

Participatory Midterm Internal Assessment of the Programmatic Aspects of the Youth Partnership Project for Child Survivors of Commercial Sexual Exploitation in South Asia



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Introduction

The Youth Partnership Project for Child Victims of Commercial Sexual Exploitation in South Asia (YPP) is a unique initiative that endeavours to have a positive psychosocial impact and improve the lives of affected children in India, Bangladesh and Nepal. Through participation, peer support programmes, community awareness campaigns and public advocacy, survivors and at-risk youth are using their knowledge and expertise and stepping forward to combat the commercial sexual exploitation of children.

ECPAT International has demonstrated a long-standing commitment to meaningful child and youth participation, from the 1997 International Young People Participation Project (IYPPP) to institutionalising child and youth participation at the highest level of governance through youth representation on the ECPAT International Board and the creation of the ECPAT International Child and Youth Advisory Committee. The importance of ensuring the involvement of experiential youth and younger children has been an ongoing concern and recommendation of the ECPAT CYP programme and an issue frequently raised by ECPAT youth.

The YPP is one of the first examples of experiential youth playing an active role in the design, implementation, decision making and monitoring of a project designed for their benefit. This has created opportunities for children to take on leadership roles within the communities or organisations where they live, eroding the view of child survivors of CSEC as welfare recipients and encouraging them to become positive actors in decisions that affect their care and future. It is therefore important not to miss this opportunity to have the children themselves evaluate the progress to date of their work (it is now just half way through the life of the current phase of the project) in order to address any weaknesses or gaps identified in the second half of the project but also to be able to start analysing and documenting any YPP examples of good practices of working with experiential youth so that they can be hopefully replicated in other regions of the world.



The objective, therefore, of this participatory midterm internal assessment of the programmatic aspects of the YPP is to analyse the existing strategies for promoting the participation of experiential and at-risk youth in the fight against CSEC; to identify where adjustments can be made to the work plans and strategies of the YPP youth to address any current weaknesses and gaps in the remaining half of the project; and to also help facilitate the documentation of YPP good practices. Through direct consultations with the youth participants and an in-depth assessment of the project activities to date, we hope to evaluate the impact of the YPP to determine how the project has improved the lives of children.

Methodology

As with all aspects of the YPP, the assessment of programme effectiveness and impact plus the identification of good practices and lessons learned is being led by the youth involved in the project. ECPAT initially drafted a set of guidance questions that was shared with the YPP youth in each country. The youth reviewed and made contributions to the questions and the YPP teams in each country then organized discussion sessions and individual interviews with the young people and adults involved in the project to collect their responses. These carefully documented responses were given verbally (direct quotes), through case studies, in written form or through drawings or other modes of expression participants felt comfortable with. The age,

gender and background (experiential, at-risk, living in shelter, component of the YPP participating in) of the respondents was recorded with responses, although names are changed to protect confidentiality. YPP trained caregivers and other adults working directly with the project were also interviewed to assess how the project has affected their ability to provide support and services to experiential and at-risk youth.

This information was collected by the YPP country teams in India, Bangladesh and Nepal over a three week period. YPP country teams then translated and submitted this information to ECPAT. ECPAT then carefully reviewed the information from all three project countries to identify themes and draft common criteria. ECPAT then developed a process for the entire team, including the senior management of the partner organizations, to review and draw conclusions from this information at the YPP team meeting in Kathmandu from the 11-13 October, 2006.

The aims of the Kathmandu meeting were twofold:

- To analyse the current effectiveness of the YPP programmatic strategies and to identify and weaknesses or gaps in ways of working that can either be easily addressed in the second half of the current project or be built in to a possible second phase.
- To create a framework of YPP good practices and lessons learned that ECPAT and the YPP Teams will be develop into a publication to be widely disseminated by ECPAT International and the project partners to their many national, regional and international partners working on CSEC and child rights across Asia and throughout the world.

The YPP Good Practices publication will be featured on ECPAT's website and the young members of the EICYAC will help disseminate the lessons learned to youth groups and networks, as well as child rights agencies, through their representation activities in many regions of the world. The publication will also be showcased at the YPP South Asian Consultation at the third year of the project, which will involve a final evaluation of the project by the youth and the production of a final report which includes the lessons learned.



Questions to Facilitate the Analysis of Project Effectiveness & Lessons Learned

Eight questions were developed to be used in discussion groups or individual interviews with youth and adults involved in the project. Responses were carefully documented and were given in different forms of expression that participants were comfortable with, including verbally (direct quotes), through case studies, in written text or through drawings or types of art. Interviewers were also asked to note the age, gender and background (experiential, at-risk, living in shelter, component of the YPP participating in) of the respondents. YPP trained Care Givers and other adults working directly with the project were also interviewed.

The objective of this exercise was to identify specific aspects of the project that are beneficial to experiential youth, in terms of providing opportunities for participation for survivors, improving their leadership skills, providing counseling, exploring alternative livelihoods, empowerment, and also understanding participation as a tool that is helping young people to realize other rights such as access to income, education, social integration, personal decision making etc.

- 1) What is your favorite aspect of the YPP project?
Ask participants to give detailed responses, providing a clear rationale for why this aspect of the project appeals to them and why they feel that it is effective / important / innovative.
- 2) Do you think that this element of the project could be replicated by other organizations in other regions of the world?
Ask participants to clearly explain exactly how they think the project could be replicated and why they feel it would be important or beneficial to youth to do so.
- 3) How is this aspect of the project unique or different from other types of child and youth participation activities in your country?
A YPP Best Practice should be something that is not already being done anywhere else, a new way of working with child survivors of CSE that has been developed under this project. It is therefore important for participants to clearly explain why they feel that the aspect of the project they have identified is special and should be highlighted as a Best Practice.
- 4) How have you or someone you know directly benefitted from the project?
Ask participants to give detailed responses describing the situation and demonstrating how specific needs were met. Ask them to describe both the immediate and long term benefits received at the community and institutional level and the overall impact on the life of the individual involved.
- 5) What is the most valuable thing you have learned from the project and what impact will this have on your life / work in the future? What do you think you will be doing 5 years from now? Is this the result of being involved in the YPP program?
Again, please ask participants to give detailed explanations of why this knowledge was important and represented something that they did not know before participating in the project. For trained Caregivers, how has this knowledge significantly altered the type of care that they provide to CSEC survivors and for youth involved in the project, how has this altered their future outlook?
- 6) The involvement of experiential youth and CSEC survivors is a particularly special part of the YPP. How has this affected the design, implementation and outcomes of the project?
How was the project able to involve so many experiential youth and CSEC survivors? What affect has this had on how the project is implemented and on the results of the project? What special considerations needed to be considered to ensure the safety and protection of experiential youth and CSEC survivors?
- 7) An important part of any project is that its outcomes and impact should be able to continue for a long period and that it should benefit a large number of children. Has the YPP been able to ensure this and if so, how?
Participants should be encouraged to give examples of how children outside of the current direct target group of the project are benefitting from the project. Explore the concept of sustainability and see if the children and youth can see aspects of sustainability within the YPP. Can the children and youth see ways in which the YPP has or could influence government policy and the practice of government offices?.

- 8) What do you think are some of the criteria for good participation of youth in the fight against CSEC? What types of participation do you think are bad or potentially harmful to youth?
Examples of criteria for good participation of youth could be that youth benefit personally from their participation or that the participation of youth is sensitive to local culture. Examples of bad participation could be when participation is traumatic for a young person or when confidentiality is violated.

Limitations of this Midterm Assessment Exercise ---

This participatory midterm assessment of the YPP sought to address as many of the programmatic aspects as possible in a relatively short period of time. As such, this process was not intended to be a thorough and comprehensive evaluation of the project, but more a 'halfway' informal assessment of project impact to gauge whether the project was on track and what could be easily done to strengthen any gaps or weaknesses in implementation in the project's latter stages. It is therefore important that the following factors be taken into account:

- This rapid assessment only focussed on the outcomes and impact of the project and did not directly look at management and organisational issues. This was mainly because time and funds did not allow a complete evaluation process. Furthermore, as this youth-led process was intended to also help identify good practices and lessons learnt, an initial focus on the 'end results', and then working back, was felt to be an easier approach for the youth.
- Whilst this assessment process was extremely participatory, it was not possible to consult all relevant stakeholders. This assessment process prioritised the primary stakeholders (ie. children and youth directly involved in the project, the YPP country teams, the senior management of the local partner organisations, teachers in participating schools and caregivers in shelters).
- As the main priority for any activity within the YPP is that it must be child and youth led, this process was structured around what the young people saw as the project impact and good practice, rather than the indicators that are presented in the logframe. As such, this rapid assessment focussed more on achievements rather than targets reached.
- The nature of this assessment has required a more qualitative approach to reviewing impact. While it seems clear that some of the project achievements to date have had a wider impact – particularly in relation to some of the advocacy work – this element of 'numbers of beneficiaries' (particularly in relation to cost effectiveness and efficiency) has not been examined. However, quantitative assessments of the project are done every quarter and this information is recorded in the YPP quarterly narrative reports.
- Due to the fact that the youth involved in this assessment were predominantly involved in the YPP peer support and media and advocacy programs, there was less focus in this assessment on the micro projects being implemented in each of the project countries. This has been noted and a more comprehensive review of the micro project program will be incorporated into the full programme evaluation to be carried out in early 2007.

Workshop Opening & Introductions

The first item of business was to establish **Ground Rules** and review the workshop goal and objectives.

Goal/Objectives:

To identify and agree on the effectiveness and impact of key aspects of the YPP project; to identify areas of weakness or gaps in current strategy that can easily be addressed; to prioritise the best areas of good practice of the YPP and formulate a framework to clearly articulate these for wider learning; and to agree on possible direction for a Phase II of the project.

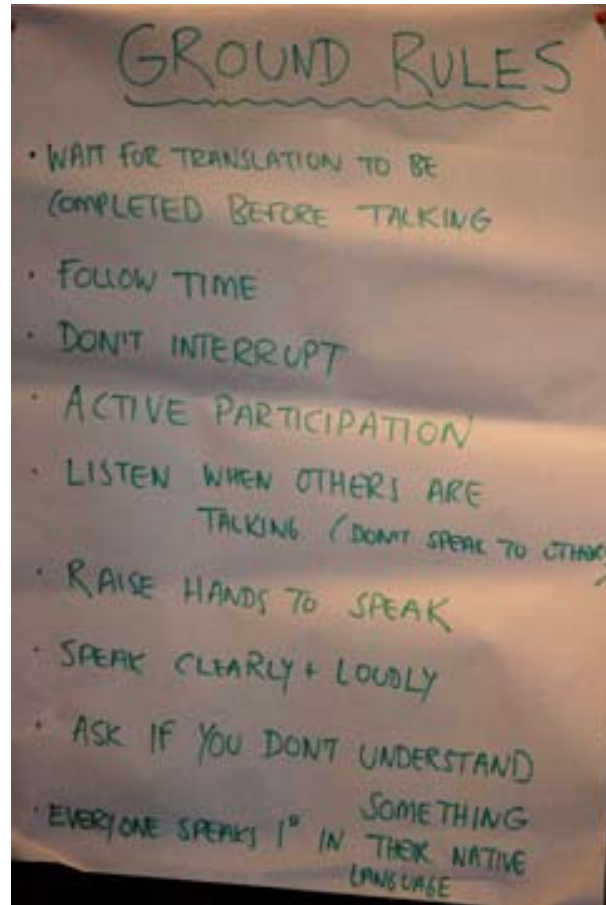
Participants:

Aparajeyo Bangladesh: Mustafa Rahman, Hasina Begum, Mahammad Jewel, Nupur Akhtar Tahani

Maiti Nepal: Bimol Bhetwal, Ivy Thapa, Geeta Lama, Anita Shyangtan, Geeta Prajapati, Maiya Ghatane, Krishna Neupane, Dhananjaya Devkota, Bishwo Khadka

SANLAAP India: Ilona Bhattacharya, Anindit Roy-Chowdhury, Rakhi Biswas

ECPAT International: Mark Capaldi, Vimala Crispin, Junita Upadhyay



Session I: Review & Analysis of the Results of the Consultative Process

Over the past month, the YPP country teams and youth have collected a great deal of information about the outcomes and impact of the project. The objective of this session was to review and analyze the feedback from the recent consultation process conducted with the YPP youth and adults involved in the project.

The team broke into two groups and each group was given 15 pieces of feedback from the consultation. They were asked to read each of these and categorize them under the following six headings:

1. How youth participation can protect children from harm
2. Links between youth work at the grassroots level & effective advocacy at the national & international level
3. Empowerment, self confidence & dignity
4. Breaking the silence, taboos, stigma & discrimination
5. How organizations help to support the participation of young people
6. How boys & girls of different ages have an impact on the lives of at-risk youth & CSE survivors

The youth did an excellent job of categorizing the information. ECPAT originally listed 5 points per topic, but the young people discovered that some of the information could actually fall under more than one heading. They also felt that some information should be categorized differently – for example, they categorized the statement from the YPP Caregiver explaining how participation in the YPP had improved the quality and impact of their work with children under **“Empowerment, Self-confidence & Dignity”** instead of as a way that organizations support youth participation. They also felt that the story about the youth supporter who helped prevent a child marriage and convinced the village headman to change the local laws in the area prohibiting this practice should be categorized under advocacy instead of dealing with local customs, because this had an impact on the local government and legislation.

Empowerment, self-confidence & dignity (10), Links between youth work at the grassroots level & effective advocacy at the national & international level (7) and How organizations support the participation of young people (5) were the most popular topics. This will have an impact on how the good practices information will be organized and presented, as these categories should be highlighted.

The youth said that they did not find the exercise difficult and they thought it was interesting to see the feedback from other project countries.

How the YPP Youth Categorized the Effectiveness of the Project:

How have boys & girls of different ages had an impact on the lives of at-risk youth & CSE survivors?

- 1) “The YPP has taught us to help & to be friends with CSEC survivors instead of shunning them.”
- 2) “A few boys in our care went to a local park where they say they saved a girl from being exploited. They said they did this because of what they have learnt from the YPP meetings and discussions at the club.”

How youth participation can protect children from harm

- 1) “A school boy living in the drop-in centre was frequently sexually exploited during the night while rooming with the elder boys. Not knowing that he was being exploited, he never complained out of fear the elder boys might beat him up. He finally got the courage to approach a YPP Peer Supporter, who helped him get counselling.”
- 2) “A girl in our center was offered a job as an actress. Thinking this was a great opportunity, she innocently agreed. When she shared this with the peer supporters, they helped her understand that by going with the man she could put herself in the danger of being trafficked or abused. She took her peer supporters advice and refused the offer.”
- 3) “We know of several cases where YPP members have supported and even rescued children in danger. This shows that children outside of the project are benefiting and being protected from harm because of the project.”
- 4) “I was on my way to school when a stranger came up to me and asked me to go with him in exchange for money. The teachings of my peer supporter flashed in my mind and I realized that this could be a child trafficker and so I ran away.”



Links between youth work at the grassroots level & effective advocacy at the national & international level

- 1) "In my village, a young girl was being given in marriage by her parents. We met with the family & the village chairman to explain how this could be harmful for her. The chairman agreed and convinced the parents to cancel the marriage. After this incident, the chairman of the area made a law stating that if anyone gives or takes a young child for marriage they will be severely punished."
- 2) "I would like to tell the leaders of our country about the problems of CSEC and compel them to take a more active stand. We can prepare a small presentation on child rights, trafficking and CSEC for important government officials."
- 3) "We want to discuss these issues with different organisations and foreign governments, especially from India & Nepal, to see how we can work together to combat CSEC."
- 4) "As YPP Youth Facilitators, Nupur & Jewel had an opportunity to go to Switzerland to participate in the Day of the General Discussion of the CRC Committee in Geneva."
- 5) "YPP youth in Nepal contributed to the drafting of the Interim Nepali Constitution, where they asked the government to improve laws and programs for the protection, participation and rehabilitation of CSEC survivors."
- 6) "The YPP is working with government schools, teachers and students to raise awareness about CSEC. Student groups and teachers are being encouraged to become agents of positive change."
- 7) "Discussions about CSEC, HIV/AIDS and prostitution can be hard for society to accept, so it is important to present this information in a culturally acceptable way and to do preparatory work with communities."

Empowerment, Self-confidence & dignity

- 1) "I have been able to realize the qualities needed to be a good caregiver. I am working to address the limitations that I have in my character. This will have a positive impact on my work with children."
- 2) "I work as a vendor and ride the train to sell my wares. One night a man began to talk with me and told me to come and sit on his lap. From my YPP teachings, I knew this was bad and told him I would do no such thing. I then left the compartment and did not return for the rest of the trip."
- 3) "Since becoming involved in this project, I have become more alert against trafficking and exploitation. I have been trained to see the signs and to refuse any 'get rich quick' schemes. In this way I am more safe and will remain safe as long as I remember what I have learned from the YPP."
- 4) "This project has empowered our students to become more responsible, confident and active. They participate equally as adults, express themselves more openly and take advantage of the opportunity to express their views about decisions that affect them."
- 5) "Children involved in YPP Micro Projects are discovering constructive ways of influencing & communicating with others."
- 6) "After being entrusted with more responsibilities, children have become more responsible & diligent in fulfilling their duties."
- 7) "The knowledge we have acquired helps us in our day-to-day lives and also helps us deal with the injustice that has been done to us."
- 8) "Our awkwardness to speak with others about these issues has passed after our involvement in the project. The way we speak, think & behave has improved."
- 9) "I will tell all the people in my local area about the dangers of child marriage. We can start by telling them how harmful it is and what can happen to their children."
- 10) "In the beginning it was tough for me to sit with our elders and be trained on certain issues like CSEC and HIV/AIDS but now that shyness has disappeared."

Breaking the Silence, Taboos, Stigma & Discrimination

- 1) "Elders often don't give much importance to what we say. They don't wish to acknowledge that we are children who are aware of the dangers around us."
- 2) "I am now aware of the dangers of CSEC and will try to make the people I know also aware to help protect others. The community people have understood the importance of raising awareness and are also helping us."

How Organizations Support the Participation of Young People



- 1) "We use case studies without names to explain certain issues to the children so that they can understand how people with bad intentions can lure them in. The children understand that they are hearing real stories and therefore the dangers are real."
- 2) "We require adequate protection and safety while working, especially in the red light areas. We can fall in danger if we do not have a strong support structure behind us when we are carrying out YPP activities in the field."
- 3) "Children and youth should be comfortable to share problems with adults/ staff. Lack of a trusting and friendly relationship can be harmful to effective participation."
- 4) "We should have child friendly materials on the issues so that we can easily share this information with others."
- 5) "The space or the project should not be hierarchical. Adults and children should be treated as equals. Group rules should apply for YPP youth as well as the adults."

Session II: Understanding Differences that Impact the Lives of At-Risk & Experiential Youth

The objective of this session was to gain a deeper understanding of the dimensions of CSEC in India, Nepal and Bangladesh from a youth perspective; to identify which aspects the YPP is addressing but to also see if there are gaps or more that could be done by the YPP teams. As experts on the subject, with direct regular interaction with CSEC survivors (and many being experiential youth themselves, although the young people were not asked to speak about their personal experiences), the young people were first asked to imagine that they are a vulnerable or trafficked girl. Several different issues/categories were posted around the room:

- 1) Separating males & females in society
- 2) Men who are abusers
- 3) Boys above 12 years of age
- 4) Boys below 12 years of age
- 5) Girls above 12 years of age
- 6) Girls below 12 years of age
- 7) Cultural practices
- 8) Power relations
- 9) Authorities
- 10) Harm to the child
- 11) Medical, shelter & NGO services
- 12) Trans-gender people
- 13) Women who are abusers
- 14) Legal protection & law enforcement

The workshop participants were asked to break into pairs and post their feedback on how each topic would affect them from the perspective of a vulnerable or trafficked girl on **pink** and **yellow** post-its under each heading. After working on this for 30 minutes, they were asked to revisit each topic from the perspective of a vulnerable or trafficked boy and post their feedback on how each topic would affect them as a vulnerable or trafficked boy under each heading on **blue** post-its.

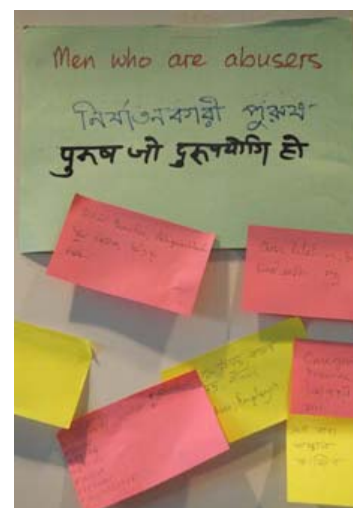
The feedback from the youth is as follows:

1) Separating Males & Females in Society (Gender Segregation)

- Unequal Opportunity
- Malnutrition
- Dependency
- Illiteracy
- At Risk of Exploitation
- Domination of poor males
- Discrimination and neglect of daughters and girls, making them feel unwanted
- Adults do not listen to children / young boys
- Boys are asked to be engaged in difficult or risky work
- If there is separation between girls and boys, they can become more vulnerable to trafficking

2) Men Who are Abusers

- Close relatives, friends
- School teachers, Religious leaders
- Priest, teachers, drivers, employers, relatives
- Caregiver, night guard
- Looking at girls in a negative way



- Teasing girls, try to coax force/ them to do things, etc.
- Ganging up against young males, beating them, teasing them
- Men can marry many times
- Drivers, Drug addicts, (Bus/Train) Conductors

3) Boys above 12 years of age

- Boys are an easily targeted group
- Street children
- In need of food, clothes and shelter
- Boys are also can be victims like girls. Boys can also be sexually exploited
- If they are affected and harmed by drugs and smoking, they can die.
- They are able to do many different kinds of things to fulfill their needs.
- If they are addicts, they may even kill their family for money
- Used in dangerous work
- Barriers against going to school
- Easy to blackmail and torture
- Forced to work as porters and conductors
- Mental tension
- Hard work, threats, mental and physical pressure
- Homosexuality, poverty, forced labour

4) Cultural Practices

- Girls traditionally go to live in their husband's house after marriage
- Girls can not use dowry
- If anyone is forced to get married and that marriage doesn't work, they could be compelled to leave their home and be vulnerable to danger
- Slave, Deauki, Jhuma (cultural practices in western Nepal where the girls are 'given' to a god and have to live in the temple)
- Kumari (living goddess practice in Kathmandu)
- Girls are expected to live outside of home once they reach puberty
- Girls are often dominated and controlled by men
- Girls can not plough or do certain farm work

5) Power Relations

- Threatening behaviour, psychological abuse, torture
- When the girls are walking along the road, they face teasing and bad words from males
- Threat of unemployment
- People in positions of power threaten children and those weaker than them to do things against their will
- Adult-dominated environment
- Young boys are often forced to do difficult and dangerous work
- Weak / thin people are abused by those more healthy than them
- Wife beating, kidnapping

6) Girls above 12 years of age

- They can be sexually exploited
- Targeted by traffickers for CSEC
- Neglected by society
- No chance to speak
- Movement on buses, trains and along in the street can be difficult
- Not given proper or adequate food
- If we are above 12 years old, we may be influenced by other people, for example boys who may harm or traffic us.
- Can be problematic to walk alone along the road
- Boys tease and harass girls by exposing themselves and showing indecent pictures

- 'Eve teasing'
- Harassment on buses and other forms of public transportation
- At risk of trafficking

7) Girls below 12 years of age

- Used in circus and other dangerous activities
- Pornography
- Use in conflict and war
- Trafficking for circus and entertainment
- Vulnerable to pedophiles, pornography and kidnapping
- Neglected by their family
- Neglected by their friends
- Child marriage
- Use in domestic work
- Poverty, illiterate
- Negative attitude of family/communities
- Health-related problems like HIV AIDS and other illnesses
- Forced to work as domestic workers and in factories

8) Authorities

- Beat and sexually abuse children
- Demand money from children
- Corruption causes delay in action
- Lack of awareness and knowledge of CSEC
- Negative attitudes
- Exploit children sexually and verbally
- Ignore problem
- Threaten family members
- Manipulate and break laws/rules

9) Harm to the Child

- Mental and physical disabilities
- Forced to do heavy/difficult work
- Orphans
- Using language when speaking to children
- Mental/Psychological abuse
- Lack of economic support
- Social stigma
- Run away from home and school
- Become arrogant and negative
- Become addicted to harmful substances
- Become involved in crime
- Victims of domestic violence and abuse by friends
- Lack of rights
- Young boys are often ordered to do hard work that they are not physically able to do
- They may pick up bad habits learned from friends, family and others
- They are hated by people
- If a child is harmed, they may think that they are all alone and not know where to reach out for help

10) Medical Shelter & NGO Services

- Doctors refuse to check patients suffering from HIV/AIDS
- Doctor use negative language to describe HIV/CSEC victims
- Medical services not available
- Inadequate support services

- Lack of legal support for HIV patients
- If a woman goes to hospital for medicine, the doctor may refuse to see them
- Discrimination in provision of services
- Discrimination against HIV patients in hospitals
- When we tell hospital staff that we are from Maiti Nepal, they assume that we have HIV AIDS
- Mutilation of male genitals
- Doctors don't believe what boys say
- Lack of a shelter home for boys
- Restriction on mobility of boys and they are not allowed to be friends with girls
- HIV patient who are boys are more hated than girls
- If boys with HIV AIDS go to the hospital, doctors are cruel to them

11) Trans-Gender People

- They face many problems such as teasing, beating and sexual abuse
- They are beaten and rejected, even if they do good work and treat others well
- If they are victims of sexual abuse, then they are also rejected by their families
- Looked down upon (hated) by society
- Difficult to get state services
- Ostracized by family
- Harassed by others who ask them "Who will marry you?" and tell the boys that their bodies look feminine
- Trans-gender people are neglected by society

12) Boys below 12 years age

- Forced to work in brick kilns where they can contract many illnesses
- People sell or kidnap them for their kidneys
- Runaway from home
- Drug addiction
- Street children
- Child workers (factory, domestic, restaurant)
- They are easily convinced by others
- Street children, compelled to work in other's home (domestic labor)
- Subjected to physical and mental torture
- Unable to concentrate on their studies, always asking for money
- Victims of teasing and verbal abuse



13) Women who are Abusers

- Unable to face society
- Everyone will dislike them
- Women who manage hotels
- Run brothels and prostitution businesses
- These type of women are dangerous to children because they can convince young boys and girls to enter prostitution with false promises
- Stepmothers sometimes dislike and abuse stepchildren
- Use lure to attract others
- When we talk about YPP CSEC issues, sometimes women tell us that we should feel ashamed to talk about these kinds of issues.

- Keep boys in under the pressure / constraints
- If people find out that they have been sexually abused by a woman, a boy cannot show his face in society.

14) Legal Protection & Law Enforcement

- Some police refuse to help
- Lack of legal protection to prevent CSEC
- Weak implementation of CSEC-related legislation
- Corruption
- Sometimes innocent people and children are imprisoned
- Forced confessions
- Do not help boys
- Lack of enforcement of existing laws
- Lack of appropriate laws
- Lack of awareness of the law
- Do not believe in human rights

DISCUSSION

Question One: Did any of the topics surprise or confuse you?

Anita: I hadn't ever thought very much about power relations and how they affect vulnerable children before. Understanding and discussing this concept was a new experience for me.

Geeta: We realized that we do not know very much about specific types of abuse involving trans-gender people and we would also like to have more information about traditional practices that are harmful and abusive to children.

Question Two: How similar is the situation for boys & girls? Were the issues the same?

Geeta: It was very difficult for me to write about the situation for boys, as I am not aware of the problems that they face. I haven't had an opportunity to talk to boys to understand their problems, although I do understand that they also face many difficulties.

Question Three: Is it the same for boys? Do they also find it difficult to understand the problems faced by girls?

Jewel: Because I'm involved in the YPP, I am aware of the issues faced by girls. But this would probably not be true for other boys not directly involved in the YPP.

Krishna: At Maiti Nepal there is a lot of focus on girls' issues, so those are well known. Boys issues, however, are much less discussed, as it is assumed that boys are stronger and therefore need less protection.

Question Four: Why?

Krishna: In Nepali society, girls are considered to be weak and they cry easily. Men are not supposed to show emotion and are expected to endure more than girls.

Geeta: Girls can form close friendships and can share information with each other. Boys don't do this and tend to keep shameful or deep secrets to themselves, even between close friends.

Question Five: Given that we know that it can be more difficult for boys to open up or feel comfortable to ask for help, how can the YPP overcome this?

Geeta: A first step would be to step up discussion sessions to increase dialog between boys and girls. Girls should not tease boys and help to create an environment where boys feel comfortable and know that they will be listened to. Others who see boys and girls talking should not automatically assume that they are doing something wrong (appreciation of friendships).

Jewel: All the stickers, posters and other IEC information about CSEC focuses on girls, but boys are exploited too. The YPP Bangladesh STOP newsletter reaches out to boys – we should do more of this. It may also be useful to investigate what more can be done through the trained Peer Supporters, many of whom are boys. The YPP so far has targeted girls but we should broaden this to also include boys.

Question Six: During the YPP trainings was the commercial sexual exploitation of boys discussed?

Jewel: In the trainings, no.

Nupur: Sometimes issues related to boys come up during YPP youth meetings.

Anita: Yes, boys can also be trafficked and are sometimes mutilated sexually or forced to beg – these issues have come up during our group meetings.

Geeta: I met a boy CSEC survivor in India, but never even knew that this problem existed before.

Question Seven: What are the different dangers for children under 12 vs. children over 12?

Nupur: Children under 12 are more susceptible to being forced to do dangerous things without thinking of the potential harm. Children over 12 are usually enticed or lured into doing something harmful.

Krishna: Children under 12 are at more risk and vulnerabel because they are easily abducted. Older children are more aware of dangers.

Jewel: Younger children are abused/exploited by family members, community members, etc. Children above 12 have more exposure to outsiders and can be exploited by 1) local political leaders, 2) friends, 3) people in the community, 4) cousins, etc.

Question Eight: What is the age range of the youth involved in the YPP in your country?

YPP Nepal: 12-26

YPP Bangladesh: 8-24

YPP India: 8-25

Question Nine: What different types of activities do you do with younger children?

Geeta: Younger children can express themselves through drawing pictures and the older children can help them to interpret/explain these. Older children also do more outreach to communities and schools.

Nupur: By telling stories and asking questions, using drawings, IEC materials & games.

Jewel: Younger children enjoy role playing activities.

Question Ten: Which of the issues listed above is the YPP not currently addressing?

Maya: We've never addressed the issue of women as abusers.

Geeta: We have not worked on the issue of trans-gender people at all.

Nupur: Early marriage has not been addressed in Bangladesh.

Geeta: Other Nepali cultural practices that could also be classified as CSEC other than trafficking have not been addressed.

Anita: The YPP has not directly addressed power relations, but I know that this is an important issue, especially where children are working in factories, restaurants, etc. We've been focusing primarily on children who are living in shelters, not those living outside.

Jewel: Issues of children of women in prostitution, children in conflict with the law could benefit from more attention. Adequate physical and mental treatment and support is not currently being provided to survivors.

Session III: Identifying Direct Linkages between the Youth Participation Process & Child Protection Issues

This session of the workshop focused on understanding the issue of child protection and establishing linkages between children's participation and their protection especially in the context of experiential youth who face added marginalization/discrimination and abuse against them.

Then the session focused on gathering some evidence of how children have responded to the child protection concerns through their participation and if that has led to improved child protection systems or otherwise, caused further direct risk and harm to them in the process.

In summary the objectives of this session were:

- Identifying the child protection concerns facing the YPP Youth;
- Exploring the coping mechanisms/strategies that have been developed and implemented at personal, organizational and collectively at the YPP Group level in order to respond to the identified child protection problems;
- Analysis of the outcomes/responses from the young people to demonstrate the direct linkages between children's participation as a KEY and essential component of an effective system to protect children.

For this session, first the team broke into two groups and began listing the threats and dangers of CSEC and then presented the findings back in plenary in flip charts. Then the YPP groups went back to their country groups and looked at coping mechanisms/strategies for responding to these threats and dangers. The coping mechanisms were also reported back in plenary and some of the points were further explained with examples of real life stories.

The following are the list of Child Protection dangers/threats by the two groups.

Group I. Child Protection Dangers/Threats

What dangers, discrimination and stigma / taboos do survivors face?

- Lack of education makes them more vulnerable
- Mental problems, isolation, aggressiveness
- Physical problems: Threats, Beating
- Community Problems: Discrimination, Criticism, Backbiting, Negative attitudes, Not being taken seriously (negligence) by the authorities, no enough support from local authorities
- Lack of knowledge / awareness of the community people
- Tendency to commit suicide/ trauma leading to thoughts of suicide
- Threat from Traffickers/Abusers if children divulge information against them
- Survivors find difficulty to get married/reintegrate into societies and families
- Less employment opportunities, lack of skills and vocational and technical training
- False information given to children to trick them or to scare them by abusers and traffickers
- Blaming the victims so they find it difficult to understand that it is not their fault and that they need to be helped by others to come out of the situation
- The media is not positive towards survivors



- Lack of self confidence
- Confidentiality is not maintained
- Lack of identity cards/birth certificates and legal documents
- Does not share the problem due to fear of prestige/being exposed

Group II. Child Protection Dangers/Threats

What dangers, discrimination and stigma / taboos do survivors face?

- Sexual abuse (teachers, police, elders etc)
- Physical abuse / can loose eye-sight, torture and beating on the hands and feet
- Mental stress (suicide, depression)
- Deprived from food
- Not getting proper treatment/verbally and physically abused and discriminated
- Unsecured shelter (physical infrastructure, service provider etc)
- Lack of awareness in family resulting in abuse isolation and forcing children out, not accepting back,
- Lack of awareness in children therefore they are easy to lure by traffickers
- Afraid of elders / social stigma, hiding problems, not sharing and not seeking help
- Abuse while traveling from drivers, conductors and passengers
- Shyness, low self – esteem, lack of confidence, and no social capacities to make friends
- Threaten and emotional blackmail / giving gifts, money or jobs in return for sexual abuse (during interview and seeking legal help etc)

Bangladesh

What coping mechanisms do you use to solve / reduce these?

- Advocacy with community, like ward commissioners, elite, police
- Through publications, stickers, news- letter, writings in local newspapers
- Workshop meetings, Forum Youth, NGO workers, community, media, network with youth groups clubs and CBO's Youth
- Aware senior staff for proper support to the victims of CSEC and Trafficking children)
- Giving address to girls for safe shelter and food
- Giving realistic example and proper motivation for victims to share their problems and talk to peer supports
- Giving more time to the victim for mental supports, Through role play, talking to peer supports, playing games and doing group activities
- To develop personal relation with victims, helping them to share their problems, telling them that others also have similar experiences and that they can help each other.
- Giving opportunity to the youth to develop plans and implement them, and also give monitoring responsibilities for the activities so that it is carried out as planned

Nepal

What coping mechanisms do you use to solve / reduce these?

- After counseling and involving them in various activities, encouraging experimental youth by involving as the facilitators in project, peer supports and giving them new identities and roles/responsibilities (12)
- Formation of ASHA child club in shelter (9)
- Encourage equal participation of girls and boys in project (1)
- Introduced youth participation concept first time (?)in Nepal without interruption of elders. (9,10). First time that a Micro–Project Proposal has been prepared, submitted, and implemented by youth where they are the lead persons designing, managing and implementing the project themselves. Totally belongs to youth from – designing the program to implementation and evaluation
- Peer Supporter student (domestic helper) of M.B. H. school has been able to help others and advocates against the exploitation of children 9(, 10)
- YPP programmes have helped to overcome caste discrimination that is existing in villages. In Hetauda VDC's most of the YPP youth are untouchable but others the upper caste youth

have not discriminated them against their lower caste and have done things together such as eating and seating together even while some of the villagers are saying bad things about such practices and discouraging them. (1)

- Empowering youth through peer support to combat and protect themselves.(9,10, 12)
- Training to facing mass- media, find out others problem, convince others who are at high risk
- Media / Advocacy youth group of “ASHA Child Club” was able to suggest to the interim constitution drafting committee to incorporate relevant laws to fulfill their rights (9, 10)
- Through outreach programmes in schools, poor and disadvantaged students got opportunities to become creative / conducting programmes in villages (eastern and western regions of Nepal) (9,10)

India

	Problems	Solutions
1	Lack of security (especially RLAs)	I.D. cards, in a group, always access by seniors, mixed group, staff present in DICs, awareness
2	Mental conditions (Depression, isolation, anxiety etc.)	Regular activities based group meeting, games, fun, involvement (sense of participation and ability of articulate), clinical help for those acute cases.
3	Problem of Relationship (Sexual behavior)	Healthy (Monitoring, Interaction, Interface between boys and girls, participating together, after sessions on discussion on these issues, and role plays and various activities, the different sexes are able to mingle and work together much better), extra counseling and help for those who need,
4	Only focused on adolescents	Greater outreach and inclusion of children especially younger children needed
5	Labeling and discrimination	All inclusive strategies of participation and action, Identity of a “youth group”, youth facilitators, peer supporters, trainers, that enable them to go out and conduct outreach programmes, face adults and others in the communities outside of the shelters
6	Confidentiality	Group rule set, no labeling, all are representative of youth groups, everyone has the same kind experience, always refer to experiences from a third person perspective, no direct accusation or personal remarks, support from specialists counselors for those who need extra help with healing.

Examples of coping mechanisms/strategies for dealing with child protection concerns listed on individual cards:

1. Raising awareness in different community to make people aware of the Issues (Drama, Rally, cultural programs, publication etc)
2. Providing counseling and peer support to the survivors to raise their self stem and self confidences
3. Youth micro project to enable young people to develop their skills confidence, to explore their hidden talent, help to be responsible through active and equal participation through activities. Like publication of resourceful materials, distribution of booklets, posters, pamphlets,

magazine, door to door programs in community etc, from which the young people could have developed themselves.

4. Peer support to the survivors and prevention from being sexually exploited of vulnerable groups
5. Advocacy and lobbying activities at the local and national levels to the government and other agencies for protection, prevention and for adequate legal provision on the issues like CSEC, Trafficking.
6. Peer support programs in schools by trained youth and educators to provide peer counseling to the survivors and raising awareness.

Case Studies

Illustrations/examples shared by children to further clarify the points mentioned above during their presentation.

A young girl was taken away by a middle aged lady known in the village, with the permission of her parents, with a promise of a new job in the city. On the way to the city in the bus, two other girls joined them. They were taken overnight in a bus and then kept in a hotel room in the night while the lady went out. She came back drunk and started to say all kinds of things to the girls which made the girl from the village suspicious, as she had participated in an awareness raising activities against CSEC and trafficking and could sense that something was not right and that the lady did not have good intentions. So the girl managed to convince the other two to join her and run away. They came back home, leaving the lady in the hotel room.

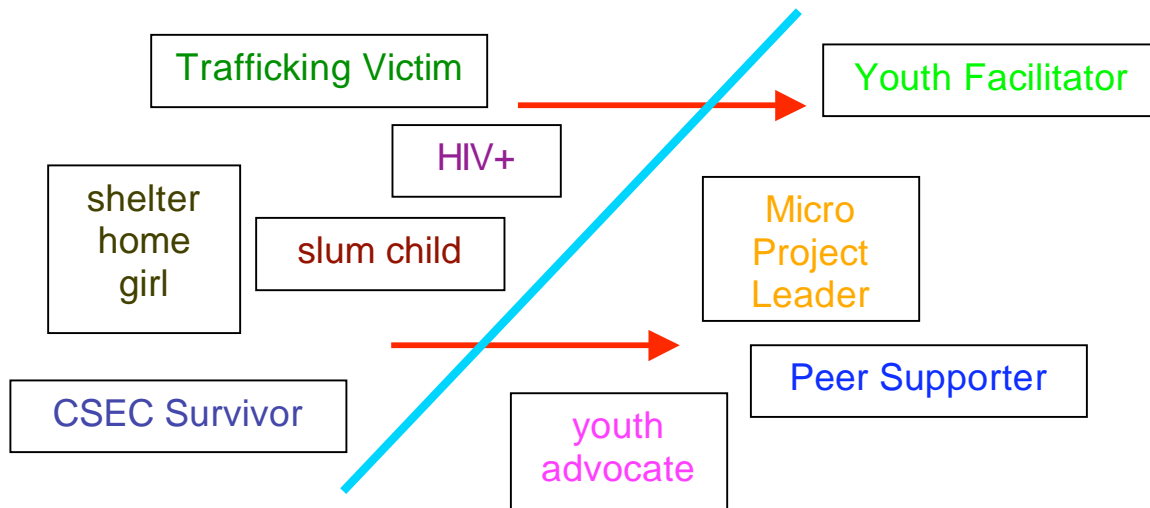
As shared by Nepal YPP team.

The YPP cannot address all of the problems faced by CSEC survivors (depression, isolation, anxiety, etc). The partner organizations also must provide counseling, psychological support, case management, medical care and a safe environment for the project activities to take place. This also highlights the importance of the role of the Social Worker on each YPP country team.

Interaction between boys from the drop in centers and girls living in shelters helps the girls to see males as humans, not just abusers, which is important for their healthy development.

As shared by India YPP team.

The YPP is helping young people to change their perceptions of themselves and they are beginning to transform the labels that they use to identify themselves as shown by the diagram below:



At the beginning of this session, the team listed all of the child protection issues that have come up during the course of the project. The team then described the different solutions that have been developed through the YPP to address these issues in order to protect children. Many innovative, creative and effective interventions have been developed to address the many protection problems confronting youth involved in the project. Participation is also a valuable tool to encourage youth to learn to solve their own problems and build resiliency with the support of their peers, the staff of the partner organization and the YPP team. It is also important to note, however, that child protection is not the responsibility of the youth involved in the project, but that this is the primary responsibility of the partner organization.

Session IV: Lessons Learnt on Advocacy

Advocacy initiatives are planned for the third year of the YPP, however lobbying and public advocacy work is already underway in all three project countries. The focus of this session was to analyze the different types of advocacy that are being done and to understand the elements of and linkages between grassroots initiatives and effective advocacy by experiential youth at both the national & international level. The youth from each country and the representatives from the management of the YPP partner organizations were asked to describe the preparations that were made to support the advocacy undertaken in each country. In Nepal, the YPP youth had an opportunity to input to the interim national constitution drafting process. In India, the YPP team has been working with Government Schools to incorporate information about CSEC & HIV/Aids into their curriculum through the peer support programme. In Bangladesh, the YPP Youth Facilitators had an opportunity to participate in the UN CRC Day of General Discussion in Geneva. The responses from the youth and senior management representatives are recorded below:

A) Nepal: YPP Youth Input to the Interim Constitution Drafting Process

Youth Perspective:

We first had to be clear about the issues we wanted to raise and what we needed to do in order to achieve our objectives. This preparation was done as a group in advance of our meeting with the interim drafting committee.

Key points that we raised included: 1) Children should have the right to get citizenship through their mothers, 2) the government should provide shelter for victims of different kinds commercial and sexual exploitation, 3) the government should build relationships with neighboring countries (India, Bangladesh, etc.) to aid in the rescue of children and women who have been trafficked.

The government drafting committee was impressed with us because we presented our agenda clearly. As a result, they understood and accepted the points that we raised and agreed that this important for the country. We hope our agenda will be implemented and that it will help to protect children from CSE and improve the lives of survivors.

We plan to follow up on our agenda and if the issues we have raised are not reflected in legislation, we will ask them why this has not been introduced yet.

Other types of advocacy underway in Nepal include:

- Cultural folk song competition to promote community awareness in Lazimpat, Kathmandu on July 22. We included information about the issue of HIV / AIDS in the songs and about 200 attended the program.
- The YPP Asha Child Club and the youth of protection home participated in a dance, poem and art competition on September 11, 12 and 13

- A cultural program was presented by the YPP Asha Child Club on the occasion of Children's day on September 14
- An cultural program to raise awareness was conducted by the Mahendra Bhrikuti peer support group on 22 September.
- We organized a meeting program with the famous Nepali actors Madan Krishna Shrestha and Hari Bansha Acharya and also had a photo session with them for the YPP posters.
- We conducted a western district visit and meeting program with youth groups from October 4 – 6. We are currently workign with youth groups to implement 37 youth Micro Projects.
- A street drama including song, dance, and comedy was presented by the YPP Micro Project group in Banepa and Panauti in Kabhree district on August 4. 500 observers participated to watch our program activities.
- A street drama was conducted by the YPP Micro Project group in VDC Harnamadi, Hattiya and Chisapani of Hatauda District on August 15 and 16.
- An art competition program conducted on August 18 on "Community Awareness Against Child Labour & Exploitation" by the Mahendra Bhricuti group and 33 students participated in the competition.
- The YPP Asha Child Club organizes regular interaction and meetings and every Monday we meet with the YPP groups.

Organization Perspective (Maiti Nepal):

Preparation:

- Discussions were first held among Maiti's Senior Staff and the YPP team.
- A sharing / discussion and brainstorming session was then organized with the YPP youth.
- The inputs / recommendations of the youth were then compiled with that of the senior staff / legal section.
- The YPP team and Maiti staff then worked with the youth on who will do what, when and how.

Recommendations:

- Topics like CSEC and trafficking should be included in the secondary / higher secondary class curricula and internships should be established to encourage research on these topics.
- Scholarships should be provided to survivors of CSEC and trafficking and financial support should be provided to those unable to afford medical/ rehabilitation services
- Shelter homes for survivors with counseling services should be established
- Networking among regional governments and NGOs across national borders is essential to combat / prevent CSEC and trafficking
- Provision should be made for the celebration of Anti-Trafficking day annually at the national level
- Adequate legal provision to combat cross border trafficking and CSEC and clear policies / laws should be established to punish the traffickers / exploiters.
- Government should initiate awareness activities against CSEC and trafficking through the mass media.

How were the proposals reinforced?

- By drawing attention to the issues and the ways that our country is negatively affected by CSEC and trafficking
- By offering possible solutions to many of the problems raised
- By proposing to collaborate and network with concerned organizations and government agencies
- Through the contributions of youth in bringing this to the attention of the government

What were the concrete outcomes?

- The government representatives acknowledged the importance of these issues, their effects and began looking at ways to address these problems
- Commitment of the government to work to end violence against women and children
- The government has expressed trust and confidence in Maiti's work

B) India: Working with Government Schools to Incorporate Information about CSEC & HIV/AIDS into their Curriculum Through the Peer Support Programme

Youth Perspective:

Preparation:

- To motivate the Principals and Headmasters of the schools to work with the YPP on this initiative
- Start talking to and interacting students
- To train the youth who will be going to the school

Change/ Message:

- Children who go to school can also become victims.
- Schoolchildren may not be as vulnerable to trafficking, but may encounter other forms of exploitation and sometimes fall prey to that as well

Influence Decision Makers:

- By discussion, opening dialogue
- Through teacher training
- Sanlaap's reputation, youth programming capability was established
- Meeting with the department of secondary education

Concrete Outcomes:

- The session has now started
- More students have started attending the programme sessions
- There is more engagement in discussions with the teachers and student are beginning to feel more comfortable discussing various topics with them

Follow up:

- Reporting and monitoring by the youth
- YPP team follow-up visits
- Ongoing discussions and feedback with Schools

Organization Perspective (SANLAAP):

What preparation work did you need to do?

- Open dialogue with the Ministry of Education
- SANLAAP serves as Education Advisor to the government's committee on "Education for All"
- SANLAAP is also a member of the state education board on "Life Skills Educational Programs"
- Began developing curriculum and piloting the initiative in schools

What advocacy messages did you want to share?

- The importance of including of gender, HIV / AIDS, Trafficking, CSEC information in the government school curriculum module.

How was the advocacy enforced?

- Pressure from the centre (National government in Delhi)
- Training / orientation conducted with relevant school authorities

Do you need to do follow up?

- Yes, to ensure that the quality improves and that more schools are covered. Within a few years, we hope to effectively involve all schools in West Bengal.

C) Bangladesh: YPP Youth Facilitators Participation in the UN CRC Day of General Discussion in Geneva

Youth Perspective:

What preparations were required?

- Meetings were organized to collect information from YPP Caregivers, Peer Supporters, the YPP Media Advocacy Group, rover scouts, and children living in AB centre homes
- Open meetings held with local CBOs, where we discussed the CRC and the DGD in Geneva and asked their advice
- We reviewed documents provided by ECPAT and participated in a preparatory meeting for DGD in Geneva
- We published an article in the national newspaper

What message of change did you want to share?

- We wanted to share the problems of Bangladeshi children, including street children, deprived children, trafficked children, children experiencing CSEC, children engaged in labour, children in prostitution, and also children who cannot actively participate in society, school and family
- Our goal was to participate in DGD on behalf of deprived children in Bangladesh, South Asia and the rest of the world
- We requested that child rights issues be integrated into school curricula and that a child friendly environment be promoted in all countries
- Children should not receive harsh punishments to children or be kept in the same prison cell as adults
- Establish juvenile justice courts in all countries
- Pressure governments uphold child rights
- Include children in the CRC committee and give them an opportunity to help monitor the activities

How did you influence the decision makers?

- By arranging preparatory forums
- Through discussions and group work
- By making presentations
- Presenting practical examples of work from the YPP project
- By answering their questions and asking them questions
- By highlighting the government's work
- By talking about the problems of children in our country, from our personal experiences.

What concrete outcomes do you think you achieved?

- We have given many recommendations to the Committee, such as what more governments can do and how this should be done. They will send these recommendations to the governments in the form of a report.
- This was the first time that children had ever been given an opportunity to participate in the UNCRC. The Committee has promised to convey this to the governments
- The members of the CRC committee said that they will discuss in the committee and share the recommendations made by the children with the governments of all countries. If

the recommendations of the children are accepted then they will contact them and if they are not, then the children will be contacted to explain why the recommendations were not accepted.

What follow-up was done / or is needed?

- Follow-up has not begun yet, but it is required because we participated in DGD on behalf of all the deprived children of the world, representing them and their recommendations
- We need to follow up with the Committee to know to what extent our recommendations have been followed and what further role we can play by participating in DGD.

Organization Perspective (Aparajeyo):

What preparation did you need to do?

- Situation analysis done through group meetings and visits
- Youth friendly translation of relevant documents
- Briefing the Youth Facilitators
- The senior management team of Aparajeyo also decided to participate at the DGD

What advocacy / change message did you want to share?

- Optional protocol
- The importance of active participation of children in society (school, family, community, organization)
- Pressure governments to comply with the CRC

How was the advocacy enforced?

- By the reputation of our organization
- Through personal contact
- By visibility and quality of Aparajeyo's work
- AB is a CRC-based organization with a clear focus on children's participation

What were the concrete outcomes?

- Establishment of a toll free child help line
- Aparajeyo has become a member of the national task force
- Aparajeyo has also become a member of the child parliament

What follow-up is planned?

- Follow up on the government's commitments and ensure that they are implemented on time

Session V: Youth Empowerment & Breaking the Silence Associated with CSEC

The objective of this session was to explore and analyze some of the important personal aspects of the feedback received from the participating youth around the areas of empowerment, self confidence and dignity and how they have dealt with breaking the silence, taboos and dealt with stigma and discrimination. Another objective of the exercise was to identify the types of capacity building and organizational support that have been most beneficial.

From the feedback received, it is clear that the YPP youth have been empowered, are more confident and feel that their dignity and sense of self worth have improved through involved in the project. The youth have also said that they feel that the silence around discussing these taboo issues is being broken and stigma and discrimination against experiential youth are being reduced. In an effort to understand how this has happened and what has caused these changes, the team participated in the following activity.



The team split into two groups, one made up of the Nepali participants (Team A) and another comprised of the Indian and Bangladeshi participants (Team B). Each team was asked to read and discuss one of the sample situations below.

Sample Situation A:



Anjali (name changed) was recently rescued from a brothel in Bombay. When she arrived at the shelter, she wouldn't talk to anyone, was very angry and tried to run away several times.

One year later, Anjali is a YPP Peer Supporter. She is happy and enjoys helping other girls in the shelter deal with their problems. She dreams of studying to become a teacher someday.

- Do you know a story like this?
- What specific things happened to Miss A between the day she arrived in the shelter and one year later.
 - Which of these things can be directly attributed to the YPP?
- What more could have been done or should be done to strengthen Miss A's confidence and help prepare her for the future?

Sample Situation B:

Bhandu (name changed) is the youth leader of a YPP Micro Project group that has created several drama performances to raise awareness and share information with local communities about CSEC and trafficking. When the group first approached the local leaders

in their district to ask if they could stage the drama in their village, they were very opposed to raising these issues in public and explained that it could be dangerous for the young people to try to talk about these subjects with the villagers.

A few months later, the Micro Project group has given several performances that have been very well attended and extremely popular with the villagers. The local headman has asked if they can come back again to provide more information so that the villagers have a better understanding of these important issues and protect their children from CSEC.

- Do you know a story like this?
- What specific things happened between the first meeting with the village and the popular theatre performances?
- Which of these can be directly attributed to the YPP?
- What more could have been done or should be done to help the villagers accept these new ideas & protect the safety of the YPP Micro Project youth?

The young people drew pictures of a girl and a boy at the beginning and end of each story, with a long arrow connecting the two points in time. Each team was asked to write in all the different experiences the children experienced over the course of the year that contributed to the outcome.

Team A (Nepali youth & adults):

We ourselves are examples of the positive effects of progressive involvement of youth as members of child-friendly support groups.

Steps along Anjali's path to recovery:

- Renewed interest to live
- Going for a health check-up
- Receiving encouragement from peers
- Learning about CSEC from the YPP art and posters
- Participated and interacted with other survivors through different YPP activities, realized that she wasn't alone
- Realized the value of education and began to investigate possible educational opportunities
- Participated in several YPP awareness raising activities and began to develop her leadership capacity through working with others
- Started to develop a sense of self worth and restored dignity
- Benefited from the knowledge she has gained on child rights and sharing this with her peers
- Began to develop a dream of becoming a teacher
- Self confidence / self esteem improved
- Shared the information and knowledge to other organizations and is receptive to learning from others
- Had an opportunity to publish several newspaper articles and other informative documents
- Was involved in presenting the Peer Support Program to participating schools
- Benefited from the positive support of the YPP team (Social Worker, Youth Facilitator) and the YPP youth
- Participated in several workshops and interaction program on behalf of youth
- Has begun to develop her capacity to work in an office setting, as she has gained experience and skills in filing documents, photocopying, project reporting, monitoring and evaluation.
- Benefited from the opportunity to interact, dialogue and make plans with other young people around the country who are also involved in the YPP program
- Outlook shift from negative to positive
- Benefited from counseling

- Involved in different YPP groups
- Also began developing her knowledge about life skills
- Received an award from the shelter staff for her excellent contributions and participation in different activities
- Motivated by inspirational songs written and performed during YPP cultural shows
- Began to study and read
- Began to open up and share her problems with others for the first time
- Changed her perspective and thinking
- Participated in the YPP child club
- Benefited from the peer support training
- Started to support others
- Participated in the community awareness programs
- Began working with other YPP youth to advocate against CSEC through the media
- Provided orientation to other newcomers to the shelter
- Promoted and encouraged others to also become involved in the YPP
- Began to get involved in networking and advocacy
- Building successful and positive relationships with young people from other countries also committed to fighting CSEC

Team B (Bangladeshi / Indian youth & adults):

- YPP youth trained in Media & Advocacy techniques
- Began establishing relationships and meeting with friendly CBOs in the areas
- Relationships established with police, panchayet, local leaders
- Showed video show on CSEC and trafficking to local leaders
- Received initial permission to stage one drama performance
- Discussions with local clubs, CBOs and youth organizations
- The orthodox and staunch religious people were opposed by the villagers
- Sometimes the traffickers themselves are among those who opposed the YPP Community Awareness work
- Drama staged on child marriage and trafficking
- Follow up discussions held on child sexual abuse and HIV/AIDS during roadshows, market meetings
- The villagers came to know that these issues are important
- Increased awareness of the dangers of CSEC and trafficking through drama and other forms of presentation
- Youth in the village established forums and created a 3 year development plan
- Children now know where to go, what to do and how to report cases of exploitation.
- The village child protection committee will inform the panchayet and the police
- ID cards created for YPP youth
- Proper enquiry will be made before arranging marriages, and marriage will only happen when both parties are over 18
- Registration of marriages
- Villagers now have a better understanding of the social service organizations working in their area and the services that they provide
- Honour and status of the youth in the village has increased
- The YPP team is invited to return to the village to discuss other issues and encouraged to stage more drama performances

DISCUSSION

Youth from both teams agreed that both of these stories accurately depicted the situation of children in their countries. They felt that the one year timeframe may be a bit short, as it may take some children longer to recover from the trauma of CSEC and suggested that the timeframe be extended to three years, similar to the timeframe of the project.

The young people felt that these stories would provide an effective framework for presenting YPP good practices from their countries. They suggested that one more story be added to represent India, describing the experience of a YPP Youth Facilitator, who would be a combination of Rakhi, Geeta, Nupur and Jewel.



ACTION PLAN

During the final session of the YPP meeting, the Youth Facilitators, YPP team and senior management of the three partner organizations developed an action plan for completion of the YPP Best Practices document.

Action	Deadline	Responsibility
Develop Structure & Framework	end November	Vimala
Fill Information Gaps	mid December	National Coordinators
Draft/Write Text	mid February	Vimala
Collect Visual Information/Case Studies	end February	National Coordinators
Review Text	mid March	Organization Management
Prepare Layout	mid April	Bey, Vimala
Review Print Format	end April	National Coordinators
Print English Version	mid May	Vimala
Translate into Nepali & Bengali	mid June	Bangladesh/Nepal Teams
Print in Nepali & Bengali	end July	Bangladesh/Nepal Teams

It was noted that artwork is an important part of the YPP strategy and is used by the youth to express themselves and convey important information to others and that this should be reflected in the good practices publication. It will also be important to begin discussions about how this document will be used for advocacy as it is being developed, that that once it is published the advocacy work can begun immediately.

Recommendations to Address During the Second Half of the YPP

- Increase focus on the issue of the commercial sexual exploitation of boys in India, Bangladesh and Nepal. This is a largely hidden, but important issue that has been documented in recent ECPAT situational analysis of the prostitution of boys in South Asia. To date, little attention has been paid to the problems of boys and CSEC, but both boys and girls involved in the YPP project have indicated that this is a serious and growing issue that should be addressed. This could be done through targeting peer support programs to vulnerable boys and conducting qualitative, youth-led action research, possibly through the micro project funds, to further understanding and develop strategies to combat this complex problem.
- Full programme external evaluation to be carried out in early 2007 in order to assess the accomplishments/challenges of the project and draw conclusions that will be developed into a basis for the development of a Phase II project proposal to be submitted to Comic Relief.
- Publication on YPP Good Practice to form major feature of the South Asian Regional Project Consultation planned for the fall of 2007. This consultation should be an opportunity for youth involved in the project to exchange information, models and approaches, to participate in workshops and training on a variety of issues related to CSEC and to evaluate the project and identify problem areas/solutions in relation to CSEC.
- More training on Peer Support to expand this effective programme to additional schools that have asked to be included. This could be done by organizing train-the-trainer sessions for teachers to build their capacity to set up Peer Support Programmes themselves. Additional training and child-friendly IEC materials have been requested by the youth involved in the project on the basic concepts of CSEC in a South Asian context. Greater availability of these types of information and materials would strengthen all areas of the YPP work.
- Increase number of youth facilitators and peer supporters (where budget allows) in order to provide more direct support to children and youth in need. This has proved to be an extremely effective form of outreach and can be done for minimal cost. Directly involving more youth on the YPP project teams ensures that the youth perspective is taken into consideration at all levels of project implementation and strengthens understanding of the philosophy of youth participation within the local partner organizations.
- Highlight and strengthen the link between the child protection mechanisms and child participation – through provision of capacity building on child protection to partner organizations and by conducting further targeted research on how participation in a project such as the YPP strengthens the resiliency of children, improving their ability to protect themselves from harm.
- Follow up on public advocacy initiated in India, Nepal and Bangladesh in Year II. Set up a core group to continue lobbying the Nepali government on the development of the new Constitution and to ensure that the youth recommendations are reflected in the final document. Establish a team within SANLAAP to institutionalize the new curriculum on sex education, CSEC and HIV/Aids in government schools in West Bengal and across India. ECPAT to work closely with Aparajeyo and the Bangladesh Youth Facilitators to implement follow-up activities to the UN DGD, including compilation of a report, providing inputs into the general comments and production of child friendly materials.
- Development of Phase II proposal to Comic Relief based on the outcome of the full programme external evaluation and the feedback of the young people and senior management of partner organizations involved in the project (see below). This proposal should be submitted to Comic Relief in London by the May 11, 2007 deadline in order to avoid a gap between the end of Phase I project activities in December 2007.

Looking Ahead to a Phase II: Young People's Vision of the YPP Post 2007

India:

- Increase the number of youth involved in the project
- Further increase the responsibility to the youth
- Extend geographically to other parts of the country (through partnerships in India), ie. Delhi, Mumbai and beyond
- More youth media activities (eg. youth media clubs)
- Increase relationships with police and law enforcement, possibly by youth directly
- Increase capacity building of CBOs to ensure greater sustainability

Bangladesh:

- Increase the number of Peer Supporters (esp. in border areas) in formal and government schools
- Form new youth groups in the districts
- Develop and hold more trainings of media groups
- Publish more IEC materials
- Increase number of CBO partners, especially in border areas
- Do more outreach in red light areas to children of women in prostitution
- Increase number of Youth Facilitators

Nepal:

- Increase advocacy initiatives
- Organize train the trainer sessions for teachers so that they can set up Peer Support Programmes themselves
- Build capacity of the youth to advocate at the national level
- Expand programme to other shelters
- Help with reintegration of survivors, ie. what happens to youth after they leave the shelter?
- Focus on developing the link between child protection and child participation
- Increase work in border areas and establish youth groups in each region