many of them come from background where they have experienced exploitation and betrayal. It is important to be sensitive to these concerns and be honest and realistic about their participation so that everyone has the same understanding on their purpose of participation from the very beginning.

“Discussing sex issues in Africa is still taboo.”

YPP is a replicable and sustainable model of child and youth participation (by South Asia’s YPP)

One of the objectives of the YPP is to implement strategies that create and support youth participation initiatives in the fight against CSEC in a way that can be sustainable and replicable (that is to say it can easily be copied and implemented in new cities and new countries). This is mainly accomplished by making children’s participation a key part of every activity, rather than using isolated and expensive events as the only way of getting children and youth involved. YPP is a replicable model because it is owned by young people, led by young people and the focus is on empowering and building the capacity of young people. YPP is sustainable because it does not cost very much to run, it builds on to programmes that already exist by including child and youth participation and it tries to make changes to policy, which will have a long lasting impact. It is also sustainable because it is always evolving. In year one, YPP programmes may work with five schools, in year two, they add five more and by the end of year three, they have brought YPP to 15 schools. Each of these schools that are already implementing YPP Programmes becomes a “resource institution” that

can spread the programme to other institutions and help build capacities of new ones. It works in partnership with those institutions that are most accessible to children such as schools (including non-formal and vocational schools), shelters and drop-in centers, local leaders, policy makers and authorities already existing in their communities.

Youth-Led Micro-Projects: The Exhibition

During this highly anticipated session, each country had the chance to showcase one of their micro-project activities from the year. In preparation, each team prepared elaborate displays with photographs of their activities, examples of their brochures and other campaign materials, youth artwork produced by their activities and the details of how they carried out their micro-projects and the results. Some of the presentations focused on explaining how YPP youth planned and executed their micro-projects. Other presentations focused more on the micro-project activities and outcomes.

What are micro-projects?

These are projects developed by youth themselves. The idea is to give disadvantaged children and young people the chance to develop and run initiatives that they think are important. In addition to assisting their communities, the young people involved in micro-projects develop important leadership skills.

Youth groups that are interested in receiving micro-project funding must draft a proposal application and submit it to ECPAT. Among other things, the proposal must include an explanation of how the project will help children and youth to actively participate in stopping CSEC and a detailed budget.

Cambodia explains the micro-project process:

The presentation by the Cambodia Team focused on the steps the Youth Motivators took to create and implement their micro-project, developing educational and recreational centers within five shelters to attract and educate children about the dangers of CSEC. They shared that it is important to ensure “fun and creative”

methods to work with children to discuss serious issues like CSEC to keep them interested and engaged.

- Step 1. Youth Motivators teach the Peer Supporters about micro-projects.
- Step 2. Peer Supporters have a meeting with the children in the shelters and the children propose activities for a micro-project.
- Step 3. Peer Supporters and the Youth Motivator chose the best project.
- Step 4. Peer Supporters write the project proposal and prepare the budget.
- Step 5. The Youth Motivator reviews the proposal and gives the Peer Supporters advice on how to improve it.
- Step 6. After the project has been approved, the Peer Supporters purchase the materials for the project, with the assistance of the Youth Motivator.
- Step 7. Peer Supporters work with the Youth Motivator and shelter staff to create the agenda for their activities.
- Step 8. Peer Supporters arranged the venue and prepare materials
- Step 9, Youth Motivators and the Peer Supporters jointly implement the project
- Step 10, The YPP Youth meet again to evaluate the project and prepare narrative and financial reports.

Because of these youth-led Micro Project activities, the children and youth in the shelters learned a lot about CSEC. The information sharing- they say, is “essential” for them to protect themselves and their friends from being trafficked and sexually abused. Peer Supporters and the Youth Motivator also gained knowledge on how to manage projects. The most important thing is that the children and youth who joined the awareness raising campaign enjoyed it a lot because besides the learning, they also had time to make new friends, enjoy food together and play games.



In addition to the resource centres, Cambodia's Youth Motivators also organised a half-day awareness raising program to educate 63 children about CSEC and conducted the trainings all by themselves! They estimated that, all together, as many as 1,000 young people have already benefitted from these micro-projects.

Raising awareness through drama in Thailand:

Thailand's YPP team did a number of micro-projects to raise awareness about CSEC in the Chiang Rai region. One of those projects was carried out by the peer support team from the New Life Centre in Baan Doi Village, a local community of ethnic minorities, which was identified as a high-risk area for CSEC. The team organised a training session and a drama performance targeting the local children and the communities. They shared that organizing cultural activities (such as dance and drama performances) build upon young people's talents and interests, and are also effective way to convey important social messages as these are very popular among local communities and attract a large number of local audience. YPP Thailand was successful in reaching close to 1,500 young people through their creative micro-projects.

Youth-led research in Nepal:

In Nepal 20 YPP youth participated in a research project conducted in areas in Nepal where exploitation of young people was taking place. In addition to conducting the interviews themselves, with the support of adults, the young researchers discussed the data and wrote a report on their findings. In their presentation, the team shared some of their achievements and lessons learned as follows:

- YPP youth learned how to carry out organised research.
- Young people who are being interviewed feel more comfortable speaking to other young people.
- Almost 200 young people learned about the risks they may face and many said they were interested in joining support groups.
- The research produced major findings which can be used to lobby the Government to better protect young people.
- Involving youth who have some experience with CSEC in the research process leads to more reliable findings.

Besides these important research findings, the YPP Nepal team also highlighted the importance of preparation in involving children in research against CSEC. They said, it took them almost 3 to 4 months of to adequately prepare themselves for the research, not only in identifying target groups and formulating research

questions/methods but also to discuss and identify child protection risks related to the research for the young researchers and for the young respondents. CSEC activities are often connected to illegal activities and managed by local gangs or persons who do not want these to be documented or exposed. Therefore the YPP Teams worked spent a lot of time discussing the potential dangers associated with the research project and how they could protect themselves and their young respondents from any negative consequences from their research project.

Using puppets to talk about taboo topics in India:

The Sneha Shelter Home Youth Group India used the micro-project programme to create a youth puppetry group to spread social messages. The youth involved in the project say that some of the topics the puppets address, such as sexual exploitation and HIV/AIDS, are difficult to talk about, but everyone enjoys the puppetry. This has become such a popular medium to convey this taboo subject that the YPP Youth from the Sneha Home were even invited by the local government to present their "Puppet Show" in a government event to encourage replication by other NGOs and government bodies.

Uganda raises awareness in schools and on the radio:

Uganda does not have a YPP program, but they do have an EICYAC Representative leading the child and youth activities against CSEC. EICYAC's micro-project reached six schools and three media houses in Uganda with their message about child sexual abuse and exploitation. In the schools, the campaign was carried out by 20 peer educators, with the help of two teachers. They spoke to children about the risks of abuse and exploitation, what they can do to protect themselves and where to get help if they or someone that they know has been hurt. They gave out bracelets printed with a toll-free number for child helplines to participating children.

"The child helpline numbers are printed on the bracelets so that they can keep the toll-free numbers close to them; wearing the information on their hands."

It is believed that, through the use of popular media such as the radio, this campaign reached as many as 15,000 children in Kampala and Wakiso, two highly populated districts with high rates of child sexual abuse.



Spreading knowledge about child rights in the streets of

Lome:

In Togo, the YPP youth organised three rallies to raise awareness about child rights in their communities. The youth used music, skits and games to bring attention to the issues of CSEC, child marriage and sexual exploitation. The Togo Team shared photos of the events saying “The youth are shouting and people come from their houses to see

what is going on; then they can read the banner and see the message. Or, if they cannot read, they can ask one person [what is going on] and they will found out about this issue [that we are raising awareness on, CSEC].” The group explained that the areas they chose for their micro-project had many children in difficult situations. Togo’s three events were attended by close to 600 young people and adults. These activities used “loud speakers” to attract attention as they passed through local communities in high risk areas and generated a lot of attention from local audiences as they performed their awareness raising skits and debates against sexual exploitation offering entertainment with an important social message to the local communities.

Gambia’s YPP builds a resource centre:

Gambia YPP’s first micro-project was designed by a 15-year old girl, concerned because her school did not have enough books and children were going out to look for books at night in an area with a high risk of sexual exploitation. The idea of the project was to buy books for the school and put a toll-free number in the back of the books so that children can call for help. The YPP address was also put in the books. In addition, the resource centre has materials and educational games to teach children about their rights. It is hoped that the centre will help attract children to the YPP’s peer support programme and keep them engaged in education activities as well as have them participate in the peer support sessions. Setting up these “educational and recreational centers” within their schools and shelters have allowed children to make a positive contribution to their immediate surroundings which often times lack opportunities for creative expressions as well as structures for decision making which enables them to do so.

Ukraine celebrates Internet Safety Day:

Child pornography and on-line exploitation of children is a big and widespread problem in Ukraine. The YPP team in Ukraine used Europe's Internet Safety Day as the basis for their micro-project. On this day, in February 2010, the group raised awareness about how to keep safe on the Internet in schools, shelters and detention centres in three cities. The youth and children of the YPP planned, organised and conducted drawing competitions, theatre performances, poetry recitals and other fun activities to spread their message to young people. The Ukraine team reported that 298 children participated in these micro-projects and 900 others indirectly benefited from them. The Ukraine National Coordinator and the Youth Motivators have also participated in other high level government meetings and roundtable discussions to pressure government and policy makers for better protection of children from sexual exploitation including child pornography. Organizing activities with children and youth on important advocacy events/or days such as the Internet Safety Day" helps to link the grass-root activities led by youth to bigger issues and initiatives at the national and regional levels. Participation from the wider young people at grass-roots also helps to validate youth-led advocacy with the policy by demonstrating the wider support.



Discussing sexual exploitation in Moldova schools:

The Moldova YPP's first micro-project, "Together for a Better World" was implemented in five schools. The project hoped to get children involved in fighting CSEC and encourage teenagers to discuss safety on the Internet, how to protect themselves from CSEC, types of abuse and HIV/AIDS. During sessions at the schools, children worked in groups to make posters to express their opinions about issues such as HIV/AIDS. At the end there was a final conference of all

the schools where young people were awarded diplomas. In addition, two Youth Motivators and two Peer Supporters gave an interview to the media about the YPP project, safety on the Internet and HIV/AIDS. In addition to the 205 children and youth who participated in the micro-projects, the YPP youth believe the project reached 2,094 people, including children from other schools and other people in the country. This was the first time in Moldova that they gone to the local schools to discuss sexual exploitation and carry out many awareness raising activities. This was made possible through the YPP Peer Support Programmes being implementing in partnership with the local administration of these schools.

Youth in Kyrgyzstan Meet with Parliament:

In 2009 a meeting was organised between the YPP youth and the Deputy of the Kyrgyz Parliament, Derbisheva Gulnara. In the meeting, the children learned about the structure of Parliament and the responsibilities of the people working there and the children presented their concerns about violence in families and, especially, CSEC. As a result of this meeting, the Parliament began preparing to consider passing a law to address these problems. This was made possible through the high level participation of the local government representatives and the selected parliamentarians to the YPP “Forum Meeting” and their decision to sign a petition to encourage government to ratify the European Commission conventions in protection children on-line. This commitment at the Forum Meeting has been followed up by the YPP Youth by organizing many awareness raising activities within the five YPP shelters on children’s rights, child protection against CSEC and trafficking and the problem of on-line exploitation among children in Kyrgyzstan. They have also set up “YPP Corners” within these shelters where children convene to conduct their Peer Support Sessions and plan their Micro Projects.

Board games are designed to raise awareness among Mexico’s youth:

Mexico’s micro-project is about creating a board game to teach children about the YPP, child rights, CSEC and other important subjects. Youth involved in the YPP plan to play the game with other children in schools, parks and other places where children gather. At the beginning of the project, the youth involved in the project received training about topics related to the sexual exploitation of children and discussed child friendly ways to present information about CSEC and Trafficking. They also met many times to design the “Board Game” to ensure it is interactive as well as entertaining. They are also working with an expert to illustrate the issues being raised in the Board Game so that it looks professional. The group came up with this micro-project as a way to attract young people and

to share the information about CSEC in a fun way. They hope that this will be of use to other YPP country teams once completed.

Income generation and awareness raising in Guatemala:

The Guatemala Team shared photos of the many activities they conducted as part of their micro-project. YPP Youth Motivators conducted an awareness raising workshop in one of the schools in the Guatemala at the request of the school principal who was aware of the problem of CSEC and wanted to teach students in his school how to protect themselves. Following this, they have also targeted schools where the youth are at risk of being trapped by CSEC. Another Micro Project, helped provide vocational training to CSEC survivors by purchasing baking equipment. The youth were trained to use the equipment so that they could earn money to provide for themselves. The YPP Guatemala, also organized a big rally on the international day of HIV/AIDS prevention to raise awareness. The rally began at the Peace Monument and did a loop of the city centre before ending at the community gymnasium where the YPP Team conducted a workshop on HIV/AIDS, CSEC and trafficking. Participants decorated t-shirts and played games. At the end of the workshop they submitted a list of recommendations for greater promotion and protection of children's rights to the mayor of Esquipulas who participated in this event to show his solidarity and support against CSEC.

Preventing CSEC in Chile:

Because Chile is so spread out geographically, it is not possible for YPP children and youth to meet frequently, therefore the five YPP partners involved in the micro-project all conducted their own activities. The goal of all these activities, however, was the same: to prevent children from being hurt by CSEC. A shelter in Kalan organised a breakfast meeting for survivors of CSEC so that they can learn about the YPP in a place where they feel safe and can feel free to use their voices. In Santiago, young journalists are interviewing people to find out what they know about CSEC and if they know what is being done to eliminate it. Youth from another shelter have done presentations for school-children from the 5th to the 8th grade about the risks of sexual exploitation and how to prevent it. In another shelter, the youth are creating a "Journal for Prevention" to teach children, families and mothers about CSEC. All of the shelters together are creating brochures and signs with the phrase "High five! Say no to sexual exploitation." They will also be going on the radio to get out this message to wider audiences.

Forum Meetings: Forming Partnership with local Institutions

In early 2010, each YPP country held a forum meeting with their local partner organizations. The objective of these forum meetings is to provide a platform for local partner organisations (that is, the NGOs, schools, shelters and governmental bodies that the YPP teams are working with), to discuss the YPP and the implementation of the Peer Support Programmes within these local institutions. The partners can share their experiences, make suggestions and decide as a group on the best way to implement the programme in the coming year. Besides talking about

the CSEC problem within their communities, the YPP teams also advise the local organizations on what they can do if they encounter a particular child that needs protection using the YPP Child Protection Framework.

“Forum Meetings”

The main objectives of the Forum Meeting:

- Better understanding of the YPP objectives, key activities and expected outcomes
- Roles and responsibilities of children and youth within the YPP
- Greater knowledge on CSEC issues (definitions, manifestations, causes and negative impact on children, prevention and protection of children from CSEC)
- YPP Peer Support Programme and the importance of partnership with local schools/ shelters
- YPP Child Protection Framework to promote safe and meaningful participation of children
- Questions and answers on the YPP, partnership modalities and the duration of the project

In Ukraine, forum meetings were held in each of the regions where the YPP is being implemented, Odessa and Simerophol. Besides civil society participation, there was also representation from high level government representatives in these meeting. In Odessa, the Forum meeting was hosted by the Ministry of Youth and Family. Forming closer ties with these government institutions has helped YPP partners to access government run schools and institutions to establish Peer

Support Programmes which otherwise would not be possible. These partnerships have also allowed YPP Teams to train local staff and Peer Supporters on Child Protection Framework-which has contributed in strengthening child protection policies within these institutions.

The Togo YPP decided to expand the YPP to the Lower River Region because it is a major transportation route for trucks from Niger, Burkina Faso, Cote D'Ivoire and other countries and a high-risk area for child sex tourism and child prostitution. In order to find new partners for Year 2, WAO Afrique used their network in Lome as a resource. The president of the Lome shelter network put them into contact with a shelter in the new region and that shelter helped them to setup meetings with a total of six shelters and schools out of which they finalized the five to initiative YPP. It will be the first time for these institutions to implement Peer Support Programmes against CSEC.

In 2009, Guatemala held three forum meetings, one in the capital city and two in border cities. They chose to work in border areas because they are the main transit points for victims of trafficking, particularly boys and girls coming from the Caribbean and Asia on their way to the US and that end up being exploited in Guatemala. In Guatemala City, they are working with a shelter for victims of CSEC and another for children who are working and are therefore at high-risk for CSEC. In the border towns they chose to work with the local government offices that work on issues related to children, family and women this way, they envision YPP will be mainstreamed into government programme and public policies within these cities.

Thailand chose to work with local organisations that were already working with CSEC survivors or children who are at-risk of getting involved in CSEC. They also wanted partners that could be easily accessed by the children and were keen to ensure the protection of the participating children as they did not want children to be further victimized or discriminated through their involvement in the YPP and activities against CSEC. In the end, two schools and three shelters were selected, particularly those who were keen to implement the YPP Child Protection Framework to ensure meaningful participation of these children in social activism.



All of the teams were successful in using the meetings to establish positive partnerships and support from the local institutions that are very influential in the lives of children and youth that the YPP works within their regions.

Guatemala reported the ‘problem’ of too many partners. “This year, when we invited organisations to come to the forum meetings, all of them attended. So in the end, we may end up with 15 local partners for the YPP. I’m not sure what ECPAT International is going to do because even [they are not our official] partners [yet], they have already started planning micro-projects, so we will have a hard time if we are selecting only a few of them.”

South Asia's Peer Support Programme: Sharing Good Practices

What is peer support?

In a peer support programme, selected youth are trained to provide assistance to other youth that have survived CSEC or at risk of being hurt by CSEC. These trained youth are called 'Peer Supporters'. Peer Supporters reach out and befriend children and youth in schools and shelters in areas where CSEC is a problem. They work with youth in both one-on-one and group sessions and they use interactive and fun techniques to encourage discussion and share information.

Peer support is one of the most important activities of YPP. Peer Supporters are the core group of children and young people driving the direction of the project. Through helping their peers, Peer Supporters benefit themselves with increased self-confidence and leadership skills

ECPAT International, Youth Partnership Project: Empowering Youth to Fight Trafficking & the Commercial Sexual Exploitation of Children: YPP Peer Support Programme Guidelines (2009).

In this session, the YPP teams from Nepal and India shared their methods for establishing peer support programmes in their region. They discussed how to select Peer Supporters, the role of Peer Supporters, challenges, good practices, how to ensure protection of the young people involved and how to make youth activities participatory and effective.

Some of the best practices and recommendations highlighted by South Asia were:

- **When selecting Peer Supporters:** Select those from the lower grades such as 6-10 grades (not those who will pass out of schools soon) so that they can remain in the programme longer and they don't have pressure to constantly train new Peer Supporters. Select children who have special skills (such as being very artistic or being good at making friends) that might benefit the peer support activities. Do not select youth that have some experience with

CSEC, but choose those that have already completed counselling so as not to burden them with responsibilities that they are not ready for.

- **The role of Youth Motivators** is to oversee the Peer Support Programme, support Peer Supporters on a daily basis and act as role models for other youth. In South Asia, Youth Motivators fulfil their role through monthly meetings where Peer Supporters can talk about their challenges.
- **“Barefoot Counselling” Training:** The India YPP uses counsellors and child psychologists to build the capacity of Peer Supporters to help other youth. The experts give them some suggestions on how to deal with specific situations, like children who are isolating themselves.

As YPP National Coordinators, are asking young people and children to go out and help children who might be having very traumatic life experiences and they might be having a lot of symptoms and behaviours that come out of these situations. So how do they deal with it? Even adults might not be equipped to deal with these problems, so how can we expect young people to deal with such disturbing behaviours like depression, suicidal feelings and hyper activity? We need to equip our young people very well. I think this is our responsibility. We cannot just put them out into the shelter and expect them to help young people. We need to build their capacity and life skills very well.

- **Training on Life Skills:** “We not only deal with issues of trafficking, CSEC and rights, we do a lot of life skills. It is not important to tell the youth to do a session on HIV. What is important is how is she going to do it? Does she have the confidence to face a group? Does she have the negotiating power to go to a school and ask the school administration to adopt her programme?” Opportunities for participation has to be supported by capacity building sessions for the young people for the success of the programme.
- **Training children of different ages and abilities:** Make training sessions creative, activity-based and fun. For example, instead of explaining the concept of peer support with a lecture, play the blind man game. In this game, one child is led around the room by a blindfolded child. The blindfolded child may experience some fear and the child doing the guiding may have feelings of responsibility. From there, you can explain the concept of peer support as both of these involve building trust and relying on others

for support in moving forward.

- **Getting survivors of CSEC involved and motivated:** In some shelters, India's YPP, uses a star chart to get children excited about being involved in the project. When a child participates in some small way, they are awarded a star. At the end of the month, the child with the most stars is recognised for their progress.
- **Involving teachers, parents and shelter workers:** Including these adults as observers in the peer support programme allows reduces their fear about letting their children be involved in YPP Peer Support Programmes and teaches them how they can provide support to youth leaders and activists.
- **Ensuring meaningful participation:** Make the programme completely open and transparent to the youth. Make the physical environment child-friendly. Participation should be voluntary. Do not treat children differently based on their skills. Be honest with the youth about the limitations of the project. Make sure that youth consent to each task being asked of them and support them to implement the task so that they start gaining confidence in their capabilities.
- **Discussing taboo issues:** Do not begin talking about sex and other taboos at first. Start with life skills and other safe subjects such as CRC and Children's Rights. Once the school or shelter sees the positive impact that YPP has on the children, then move on to topics like CSEC, sexual abuse and trafficking.

Technical Workshop: Peer Support and Child Protection



In this workshop, Stephanie Delaney, an expert on the care and protection of children, asked the group to think about what makes a good Peer Supporter. She asked them to think about what skills they should have, what personality traits would be useful and how they should behave. One group said that because Peer Supporters are being selected from shelters and will be trained on how to help other

children, it is more important to look at their personality traits than it is to look at the skills they possess.

Skills, personality traits and behaviours of a successful Peer Supporter

- Desire to volunteer
- Leadership skills
- Responsible
- Involved in social activities
- Makes friends easily
- Able to reach others that need help
- Able to share their own feelings
- Comfortable with the feelings of Others
- Courageous
- Available to peers
- Approachable/friendly
- Consulting/counselling skills
- Punctual
- Ability to develop a network
- Able to mobilise support
- Helpful and supportive to others
- Self awareness
- Knowledgeable
- Willing to share their knowledge
- Humble
- Patient
- Good communication skills
- Good listener

The group also explored some of the questions that they should be asking themselves as they implement their peer support programmes. Some of the questions raised were:

- What are the principles that guide our work?
- Why are we doing this type of work?
- How can we make sure that it is safe for children and youth to talk?
- What is the process for safe and supportive talk?

Key peer support principles

- **The best interests of the child** should always be the most important consideration. This applies to the children receiving support, but also to the children providing support.
- **Do no harm.** Peer Supporters should not act in a way that will make the child's situation worse.
- **Respect the rights of children.** Peer Supporters cannot be allowed to violate the rights of other children. This includes the right to be protected from abuse and exploitation.
- **Abuse and exploitation (whether it has already happened or has only been threatened) often results in feelings of: loss of control, breach of trust, shame and self blame.** Peer support programmes should choose methods and processes that reduce the impact of these feelings.

In this session, the YPP teams from Nepal and India shared their methods for establishing peer support programmes in their region. They discussed how to select Peer Supporters, the role of Peer Supporters, challenges, good practices, how to ensure protection of the young people involved and how to make youth activities participatory a

- **Start with rapport building:** The Peer Supporter tries to start a friendship otherwise it is rare for someone to just attend a Peer Support Session and tell their problems right away.
- **Establishing safety:** Explain what the YPP does, the purpose of having Peer Support Sessions, confidentiality and protection issues so that the person starts to feel safe and builds trust with the Peer Supporter.
- **Exploring the issues:** What is going on with the person? What is their life like and what is bothering them? Discuss the problems and concerns.
- **Considering options:** What ideas do they have for improving their situation? Ask them to think and share possible solutions themselves.
- **Deciding on action:** What action do they want to take? Is it the best option?
- **Follow-up and good-bye:** There can be a variety of outcomes here depending on the type of support/service being offered.

This is a guideline and usually in practice, there may be lots of going backwards and forwards, with some occasions where there may not be anything to be done except refer for professional help. **It is very important to remember that Peer Support is NOT a “therapy” and it cannot replace professional help** for those who require it as illustrated below.



This is a guideline and usually in practice, there may be lots of going backwards

- **Sympathy** – Feeling sorry for the child can trap the child in the position of victim.
- **Identification** – This may happen when the Peer Supporter is a former victim and starts to think that they ‘know’ what the person is dealing with. When this happens, it stops being about the person being worked with and more about the Peer Supporter. The Peer Supporter can stop listening and think they know best because they’ve been in the position. This can be abusive in the extreme case.
- **Empathy** – This is trying to imagine what it is like to be the child in the child’s situation – not how would I feel if I was in the situation - but how does it feel to be them in their situation. This is generally the most helpful position because in this position you are really listening and concentrating on them, rather than feeling sorry for them or thinking about yourself.

Following this discussion, the participants broke into small groups to discuss different peer support scenarios. For each scenario they discussed how serious the problem raised was and what should be done to fix it. The participants had a particularly lively debate about a scenario involving a Peer Supporter who was having a sexual relationship with one of his peers. The debate illustrated how different cultures can view the issue very differently. The important conclusion was that such personal relationship usually creates biases and may negatively impact the YPP work therefore it is best to avoid such situations by keeping professional approach with the YPP Peers and treating everyone with fairness at all times.

Technical Workshop: Developing a Communication Strategy

In this workshop, Caroline Liou, Information and Communications Officer for ECPAT International, explained how to create an effective communications strategy. Communication is very important while raising awareness and conducting advocacy on social issues such as CSEC. Developing a communication strategy helps to identify various target audiences that can be reached and mobilized for social action. It is very important to send the right message to each target audience through a medium that is most effective in reaching them to maximize resources and impact.

Steps to developing a communications strategy

- Assess the current situation on the issue you want to communicate about
- Determine your overall objective for the project
- Determine what you want to communicate
- Identify your target audience
- Determine what your key message will be for each group of people you are targeting
- Choose your communication tools
- Define your project/activities
- Develop your timeline
- Finalize budget requirements
- Determine how you will measure success
- Identify what lessons you have learned from your project

After learning these components, the youth had a chance to break into small groups and practice creating a communications strategy for two case studies that were provided. These strategies were then presented to the larger group.

Technical Workshop: Youth-Led Research

As YPP National Coordinators, are asking young people and children to go out and help children who might be having very traumatic life experiences and they might be having a lot of symptoms and behaviours that come out of these situations. So how do they deal with it? Even adults might not be equippe

The South Asia Team began this workshop by discussing the benefits of involving youth in the research process.

- Youth have easy access into high-risk areas.
- Youth can approach other youth and ask sensitive questions more easily than adults can.
- The youth that are involved in the research process develop useful skills, such

as how to conduct interviews and analyze data. They also learn more about the issue that they are studying and increase their identity in the community.

- Because the youth are trained Peer Supporters, during the research process, they can apply their helping skills to the children and youth they interview.



Steps to developing a research project

- Determine your objective – what is it that you want to understand?
- Review the existing information about the issue and do your research in areas where information is missing or insufficient.
- Choose your research method.
- Choose your sources – where will you get your information?
- Choose your research tools – how will you get your information?
- Analyse your data, that is, figure out what the information you have gathered means.
- Use the results of your research to take action.
- Consider how you will keep children and youth safe during the research process.

In this session, the group discussed what kind of training youth need to be given so that they can carry out a research project safely and effectively. They also discussed how to keep children and youth safe during the research process.

“We conducted our research in . . . very high-risk areas. We issued ID cards to the youth going out, so if they were confronted by the community, they could at least show the card and explain their presence. The time of the interviews could sometimes be in the evening, but we tried to keep it in the daytime when it is safer. Also, we had the adult staff accompany the youth. In red-light areas, there is drinking, the advice to them if they were confronted by a drunk person was to leave immediately, forget the interview. Also, if possible, inform the community leaders that such a thing is happening so if something goes wrong they can offer support”

Technical Workshop: Developing an Advocacy Strategy for the YPP

In this session, participants learned how to conduct advocacy. The discussion began with everyone sharing the meaning of advocacy in their native languages. Through this exercise, participants saw that advocacy could take on many meanings, some very generic and some more specific. For the purposes of this session, advocacy was defined as:

- A set of organised activities
- Designed to influence policy and action
- In order to bring about positive change.

In this definition, lobbying law-makers or running a media campaign are activities within a greater advocacy strategy.



The advocacy process

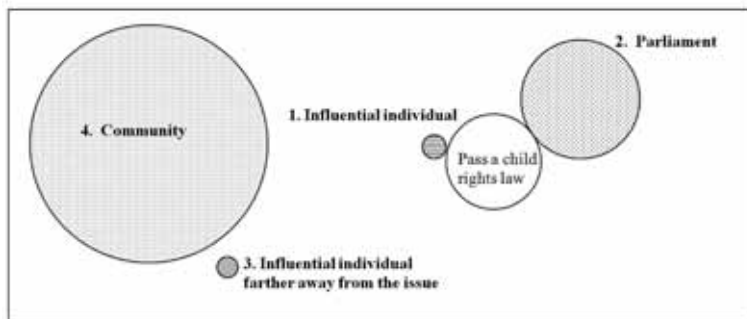
- Identify the problem you want to address
- Establish your goals and objectives (this includes identifying who are your targets, who are your allies and who are your opponents)
- Develop your message for each of the groups of people you are targeting
- Create your plan of action
- Assemble your resources (this is sometime referred to as “mobilising resources”)
- Gather evidence
- Monitor and evaluate the impact of your advocacy

In discussing the steps in advocacy process, the participants observed that many of the steps in advocacy are flexible. The steps may be conducted in a different order depending on the situation. The group also proposed some additional steps:

- Conduct monitoring, not only at the end, but while the project is being carried out (this is called “mid-term monitoring”).
- Implement your plan of action
- Do follow-up activities

The group also had an opportunity to learn about a tool called “policy mapping”. Creating a policy map is one method for determining the best way to utilise limited advocacy resources. In a policy map, the issue is placed at the centre. Potential targets for your advocacy are drawn based on how big they are and how close they are to the issue. Looking at a graphic representation of the issue and the targets in this way illustrates how many resources would need to be used

to influence different targets and how much of an impact those targets can have. This can be the basis of a discussion on how to maximise advocacy initiative.



Developing the YPP Advocacy Strategy

This session was an opportunity for the youth participants to take all of the tools that they had learned in the previous session to develop an advocacy strategy for their region. The strategies developed at this meeting will be taken back to each country for further development with the full YPP team, including Peer Supporters. Details of in-country YPP youth-led Advocacy Strategy can be found in Annex 1.

Linking the Body Shop Global Campaign on Child Sex Trafficking with the Global YPP

In 2009, ECPAT and the Body Shop formed a unique partnership to run a three-year campaign to combat child sex trafficking. The campaign has three goals:

- To generate action against child sex trafficking that has a real and long lasting impact.
- To make the public aware of the problem of child sex trafficking and use them to influence policy makers to better protect children and young people.
- To raise money for programmes that protect children and youth from child sex trafficking, that raise awareness about child sex trafficking and provide services to survivors of child sex trafficking.

In this session, participants learned the activities of the Body Shop campaign during its first year and the planned activities for years two and three. They were

invited to get involved by helping with the 2010 signature campaign. They also had an opportunity to share their ideas on how to make signature campaign a success in those countries where YPP/EICYAC are present.

Global YPP Grant Management

In this session, National Coordinators met with ECPAT International's Administration and Finance team to go over a new method for reporting on their activities. They also discussed ways to improve the reporting process and the process of making modifications to the budget when necessary.

Promoting Cooperation between EICYAC and YPP

What is EICYAC?

EICYAC stands for ECPAT International Child and Youth Advisory Committee. The Committee is made up of young people from all over the world. These young people work hand in hand with ECPAT International to fulfil the goals and objectives of the organisation. The Committee was created to make sure that children and youth are participating at the highest decision-making level within ECPAT.

EICYAC representatives are elected to a three-year term by other youth in their region. Within their region they are responsible for representing the views of the youth to ECPAT, monitoring youth activities and trying to get youth involved in ECPAT. They can also run micro-projects.

In this session, YPP and EICYAC youth brainstormed ways for the two youth groups to work together. Some of the suggestions raised were:

- Create a common website.
- Create a chat or forum space on the common website.
- Create a Facebook page for EICYAC and YPP.
- Share the regional YPP updates with EICYAC youth and share EICYAC updates with YPP youth.

- Share yearly plans.
- Invite EICYAC youth to the YPP annual meeting and have everyone participate in a joint project.
- Invite EICYAC representatives to participate in the YPP micro-projects.
- Share profiles of the EICYAC representatives with the YPP youth so they can get to know them.

Before closing this final session, the youth proposed several names for the new website and held a vote. The winning name was “ECPAT Youth United” or “EYU” for short.

“Thanks for your participation it has been a great session. As ECPAT youth groups-let us always cooperate and join hands so that we can reach our goals! We shall meet again, and again.”



ANNEX 1: YPP In-Country Youth-Led Strategy (Draft)

Latin America

The problem:	Child trafficking for sexual purposes
Goals & objectives:	To inform the public about what trafficking is and change perceptions about trafficking. This is important because trafficking is underreported in the region due to fear and lack of information.
Target audience:	High risk communities
Message:	“Inform yourself, report and save yourself”
Action plan:	This will be different for each country. In Chile, they want to work through law enforcement because there is a good opinion of them there. But this would not work in Mexico; there we will work through schools and shelters.
Resources:	In Oaxaca, Mexico we will work through the parents’ associations in the schools. It is an important group because they have resources and they are interested in the protection of their children. We also have support from the schools (food, accommodation, etc.) and from ECPAT.
Monitoring & evaluation:	We want to do monitoring and evaluation at the beginning and the end of our advocacy. We will use interviews and questionnaires to determine how much people know at the beginning, and how much they know after our workshops. We will also see if there are any changes to the number reported cases of trafficking and try to determine the reason they have changed.

Africa

The problem:	Child sex tourism
Goals & objectives:	Our goal is to eliminate child sex tourism in the YPP countries and Uganda. We want to prevent children and youth from entering commercial sex tourism in 25 schools in each YPP country, and

Target audience:	in Uganda. 1. Children and youth, 2. Parents
Messages:	“Child sex tourism gives short-term benefits and leaves long-term problems” “Child Sex Tourism is not a solution to your problems”
Action plan:	Between March and September of this year we will have a consultation with the children. After getting their ideas we will have training for them about child sex tourism between September and October. From January to March 2011, we will have a discussion with parents on the issue.
Resources:	Our human resources are the YPP team, EICYAC and the ECPAT Regional Officer for Africa. We also have financial resources of \$15K (\$5K for each country involved). Materials and technical support will be provided by ECPAT.

Commonwealth of Independent States

The problem:	Child prostitution
Goals & objectives:	Our objective is to have trainings at 30 schools and shelters to raise awareness about the problem.
Target audience:	1. Children and youth, 2. School and shelter administrators, 3. Police
Message:	“Children are not for sex”
Action plan:	Our priority is having activities that are interesting youth. We can use ‘flash-mobs’ and games, as well as trainings and lectures. We need to work with media, local magazines and TV shows. We also need to organise trainings with police and teachers at school so they can recognise the problem when it occurs.
Resources:	Resources should be taken from the YPP project because it is cost-effective. We will ask the private sector, psychologists, doctors and social workers to donate resources including their time.
Gathering evidence:	People will need to know about the problem before helping. We will use reports and newspaper articles to show them that this is an important problem. The

report should include the number of children we are working with them and their gender.

South Asia

The problem:	Cross-border trafficking, specifically delays in trafficking victims being returned to their home countries (this return process is called repatriation)
Goals & objectives:	We want to make the repatriation process simple and fast. Our objective is influencing the Governments of the three YPP countries to develop an agreement on the repatriation process. Another objective is to help get a discussion going between young people and Government regarding this issue.
Target audience:	The ministries of foreign affairs, home, women and children and social welfare and the judiciary
Message:	"Let us go home"
Action plan:	1. Collect information and case studies (that is, stories that illustrate the problem) in the shelters where YPP is working. 2. Conduct a signature campaign of the youth in all the countries. 3. In each country, small youth groups, with the help of adults, will try to meet with government representatives. 4. At the end we will have a regional consultation where we will invite the representatives of each country and put forward our points.
Resources:	Our allies are international NGOs, young people and survivors. Most of the work can be done with our YPP resources. If additional resources are needed we can approach some private corporations.

East Asia

The problem:	Child sex trafficking
Goals & objectives:	Our goal is to stop child trafficking for sexual purposes in the Mekong Region. One of our objectives is to include child trafficking in the school curricula.
Target audience:	1. School heads, 2. Education authorities, 3. Parents, 4. School children

Messages:

Children are at risk of child trafficking so they need to know how to protect themselves.

Protection from child trafficking is our responsibility.

Join us in protecting children from child trafficking.

Gathering evidence:

First we will gather information about child trafficking and do a situational analysis to understand the context of child trafficking.



Resources:

In order to determine what our resources are we will meet with school masters, educational representatives and NGOs.





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