A Civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Street Children

12-14 March 2003 - Bangkok, Thailand

Organised by Consortium for Street Children
In partnership with Child Workers in Asia (CWA)
Working collaboratively with its members, the Consortium for Street Children co-ordinates a network for distributing information and sharing expertise around the world. Representing the voice of many, we speak as one for the rights of street children wherever they may be.

Formed in 1993, the Consortium for Street Children is a network of non-governmental organisations which work with street-living children, street-working children and children at risk of taking to life on the streets.

The Consortium's work is firmly rooted in the standards enshrined in the 1989 UN Convention on the Rights of the Child. Its efforts are focused on building its member agencies' capacity to work with street children and on advocacy in the areas of child rights, poverty alleviation and social exclusion.

Acknowledgements

The Consortium for Street Children (CSC) wishes to thank our partners: Plan Netherlands, Plan UK, World Vision UK and Netherlands Embassy in Bangkok for their generous support of the conference and also the country offices of UNICEF, Save the Children UK, Plan Indonesia, Plan Vietnam and Terre des Hommes Vietnam for supporting participants to attend the forum. We extend our appreciation to Commitment for Social Development (CSD) for facilitating the Street Children's Workshop from 10-11 March 2003 in Pattaya, Thailand and for providing the opportunity for the children to present their findings to the forum in Bangkok. A special word of appreciation is also extended to Child Workers in Asia (CWA), the field partner of CSC, for their hard work in making the forum possible.

We wish to thank those who presented country and thematic papers that formed the basis for discussions on the issues affecting street children in the region.

We thank all the participants, especially the children, for making the forum a success through their stimulating and informative contributions.
Foreword

Background
This conference is the third in a series of regional forums organised by the Consortium for Street Children with the aim of bringing together key NGOs and government representatives from selected countries to exchange experiences and formulate recommendations for the promotion and protection of the human rights of street children within each region. The first conference, for South Asia, was held in December 2001 in Colombo, Sri Lanka; the second, for East and Southern Africa, was held in February 2002 in Nairobi, Kenya. Other forums are planned for West Africa (Ghana), Francophone Africa (Senegal) and North Africa and the Middle East (Egypt) throughout 2003 and 2004.

Objectives
The key objectives of the forums are:
- to review the situation of street children in each region through country presentations and situation analyses;
- to provide opportunities for networking and sharing of experiences with a specific focus on strengthening dialogue and partnerships between CSOs nationally and regionally and between CSOs and governments;
- to identify specific human rights abuses of street children through focused working group sessions on issues concerning and affecting the rights of street-living and street-working children that are prevalent in each region and to exchange examples of good practice in order to address these violations;
- to formulate a joint statement of action-oriented recommendations providing practical strategies to promote and protect the rights of street children in each region with a focus on accelerated implementation of social development and poverty alleviation programmes targeting the specific needs of street children.

Summary
The forum for East and South East Asia was attended by 73 delegates drawn from 10 countries: Cambodia, P.R. China, Indonesia, Lao P.D.R., Mongolia, Myanmar, Philippines, Thailand and Vietnam, with special participation from Papua New Guinea. In addition there were 31 participants from international organisations as well as other actors involved with street children.

Thanks to the facilitation of Child Workers in Asia, a group of 27 street girls and boys from 5 projects around Thailand met for 2 days, prior to the forum, to discuss issues of concern to them and to formulate recommendations for action based on their own experiences. A group of these girls and boys presented their findings to the forum in the form of a short drama / oral presentation and question and answer session. Activities from the children's workshop along with their recommendations are documented in the first section of this report. The children only attended a short session of the adult workshop.

During the forum, delegates from each country presented collaborative country reports outlining issues and initiatives of national concern to street children. In addition, the forum addressed specific themes affecting street children in the region through group and plenary discussions based on keynote speeches, namely: education, HIV/AIDS, juvenile justice, child labour, commercial sexual exploitation and trafficking of street children and violence against street children.

The results of these presentations and discussions, as summarised within this report, were fed into the statement of recommendations for the region, supplemented by additional feedback from participants following the forum. These recommendations will be used for lobbying and advocacy with governments, international organisations and other actors involved with street children. Additional feedback received after the forum included further examples of good practice of work with street children which have been summarised here for inclusion in this final report.

Acronyms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
</tr>
<tr>
<td>ADB</td>
<td>Asian Development Bank</td>
</tr>
<tr>
<td>ARI</td>
<td>Acute Respiratory Infection</td>
</tr>
<tr>
<td>CSO</td>
<td>Civil Society Organisation</td>
</tr>
<tr>
<td>CSC</td>
<td>Consortium for Street Children</td>
</tr>
<tr>
<td>CSD</td>
<td>Commitment for Social Development</td>
</tr>
<tr>
<td>CSEC</td>
<td>Commercial Sexual Exploitation of Children</td>
</tr>
<tr>
<td>CRC</td>
<td>United Nations Convention on the Rights of the Child</td>
</tr>
<tr>
<td>CWA</td>
<td>Child Workers in Asia</td>
</tr>
<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>HDI</td>
<td>Human Development Index</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
</tr>
<tr>
<td>IPEC</td>
<td>International Programme on Elimination of Child Labour</td>
</tr>
<tr>
<td>MSM</td>
<td>Men Who Have Sex With Men</td>
</tr>
<tr>
<td>NFE</td>
<td>Non-Formal Education</td>
</tr>
<tr>
<td>NGO</td>
<td>Non-Governmental Organisation</td>
</tr>
<tr>
<td>NPA</td>
<td>National Programme of Action</td>
</tr>
<tr>
<td>STI</td>
<td>Sexually Transmitted Infection</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children's Fund</td>
</tr>
</tbody>
</table>
# Table of Contents

| CSC MISSION STATEMENT & ACKNOWLEDGEMENTS | inside front cover |
| FOREWORD & ACRONYMS | 1 |
| Background, Objectives and Summary | 1 |
| SECTION I STREET CHILDREN’S WORKSHOP (March 10-11, 2003) | 3 |
| SECTION II CIVIL SOCIETY FORUM FOR EAST AND SOUTH EAST ASIA REGION (March 12-14, 2003) | 6 |
| OPENING REMARKS | 7 |
| COUNTRY REPORTS | 9 |
| Cambodia | 9 |
| P.R. China | 10 |
| Indonesia | 12 |
| Lao P.D.R | 14 |
| Mongolia | 15 |
| Myanmar | 16 |
| Papua New Guinea | 17 |
| Philippines | 18 |
| Thailand | 20 |
| Vietnam | 22 |
| KEY / THEMATIC ISSUES RELATING TO STREET CHILDREN | 24 |
| Street Children and Child Labour | 24 |
| Street Children and Education | 26 |
| Street Children and HIV/AIDS | 28 |
| Street Children and Juvenile Justice | 30 |
| Street Children and Commercial Sexual Exploitation and Trafficking | 32 |
| Street Children and Violence | 35 |
| GOOD PRACTICES OF WORK WITH STREET CHILDREN – A REGIONAL PERSPECTIVE | 38 |
| Childline India Foundation (CIF), Jeroo Billimoria | 38 |
| Lost Child Project, Matthew Jones, David Glass Ensemble | 39 |
| Advocacy - Call for change, Marie Wernham, Consortium for Street Children | 41 |
| Comprehensive Programming for Street Children, Philippines | 43 |
| Training Street and Urban Children as Junior Health Workers, ChildhopeAsia Philippines | 44 |
| Education for Development (EFD) and Informal Education, Vietnam | 44 |
| Hagar Group Fostering Programme, Cambodia | 45 |
| Makassar Dumpsite Project, Plan Indonesia | 48 |
| Hanoi Program Unit, Plan Vietnam | 49 |
| Projects: Street Children and HIV/AIDS | 49 |
| Street Children Programme in Vietnam, Terre des Hommes – Lausanne | 51 |
| Socio-Professional Integration of Street Adolescents in Vietnam, Terre des Hommes | 52 |
| Children's Participation, World Vision Mongolia | 53 |
| Street and Urban Working Children Project (SUWCP), Philippines | 54 |
| THE BANGKOK STATEMENT | 55 |
| SECTION III CONCLUSION: LESSONS LEARNT | 60 |
| APPENDIX - LIST OF PARTICIPANTS: CONTACT DETAILS | 63 |
| RECOMMENDATIONS: "WHAT THE CHILDREN ASKED FOR..." | inside back cover |
What happened?
Working with 5 street children projects from around Thailand, Commitment for Social Development (CSD) and Child Workers in Asia (CWA) collaborated to bring together 10 girls and 17 boys, aged between 9 and 20, to Pattaya, Thailand for two days. Their average age was 14.5 years old. During that time they met new friends, learnt new songs, played at the beach (for the very first time in many cases), shared their experiences and made recommendations on how to improve their situations. On the second day, before heading back to the beach once more, they elected 5 of their peers to present their thoughts to the adult forum in Bangkok.

Who was involved?
5 participating projects were identified and contacted by CWA and CSD through the ‘Network for Strengthening Street Educators in Thailand’. Each project selected the children to participate in the workshop according to their own criteria:

• Ban Dek Saeng Tawan (Sunshine Home for Children), Foundation for Child’s Life, Udornthanee Province, is a pioneering organisation operated by a group of young adults assisting street children and commercially sexually exploited children in North East Thailand, catering to over 50 boys and girls, aged 4-16. The children here take part in family life, education, raising animals, growing vegetables, and playing music and sports. [3 girls and 1 boy]

• Mahathai Home (Redemptorist Street Kids’ Home), Pattaya, Chonburi Province, offers a secure environment for street children to gain food, shelter, education and life skills to adapt to mainstream society. It also encourages governmental and private organisations to become more aware of the importance of children’s problems and to support efforts to alleviate their suffering. [1 girl and 4 boys]

• Police Street Education Project, Bangkok, is the initiative of the Royal Thai Police to provide community and street children with non-formal education and life skills activities and to prevent them from experiencing sexual abuse, substance abuse and crime. The project operates in the target areas of Praratchawong Police Station and the Rama Seven Bridge which is popular with street children. It works in cooperation with NGOs as well as the Department of Non-formal Education. [2 boys]

• Street Girl Project, Commitment for Social Development, Samutprakarn Province, provides a shelter, organised non-formal education and other activities for street girls. Street educators reach out to street children or children with family problems to identify their needs and give relevant assistance. They meet these children in department stores and by the roadside. Common problems faced include broken families, commercial sexual exploitation, sexual abuse, HIV/AIDS and drug addiction. [6 girls and 8 boys]

• Phyathai Home, Ministry of Social Development and Human Security, established a project in 2001 to respond to the needs of street children referred from other agencies. There are approximately 10 street children aged 8-16 in the open access centre. Services include shelter, food, healthcare, non-formal education and vocational training. In addition, social workers carry out family tracing and reintegration. [2 boys]

What did they do?
Day 1: Monday 10 March
‘Sand, sea and singing’: Accompanied by facilitators from each project, the children arrived in Pattaya on the afternoon of Monday 10 March. After relaxing and getting to know each other with games and activities at the beach, they learnt more about the objectives of the forum and started to share their life experiences at YPDC camp where they were staying. Introductory songs and games were mediated by the facilitators and amongst other things the children drew and displayed portraits of each other.
Day 2: Tuesday 11 March

‘Circles and visions’: The children expressed the positive aspects about sitting in a circle: adults and children are equal; no one is taller; you can see everyone’s eyes; you can look out for your friends and warn them if you see someone coming up behind them; they can do the same for you. The morning’s session was facilitated by Matthew Jones of the David Glass Ensemble and started with a hand-clapping exercise to learn each other’s names – and test everyone’s sense of rhythm! It was then time to stand up and run around the room, deliberately exploring hidden corners and standing in unusual places in order to feel comfortable and safe within the space. Matthew then invited the children to find a part of that space to lie down with their eyes closed. With the help of translation from CWA, he then took the children on an imaginary journey, flying out of the room, away from Pattaya until they were looking down on themselves at a time and place when they were happy. The journey continued to where they were looking down on a time and place when they were sad. They were asked to imagine what they would do if they could go down and change things in this situation before circling back down to the room in Pattaya. The children then worked in groups to draw pictures of their journey which they later fed back to the circle. Some of these pictures and comments are reproduced here.

Summary of group work

<table>
<thead>
<tr>
<th>GROUP</th>
<th>I AM SAD...</th>
<th>I AM HAPPY...</th>
</tr>
</thead>
</table>
| 1. CSD | -When I am alone, no parents, no friends. I need someone I can trust and who can protect me.  
-When I am arrested by the police.  
-When my family quarrels and has conflicts.  
-When I have to stop smoking.  
-When I sniff glue and think of my parents. | -When I am with friends or have new friends.  
-When I have activities with my friends.  
-When I am at the beach and swim in the sea.  
-When I have a job (if I become adult).  
-When I enjoy nature. |
| 2. Ban Dek Saeng Tawan | -When my father is dead.  
-When I sleep at the market at night, I am so afraid. | -When I stay in the centre, I have my own room.  
-When I am at the centre, I have many friends.  
-When I have an opportunity to study.  
-When I go to the beach and see the airplane. |
| 3. Mahathai Home | -When I left home.  
-When the gangsters or bad friends bother me or tease me.  
-When I miss home.  
-When my family is poor. | -When I visit a nice place that I want to go to.  
-When I stay with my family peacefully on an island.  
-When I stay home with my family. |
| 4. Police Street Education Home | -When I see friends taking drugs.  
-When my uncle sells amphetamines.  
-When my father doesn’t love me.  
-When I am harassed by friends in the street. | -When I dream to be a soldier like my uncle.  
-When my parents love me.  
-When my aunt told me that I am a good boy when I informed her that my uncle sells drugs and he was arrested by the police and now he is in the prison.  
-When I stay together in the family.  
-When I love my sister. |
| 5. Phyathai Home | -When my parents are dead. That’s why I became a street child.  
-When I have nothing to eat. | -When all the family members are together, having many things to eat.  
-When I go out with friends.  
-When my friends go back home and stay with their family. |
Day 3: Wednesday 12 March

‘Talking to the ‘old’ people’:
The five elected children presented the findings from the street children’s workshop to the adults in Bangkok in the form of dramatised discussions and a question and answer panel. Here are some selected quotes:

• “Are you happy today? Why are you happy?” - “I’ve been to the house to see my father. I met my sister and all my relatives.”

• “What is your happiness?” - “I have no happiness. My parents have passed away. I left the house and my younger brothers. I live in the street and stay in the temple sometimes and eat in the temple also. Sometimes I have no breakfast so I go to the market. I have no money so I have to beg. I have no place to stay.”

• “Do you go to school?” - “I cannot fit into school.”

• “Do you have any friends here?” - “Yes – But my friends are not good. They hit my younger brothers.”

• “I would like to ask you: do you have any happiness or unhappiness?” - “I have just been and stayed in the camp and the activities were very good. I have many friends there. We went to the beach. I also have some recommendations. I would like to tell the old people - please understand that young people can make a mistake. We would like you to think of us and give us a hand and make a donation to children. We would also like to have a place to play sports and relax. We want you to organise activities for children. We want to get warmth from you and for you to think of us and understand us. We want to get a scholarship for education.”

Q: What is your priority for the recommendations?
A: 1 – education; 2 – combat drugs; 3 – space for playing sport.

Q: How do you get involved in selling drugs?
A: When children leave home they don't know anything about society because we don't have any experience. We are also sometimes cheated by the old people who don't love children. Some children need money. Some are forced to do it. Some are given the drug so then they become addicted. Some cannot stop.

Q: Can you tell us about any experiences with the police while you are on the streets?
A: Sometimes I stay with my many friends and they arrest us and take us to the jail and then to the shelter. So we stay either 3 or more months. Even though we stay there for 3 or more months, after leaving that place we still stay as street children.

Lessons learned:
The facilitators gave the following feedback on the street children’s workshop:
• Giving space to children to participate is the most important aspect.
• Some of the children already had experience in attending workshops and had a tendency to dominate the other children.
• Facilitators should take into consideration the background of the participants with different life experiences. In terms of sharing life experiences, some of the children didn’t want to speak but shared more through drawing.
• It takes time to work with children to promote active participation.
• They had short concentration spans and limited patience.
• Activities should be based more on drawing and theatre rather than sitting and thinking.
• Rules must be set together as they may not be used to group discipline or socialisation, possibly causing them to be aggressive.

Acknowledgements: Thanks to the organisers, facilitators and chaperones of the Street Children’s Workshop: Ms Ratjai Adjayutpokin, CWA; Mr Thanee Sanguandee, CSD; Ms Sribua Kanthawong, CWA; Mr Samphan Ngam-sanga, CSD; Police Sergeant Somchai Lapsarn; Mr Ruangsak Kangneam; Ms Amporn Kamolpet; Ms Lamai Hangyotha; Ms Lampu Sutharot; Ms Tongtip Pomwong; Mr Matthew Jones, David Glass Ensemble; Sangduen Pankor (translation). Special thanks to the 27 children who attended and shared their thoughts with us and who, for reasons of protection and privacy we are not listing by name here.
SECTION II - Civil Society Forum for East and South East Asia Region (March 12-14, 2003)

Opening Remarks
The official opening of the conference was presided over by Khun Kanchana Silapa-Archa, Member of Parliament. She highlighted the situation of street children in Thailand, the sensitive issue of trafficking and migration within the region, and the Thai government’s initiatives to promote and protect children’s rights in the context of the 1997 Constitution. Although these efforts have been supplemented by further legislative reforms, the country nevertheless faces numerous challenges. She made the assurance, however, that the practice of ‘street clearing’ will not take place in Thailand but that instead options will be identified through the process of networking and collaboration based on the best interests of the children.

Margie de Monchy, Regional Advisor for Child Protection, UNICEF East Asia Pacific Regional Office (EAPRO) spoke on the increased international focus on specific aspects affecting children in especially difficult circumstances. She commented on the impact of HIV/AIDS, the attention to juvenile justice, and the recent commissioning of the UN Global Study on Violence Against Children, and highlighted the links between street children and these thematic areas. She stated that street children are the visible representation of human rights violations. Building on the outcomes and momentum of the UN General Assembly Special Session on Children in 2002, we must now see how we can move forward towards ‘A World Fit for Children’.

Introductory contributions were also received from Edelweiss Silan, Coordinator, Child Workers in Asia (CWA) and Sadia Mahmud-Marshall, Director, Consortium for Street Children (CSC). This session was closed by Father Joseph Maier, from the Human Development Foundation, who led the participants in 60 seconds of silence across all faiths in a spirit of peace and understanding.

Overview of the Status of Street Children in the Region

Judith Ennew (Senior Research Associate, Centre for Family Research, University of Cambridge)

Street children around the world over have no status. They are outside both civil society and state systems, often having no official existence in the form of birth or registration certificates, so that their access to fulfillment of the rights belonging to all children is nil. Their social image at best is as victims and objects of pity, at worst as a threat to respectable, law abiding citizens and even to national security.

International concern
The United Nations International Year of the Child in 1979, which was successful largely because of the involvement of NGOs, was notable for initiating the ten-year drafting process for the Convention on the Rights of the Child, but also for raising awareness of child labour, and particularly for focusing on street children, a group that dominated the international child welfare agenda throughout the 1980s. However, models used to explain the ‘street child problem’ and provide solutions were most often those developed in Latin America. In some countries the focus on street children caused some puzzlement, for example in South Asia, where people often asked: ‘Where did all these street children come from? They have always been children working on the streets and living on the streets with their families’.

Definitions and statistics
Definitions and numbers were also affected by the Latin American Experience. More has been written on definitions of ‘street children’ than any other aspect. The ‘official’ UNICEF definition – ‘in’ and ‘of’ the street – barely works even in Latin America and can be an obstacle to meaningful work. The same can be said about numbers and statistics. Typically, work with street children (especially at the international level) uses vast estimates, ‘guesstimates’ and ‘gostimates’ that have no statistical basis. Early figures (which are often still referred to) claimed that there were 100
Lessons learned internationally that can be applied in regional and national contexts:

- The numbers are not, in general, huge. There are far fewer street children than agricultural workers or child domestic workers.
- Most street children have contact with their families and go home either at night or from time to time. They are not in general abandoned. They may have chosen this way of life and they usually show strength and resilience in coping with its difficulties. This should command adult respect and compassion, not their pity and not their fear.
- Street children tend to have mainstream values. They are not all antisocial, not all criminals, drug users or prostitutes. Living on the street may be only a temporary part of their lives.

The rights of street children

Street children are entitled to the same rights as other children, without exception. Particularly important are the rights to identity and civil registration, without which they are unable to access services and support and can ‘disappear’ without trace as a result of extrajudicial killings or trafficking. They should not be stigmatised or suffer from discrimination. Most important is that Article 3.3 of the CRC places states under the responsibility to ensure standards of care in street children projects, where children are all too often harmed rather than helped: ‘the road to hell is paved with good intentions’. The absence of professional, supervised work with street children leaves them particularly vulnerable to physical, sexual and emotional abuse. Finally, children have the right to be properly researched in scientific participatory studies, the results of which must never be used in the sort of publicity that reveals identities and locations of children, violating their privacy and putting them in danger, in unacceptable forms of secondary exploitation.

Street children in South East Asia

Turning to the issues affecting street children in this region, I shall focus on causes rather than solutions, because solutions are the topic of this meeting. The main ‘cause’ of the street children phenomenon is often stated to be ‘poverty’. Although poverty is a necessary contributing factor, it is not the only factor and hence is not a sufficient factor. If it were the only cause, there would be very many more children visible ‘on the street’. So the task becomes to find the magic ingredients that bind some poor families together, while others tear apart. Structural poverty, between rich and poor, rural and urban areas, and inequalities between countries are far more identifiable causes, which are linked through the processes of globalisation. This is not just an economic issue, as can be illustrated by the way the fall of the Thai Baht in 1997 caused a regional economic crisis that increased numbers of street children in Indonesia and elsewhere.

Another brutal illustration is the still-unidentified Kenyan street children killed by an Al Qaida bomb in the same year.
South East Asia is characterised by three current issues that have global, regional and national effects on street children.

The first of these is migration - often seen solely as 'trafficking' in this region - caused by inequalities that force people to seek better opportunities elsewhere. Wandering and vagrancy are, of course, part of the very nature of streetism, yet trafficking research and projects seem to be quick to blame migrants, especially migrant children. Yet it is not pathological for people to move towards what they see as better alternatives. It is what happens to them when they arrive and what may be done to them on the journey that is pathological.

The second issue is transition, which has three dimensions in the region. The transition from command to liberalised economy (as in Vietnam, China and Mongolia) in which privatisation, cost sharing in education and the need for all family members to work, leads to impoverishment for many, and results in street children appearing in countries where the phenomenon had been unknown. Transitions from or into conflict (as in Cambodia, Indonesia and the Philippines) cause social and economic disruptions, separate children from families and threaten value systems. Finally, as countries such as Thailand, Malaysia, Taiwan and Singapore make the transition to relative prosperity, they are faced with a new type of affluent street child, exposed to drugs in school and willing to sell sex to keep up with consumer demands.

The final issue is HIV/AIDS, which is not just an African problem. According to UNAIDS 2002 estimates, numbers of children orphaned by AIDS in South East Asia will rise sharply in the near future, leaving children in economically non-viable grandparent-headed or children-headed households. Prevention measures are urgently needed to support families to stay together rather than allowing them to fall through all social safety nets, so that children have no alternative but the street.

What can civil society do?
It is necessary to recognise the differences between states in this region, and corresponding differences in civil society. The interests of future citizens are usually split between better opportunities elsewhere. Wandering and vagrancy are, of course, part of the very nature of streetism, yet trafficking research and projects seem to be quick to blame migrants, especially migrant children. Yet it is not pathological for people to move towards what they see as better alternatives. It is what happens to them when they arrive and what may be done to them on the journey that is pathological.

The challenges highlighted in this report are interrelated and interdependent and are both causes and consequences of problems faced by children living and working on the streets. They are symptomatic of increasing social, economic and cultural marginalisation of children affected by extreme poverty. This marginalisation is compounded by the phenomena of discrimination, violence, rapid population growth, rapid and uncontrolled urbanisation and the impact of the HIV/AIDS pandemic in the region. Children living and working on the streets in South East Asia are the result of multiple unmet needs and unfulfilled rights of children. The challenges needing to be addressed are great and must therefore be met with equally great concrete commitment by both governments and civil society.
CAMBODIA

[Based on a paper prepared by Sebastian Marot, Director, FRIENDS in consultation with all concerned NGOs and a government representative. Presented by Sun Kong Sith, Phnom Penh Street Children Project Manager, World Vision Cambodia]

Background: Population 11.4 million, of whom 42.8% are under the age of 15. Population growth rate is 2.49%. 15.7% of the population is urban, with a rapid urban growth rate of 8%. 20% of the urban population is below the poverty line. Very low HDI - one of the worst in Asia. Very high under-5 mortality rate. Low GDP per capita (US$286). Low level of school enrolment with high drop-out rate and only 14.4% enrol in secondary school. Push factors for street children depend on age and gender (e.g. poverty is more often cited among younger children and domestic violence among older children). Factors have changed over time (e.g. in the early 1990s, war was an important factor, but not any more). Main on-going factors are: poverty, domestic violence and family breakdown. New increasing factor is HIV/AIDS in families (40% of new cases of street working children identified are on the streets because of HIV in the family - Mith Samlanh / Friends, Oct-Dec 2002).

Street children: Definitions and statistics: three groups: street-living children - no ties with their families and have made the streets their home - 1,200 in Phnom Penh (Mith Samlanh / Friends survey, June 2001); street-working children - work on streets but return home at least irregularly - between 10,000 and 20,000 (UNICEF); street families (children who are living with their family on the streets - numbers are very seasonal and vary between a few hundred to a few thousand).

Achievements: Various NGO networks have been formed on children's issues in general and specifically on service delivery, monitoring and evaluation in respect to sexually exploited children, and HIV/AIDS. Joint state / NGO projects include a police hotline for reporting cases of sexual exploitation, integration of children into public school system, a project for the reintegration of street children through the Ministry of Social Affairs and community-based child protection initiatives. Various workshops and conferences have been run by a variety of state and non-state actors including workshops on the protection of the rights of street children, child-safe tourism and alternative care for children.

Constraints and challenges: Many legislative shortfalls exist in relation to the CRC (e.g. age of sexual consent; legal minimum age for criminal responsibility; birth registration; promotion of children's right to participation). Cambodia has the fastest growing rate of HIV/AIDS infection in the region and children are among the most affected groups. Access to health care and services is limited or prohibitively expensive. Primary education is neither compulsory nor free. Commercial sexual exploitation of children, trafficking and substance abuse are increasing. Corruption is rampant (including in public schools, preventing children from accessing classes). Malnutrition is high (35% of all street children registered in 2002 displayed stunted growth). Poor mental health is an issue for street children who show low self-esteem and exhibit self-destructive behaviour.

Lessons learned: Collaboration is essential between agencies (experience sharing, referral, intervention, etc.) and between NGOs and the government. Child participation must be a core value of our work and community participation is important for success and sustainability. It is essential to
integrate resilience of children into programme planning and to develop their contribution to their own development, by moving away from approaches that only respond to them as victims instead of as survivors.

**Recommendations:** The Cambodian government needs to honour its commitment to Cambodia’s children, especially those at risk and on the streets through greater commitment to the CRC. The State must give greater attention to provision of budget and legislation to address identified basic health and welfare needs. Donors need to support NGOs and civil society in promoting poverty reduction measures, including urban planning, taking into account the needs of poor families and street children.

### Recommendations from street children themselves:
(September 2002 workshop)
- Develop rural infrastructure.
- Support families through occupation and loan assistance, parenting skills and medical support in cases of chronic illness and HIV/AIDS.
- Stop violence through increased human rights awareness (via media and education) and intervention from village chief and police in cases of family violence. Stop violence by Bang Thom and police.
- Stop violence against drug users, because they are victims of dealers, traffickers, and producers.
- End discrimination by the community against victims; create local community services to help victims (including emotional support); create places of entertainment in the community such as sport, music and libraries.
- Provide education / vocational training to HIV/AIDS affected families and establish training centres in provinces to prevent children from coming to Phnom Penh.
- Organise outreach teams working with street children for support, education and information about NGO centres that they can be encouraged to attend. Staff must have good relations and develop trust with the children.
- Create drop-in centres for children who have not yet decided to receive any service. Residential centres must be adequate, with enough food, clothes, medical care, cultural and play activities. Provide awareness sessions on consequences of drug use.
- Bring about justice: stop child trafficking both inside and outside the country. Strengthen laws against brothel owners and traffickers (not prostitutes, who are victims of the industry). Create a complaints bureau accessible by children. Eliminate corruption. Protect children through the law.

### Background:
Population 1.2 billion (1996), of whom 25% are under 14 years of age. 29% of the population is urban. Street children mainly make a living by recycling refuse, begging, doing poorly paid temporary labour, acting as street performers and selling flowers. Their physical and mental health, survival and development are seriously affected because they live outside mainstream society without access to services that, in China, depend heavily on documentation and adherence to strict socio-economic and administrative infrastructures. Push factors include: poverty (impact on vulnerable populations of transition from planned economy to socialist market economy); displacement due to natural and man-made disasters; increasingly fierce competition in academic study and neglect of students’ mental health (leading to an increased number of street children from non-poor families in urban areas); increased number of dysfunctional families.

### Definitions and statistics:
A street child is ‘a person aged under 18 who has left his / her family or guardian and lives a vagabond life for more than 24 hours without safeguards for basic survival causing the child to fall into dire straits’. There are an estimated 150,000 street children in China, but this number may exceed 300,000 taking into account children of migrant workers who spend the day on the streets but go back to their parents at night. Out of the 150,000 children who have been served and helped by the Street Children Protection and Help Centres, 70% are boys. 83% of the total are from rural areas and 17% are from urban areas. The majority of the children are aged between 10 and 15 and are either illiterate or have only primary school level education.

### Achievements:
Wide-ranging legislation ensuring the care of children by institutions, with an emphasis on family and society, and strong legal safeguards to prevent children in...
problem families from drifting away from society. In-depth studies and programmes were conducted by Department of Social Welfare and Social Affairs and UNICEF. Funds raised by Ministry of Civil Affairs to establish 127 help and protection centres for emergency shelter of street children around the country in key cities offering basic needs, family tracing and reunification, counselling and education. Support team for children in difficult situations in Shanghai including the sponsorship of living expenses and education. Network within the community for prevention and care / placement established in Heifei, reaching out to villages, streets, towns and the counties, mobilising the combined force of local schools, colleges, government departments, enterprises, and organisations to help at-risk children. A ‘warmth school’ has been established mainly for street children in Jiamusi, integrating provision of aid and shelter, informal education and skills training. Street education, counselling and early intervention in problem families in Siping. Workshops in Xinjiang Uighur Autonomous Region with local schools and families where street children relate their difficult experiences in order to raise awareness with a view to preventing the adult exploitation of migrant children in theft, robbery and other illegal activities. Websites providing information on street children in the cities of Zhenzhou and Changsha have been developed. Street children tracing centres established in Fuzhou and Chengdu cities, pooling together counselling, other personnel resources and information on families who have missing children. Policy-making departments of Civil Affairs are promoting expansion and replication of such programmes throughout the country.

**Constraints and challenges:** Lack of public awareness. Need for street children work to be mainstreamed into overall welfare planning. Lack of facilities, funds and human resource which constrain the expansion of centres and implementation of other activities. M aintaining street children into regular schools and / or specialised technical schools for vocational training is restricted by the educational system. Centres unable to obtain legal guardianship rights over children staying in the centres long-term and / or pending family tracing. Limited long-term options available in situations where family reunification fails: fostering schemes for street children need large investment.

**Lessons learned:** Shift from a policy of ‘detention and sending back’ to ‘help and protection’. Importance of capacity building of local partners. Save the Children (SC) has identified fostering as one of its strategies to help homeless street children, this is based on its previous experience of “family-style units” developed at some welfare homes. SC has also promoted the ‘Big House’ model for help and protection of street children, drawing on experiences of fostering models developed by NGOs in Mongolia, Denmark and Holland, and through street children’s participatory input in China (community-based, family-like atmosphere and a children-led leadership and management culture, which builds the children’s capacity and independent living).

**Recommendations:** Develop separate programmes targeting different stages. For children temporarily displaced: family tracing and reunification through help and protection centres. For younger or disabled children abandoned by their families, with untraceable families: transfer to local child welfare homes. For children with normal intelligence, who leave their homes through family neglect and who do not have complicated experience of street life: counselling and parenting skills followed by family reunification through the help and protection centres. For children abused or abandoned / repeat runaways with complicated experience of street life: fostering, family-style unit and residential care through collaboration with national and international NGOs.

In order to reach the objectives above, the following measures can be taken: mainstream street children programmes such as protection centres into general social welfare planning with support from the planning, finance and other related departments; encourage expansion of existing help and protection facilities (to expand beyond major destination cities to ‘source’ areas of street children); further develop the street children information network to improve the information available for decision-making; strengthen dissemination of information and mobilise society to participate more fully in the help and protection centres; strengthen collaboration and exchange with domestic research institutes and national and international NGOs, and to apply theory learned in order to continuously improve implementation and management of programmes.

**Direct words /quotes from street children** (from 2002 publication): characteristics of street children: hardworking – make money to buy food on one’s own; confident; fond of working (doing things); fond of reading: likes to live in a happy family; likes money; afraid of hunger; afraid of being beaten; worried that parents can’t find them; not wanting to be found by parents. If parents were good to them, they would not have to leave home. Children proposed to build a ‘Big House’ to accommodate all those children who live on the street and have no homes. There should be books to read, TV to watch and computers to use. They can learn cooking and other domestic tasks. They can go to school from there, can sleep there, eat there and come and go as they please. They should be able to correspond with families through mail or phone calls and family visits each month. Special security guards should be available at the house to protect children from harassment by adults from the streets. When children grow up to be adults and leave the big house they should try to earn money to pay back to the Big House. In case of extreme difficulties they are not obliged to do so. They will only return home after making some money. Some children also suggested having an ID card and / or Temporary Residence Card to prove their identity.
**Background:** Issue of street children first emerged in early 1980s when less than ten NGO's were working in this area and the government refused to acknowledge the existence of street children. Post-1997 (economic crisis) larger numbers of children, with younger children and a larger proportion of girls, started seeking a livelihood in the streets as evidenced by 1998 Asian Development Bank (ADB) mapping. The government finally acknowledged the problem of 'street children' and with the support of a UNDP grant and ADB loan, their 'Rumah Singgahh' (drop-in shelter) was launched. Before the crisis most street children were separated from parents and living on the streets. After the crisis about 70% of 'street children' are working on the streets, but living at home. Push factors: 23% mention psychosocial problems at home, particularly violence and negligence, as their main reason to leave home (1995 study of homeless street children); in East Java and Aceh, NGOs report children fleeing ethnic conflict / being separated from their parents by conflict.

**Definitions and statistics:** The term “anak jalan” (street children) was once a taboo word in Indonesia - considered “subversive”, or anti-development in 1980s but is now accepted. All children who live outside their homes and do economic activities in the street are now called street children. With this definition, children forced into prostitution and working children can also be called street children. Even some teenagers hanging out in the street are sometimes called street children. Street children's own terms include: “gembel” ('vagrant'); “glanet” ('a well dressed vagrant'); “tikyan” ('a little but enough'); “rendan” for female street children. Statistics vary widely according to definition, e.g. at least 39,861 street children in 12 big cities in Indonesia (1998); 75,000 street children nationwide (1993-2003); 50,761 street children nationwide (2003, Department of Social Welfare), 90% of total street children were boys according to 1995 research. However, more recent surveys through Save the Children's programmes found that around 40% of street children engaged in NGO programmes are girls.

**Achievements:** The government has not decreed any special law / act on street children. Since 1992, USAID, UNDP, UNICEF, AD, AusAID, ILO-IPEC, CIDA, Japanese and British Embassies have funded projects on (e.g.) model protection for street children with special needs; establishing and improving LPA (Child Protection Association) at provincial level; prevention and health services for prostituted children; supporting NGO work with street children in Indonesia's four largest cities. NGO networks that specifically address work with street children are: Consortium for Indonesian Street Children, National Forum for Shelter Communication, Forumaji (list-serv on the internet at www.forumaji.or.id), Gejayan Caucus, litigation and paralegal networks, advocacy networks, campaign networks. Five conferences on street children were held in Indonesia between 1995 and 2002.

**Constraints and challenges:** Negative stigma; lack of economic opportunities - linked to economic crisis - for street children and their parents which causes particular programming obstacles / dead end for children when they reach 18; unable to access government facilities or services, such as education and healthcare due to lack of birth certificate; lack of clear definition of 'street children' results in lack of proper demographic data impeding advocacy; alternative care for children separated from families is not yet an important consideration in street children programmes.

**Lessons learned:** Stigmatisation can only be overcome by active community participation in street children programmes, meaning that such programmes should be inclusive and facilitate local responses to street children's needs. Shelter programme undertaken by the Indonesian government is considered ineffective because street children are seen merely as objects. It is also considered insensitive in the local context of street children (the programme was designed by the central government in Jakarta); allegations of corruption. Vocational training programmes have had limited success: the Social Safety Net programme provided both training and credit, with very few cases of success; Save the Children's support for vocational training through NGO's has also seen few children successfully making the transition from the street into productive jobs; of eight NGO programmes reviewed, only 53 of 322 (16%) children who received vocational training were able to secure an alternative income as a result of the vocational course. Street children programmes should be sensitive to characteristics of street children themselves whose living pattern is distinct from other children in general, e.g. the Indonesian Ministry of Education out-of-school learning method that allows children the freedom to determine their school hours and decide when they feel ready to take exams. Projects for street children should be
differentiated on the grounds of age, residential status and school status: given that many street children live at home and still attend school, programmes to prevent family separation and school dropout are more relevant for most of Indonesia’s street children. The focus for older, homeless youth should be transition off the streets into productive adulthood.

**Recommendations:** For national government: the ratification of CRC should be by law act, not by only presidential decree which ranks much lower in the hierarchy of national legislation; develop the policy on alternative care for street children who generally live separately from their family; facilitate national level helplines for children. For local government: facilitate the establishment of children’s centres and helplines at local level; increase access to government services, such as healthcare, free schooling, birth certificates and identity cards. For civil society: strengthen the networks of NGOs working with street children at local level; involve the community in street children care programmes; give space for children to participate actively in the programmes. For local donors: facilitate employment of street children as apprentices or in jobs; support alternative education for street children; provide support to children to stay in school, and seek jobs as appropriate.

**Direct words from street children** (Yayasan Anak Nusantara, Jakarta, June 2002):

“What’s the use of my getting higher education if I don’t get a job in the end anyway? I’d better make money from now on”; “NGOs and government people just want to make money for themselves by making projects on street children. Those people are getting richer and street children are still poor and living in the street”; “It’s no use to take me back to my parents. They are divorced and married to someone else now. Where to go home?”; “Before I had no purpose; I had no idea; I wouldn’t use to take me back to my parents. They are divorced and married to someone else now. Where to go home?”; “Before I had no purpose; I had no idea; I wouldn’t acknowledge this life, just followed my feet, step by step - the broken wings of my dreams”. 

**Why are you on the streets?:** “My parents liked to fight, I couldn’t stand it in the house anymore so I took off for Jakarta” (16-year-old boy); “My parents died. I lived at an Islamic boarding school for five years and never saw my family. So I bolted from the boarding school” (12-year-old boy); “Because things were tough economically I was often beaten by my parents. That’s why I fled from home” (16-year-old boy); “My older brother urged me to hit the streets because of the economy” (12-year-old girl); “My parents divorced, so I caught the train to Jakarta” (13-year-old boy). 

**What do you do to survive?:** “I busk and sell papers, polish shoes, and help out at a restaurant” (16-year-old boy); “Busk, jump car rides for tips, I’ve slept in front of the bus terminal” (13-year-old boy); “I beg, sing on the streets, umbrella boy and scavenge” (17-year-old boy); What kind of problems do you experience on the streets?: “I’ve been raped, and I have to clean the train if I want to sell food on the train” (16-year-old boy); “My friend got all busted up with a bamboo stick, and now the other kids make fun of him because he’s crippled” (17-year-old boy); “I’m always forced to hand over money, and my friends want to kiss me” (16-year-old girl); “I been raped and I’ve been bashed up” (17-year-old boy); What do you do to handle the violence, and who helps you?: “You have to struggle when someone wants to rape you, and you have to fight when the cops try and grab you. Nobody can help you, you’ve got to help yourself” (16-year-old boy); “Just keep your mouth shut. The mosque manager can help you out. Also, make a stick out of wood” (17-year-old boy); “Give them what they want. But you have to fight them off when they try and kiss you” (16-year-old girl).

**Case studies**

- Delik is 15 years old and his daily work is busking and scavenging. He first went to the street with his father, who worked as a scavenger. KAKI (NGO) has been working with him since 1999. At the age of 13, Delik was arrested for stealing and spent one year in jail. As a result of support by KAKI’s outreach workers, Delik has started a savings account and participated in informal education programmes. (KAKI Jakarta, November 2002)

- “The benefits I feel from being a part of the study group, I can read better and I’m no longer scared to get homework from school. I go to school, but before I never cared about school. Before I went to school I would sing in the streets for money, and then when I got home from school I never had time to study. My parents don’t really care about my school. They never ask about what I study. I can’t blame them because they are busy working, so they don’t have time to care about whether I study. Even though they work all the time, they can’t meet our needs so I sing for money to help my parents out. Actually, not only I sing for money but also my three brothers and sisters. But now I don’t worry about studying, because Yasin (outreach worker, SPM AA) always comes by and asks about my homework. He helps me study, and gives me motivation and other information that really helps me out. I am thankful to SPM AA, who cares about me. And hopefully my next report card is good so that they aren’t disappointed... pray for me!” (Arista Rahayu, female, 10 years old, Surabaya (SPM AA), October 2001)
Background: Population 5.2 million, of whom 45% under the age of 15. Low rate of child survival (amongst lowest in region), high maternal mortality (amongst highest in region), high school drop-out rate – especially amongst girls. Approximately 75% of the population is not reached by regular health services. There are basic laws in place for child protection, but they are rarely enforced and there is little follow-up. Limited activities are in place to address problems, particularly at community level. Street children issue compounded by special characteristics of Lao P.D.R.: seasonal disasters; poverty; high ethnic diversity (47 officially recognised ethnic groups); internal migration and agricultural land scarcity.

Definitions and statistics: A street child is, 'Any human being below the age of 18 years who lives or spends significant amount of time on the streets of urban areas to take care of himself / herself and / or his / her family doing various small jobs or begging'. During research done at the end of 2001 by the Ministry of Labour and Social Welfare and supported by UNICEF, 138 street children were identified and interviewed in five different target areas with an average age of 6 - 10 years. 75% were male. 44% reported physical abuse, the majority by their father (42%). 2 out of 138 children reported that someone sexually abused them. 22% said that someone in their family is addicted to drugs (amphetamines, opium) or alcohol. 10% of street children on the streets interviewed had a disability (75% of whom had mobility problems). This is the only research to date done about street children in Lao P.D.R.

Achievements: Research into street children and beggars has been commissioned by MoLSW and will be undertaken by UNICEF’s Child Protection Section. Exchange visits between Lao P.D.R. and Cambodia to train outreach volunteers and government officials responsible for street children activities. MoLSW has donated a building to be used as an ‘open house’ for street children. Proposed activities to be supported by UNICEF include outreach, centre-based activities, family reintegration and prevention. MoLSW is in process of facilitating approval of a memorandum of understanding for Friends/Mith Samlanh (Cambodia) to begin work officially in Lao P.D.R. as an NGO.

Constraints and challenges: Continued poverty driven by the Asian economic crisis provides one of the main constraints to addressing the issue of street children. Abandonment, being orphaned, living with people other than biological parents, domestic violence ('If you love your cow, tether it; if you love your child, hit him’ - Lao Proverb), internal migration, and school drop-out are significant push factors. Boredom in home communities is given by 12% as a reason for begging and working on the streets by 9 to 17 year olds. Several villages reported that begging had become incorporated into the social system as a common part-time profession. Many of these families mentioned that begging is easier than planting rice. A strong culture of parental respect and support means that children sometimes move to the streets trying to find money or work at the behest of their parents.

Lessons learned: Government officials themselves have begun to question the traditional periodic ‘round-ups’ of street children and families (especially before certain festivals and the arrival of important visitors) and they are seeking more appropriate and sustainable activities, e.g. willingness of government to facilitate training opportunities, involvement in the issue by a qualified NGO and the donation of a building for centre-based activities.

Recommendations: There is a need to improve co-ordination between government officials responsible for the removal of street children and those working to help street children. In education, coordination is needed to bring street children back into the school system and to establish a university degree in social work to boost the availability of staff trained in street children issues. NGO activities and staff training need to be initiated as soon as possible. In-depth analysis of the prevalence and attitudes surrounding child abuse and street children, especially physical abuse of children in their homes is needed. (UNICEF hopes to support this study in 2004).
Case studies:
- Nok, aged 6, would like to run away from home because her family has problems. Every night she goes begging on the streets. If she comes back late, her mother gets angry and hits her strongly with a thick stick. Nok does not go to school. Nok’s parents force her to beg in order to earn more money for them. They are both addicted to opium. Nok’s dream is to go to school, continue studying at a higher level and have some clothes and school things.
- “Would you like to change your situation and stop begging and if so, why?”: “Yes, I would like to change my situation and stop begging - because begging is hard work. I want to stay at home and grow rice like other families. Begging is embarrassing. I am too shy to ask for money”. [Response from a 15-year-old boy, said with emotion in his voice. Sometimes his parents shout at him if he refuses to beg].

MONGOLIA
[Based on a paper prepared and presented by Tungalag Chuluun, Deputy Programme Director, Save the Children UK, Mongolia]

Background: One of the lowest population densities in the world - many challenges regarding equal access to services, markets and development. As of 2000, 56.6% of the population is urban based, and one third of this urban population lives in the capital. The rest of the population is nomadic. Authorities are unable to deal with consequences of urbanisation. There were no street children before 1990. Key push factors: lack of parental care and love associated with poor living conditions at home; shift to free market economy in 1990s - fall of real incomes, rise in unemployment and widening gap between rich and poor; weakening social services; government expenditures declining and socialist system safety nets no longer in place. Other related problems include a heightened sense of insecurity; increases in alcoholism, family breakdown, domestic violence and homelessness; absent parents due to work pressures away from home; internal migration; lack of initiatives to prevent school drop-outs and / or reintegration to schools; non-child-friendly school environment. Children from migrant families are particularly vulnerable, since they are often denied access to basic education, healthcare and other social services because their parents cannot afford to pay the fee to officially register with their new municipalities.

Definitions and statistics: Post-1990 (political and economic transition to market economy) estimates between 1000-4000 street children, depending on definition used, e.g.: children who work on the streets during the day, but usually return to their homes in the evening, maintaining links with their families; children who have some contact with their families, but spend most of their time on the streets, especially during warm seasons; children who have lost contact with their families and live permanently on the street (numbers clearly increasing in last few years). There are 22 care centres / shelters for street children in Ulaanbaatar, accommodating 800 children as of 2002, but there are still a number of children on the streets, at least 300-400 in Ulaanbaatar and to lesser extent in some other areas like Dornod, Zamiin Uud, etc. Approximately 70% of them are boys although 54% of the children served at care centres / shelters for street children are boys, the rest are girls. Vast majority (64%) are 9-14 years old.


Constraints and challenges: Stigma and discrimination. Not protected from abuse and neglect, and often abused, even by officials who should be safeguarding them. No legal documents: cannot access existing social welfare services including free medical care; cannot either conclude labour contracts or study. Rights-based approach is underdeveloped. Not all well-intentioned efforts of state and other parties involved are effective and / or child-friendly. Despite the relatively favourable legal system for the rights of children, the actual implementation and monitoring mechanisms are weak. Role and importance of civil society are undervalued.

Lessons learned: Preventive and proactive rather than reactive and coercive. Community-based rather than
institutional (involvement of the population or communities in solving the problem). Social work approach as opposed to a coercive (police) approach. Holistic approach that takes into account all the dimension of the street children issue; chain of response to the street children problem. Increasing recognition of complexity of family reunification process and lessons learnt from unsuccessful “handing over” of street children by police to their parents. Child-friendly attitude in public services (police, teachers, lawyers, health professionals, etc.). Continuity of support for children after leaving the care centres.

**Recommendations:** Short term: government to eliminate all legislative and / or bureaucratic measures discriminating against migrant or poor families and children (registration, admission in school, etc.). Government, Human Rights Commission of Mongolia and child rights organisations to pay greater attention to systematic and comprehensive data collection, identification of appropriate indicators and monitoring mechanisms in all areas covered by CRC. Government and child rights organisations to: promote child rights approach through public awareness programmes, advocacy and capacity building efforts; set up proper mechanisms to ensure that laws are effective in practice; develop a clear monitoring system of the CRC implementation in Mongolia; develop and implement a comprehensive programme for the purpose of changing attitude of police; increase efforts for family support and family reunification whenever possible; institutionalise child protection policy at all child care institutions; introduce professional social work services in area of child protection. More advocacy and awareness-raising are still required for changing practices of using birth certificate and other identity documents as collateral for loans. Long term: conduct better analysis of resources required and substantially increase investment in social services in order to provide to all children access to education, health and welfare services. Improve livelihood conditions in the rural and pre-urban areas through specific programmes. Develop foster care and other alternatives for children with no parental care. Implement affordable housing policies. Put greater efforts towards analysing and reviewing macro policies / strategies that have negative impact on children’s lives. Intensify legal reform and put greater efforts into developing proper mechanisms that promote good governance in society. Strengthen coordination between the different mechanisms involved in human rights and children’s rights, at both central and local levels, and ensure closer cooperation with NGOs.

**What the children say** (SC UK day centres, Ulaanbaatar and Dornod, Feb 2003): Children on the street often eat wasted food and can be sick. Need for warm clothes. Place to sleep, especially for winter. Adults and street bosses beat and force us to steal. We don’t like being put in care centres. No freedom there.

need to ask to go out. Older children can also beat or threaten. Adults don’t like children with bad clothes. They think that street children always steal. Policemen always beat us on all occasions (most frequently cited complaint).

**MYANMAR**

[Based on a paper prepared by Joy Hla Gyaw and Karl Dorning, World Vision Myanmar in consultation with representatives from the Karen Baptist Convention and Phaung Daw Oo Integrated Education Programme]

**Country Background:** Population 51.14 million, 25% of whom live in urban areas. No records for rate of urbanisation, but evidence of rapid growth in mobile population in border areas. High rates of under-5 mortality, malnutrition and disease. Decline in public spending on education over last 10 years to $2 per child per annum. 75% initial enrolment in primary school of which 25% drop out in 1st and 2nd year. Less than 50% of those remaining will complete primary school and fewer still will graduate to secondary school.

**Definitions and statistics:** “Lan Pyaw Kalay” is the traditional term for “street children” in Myanmar, which literally means “children who are happy on the streets.” Little statistical data is available on particularly vulnerable groups of children. World Vision Myanmar has worked with almost 2,000 children over the past five years in two drop-in centres. The Myanmar government has also established about ten training schools for boys and girls around the country catering for different estimates from between 10,000 and
30,000 children. Many of these children could also be classified as street children.

**Achievements:** UNICEF produced the ‘Training Manual on Child Protection’ (May 2002) and the ‘Training manual on Awareness Building on Child Abuse, Neglect and Exploitation for Key Community Members’ (Dec 2001). A draft ‘CRC Training Manual’ was produced by UNICEF and INGOs. Street and working children drop-in centres and hostels established by World Vision Myanmar, along with community-based prevention programmes in 4 key locations outside Yangon and Mandalay. A Children’s Network has been established among international and local organisations working with vulnerable children. State-led actions include the enacting of the Child Law in 1993.

**Constraints and challenges:** Exploitation of child labour, physical abuse and neglect at home and search for income (often encouraged by parents). World Vision Myanmar has the only two programmes specifically focussing on street and working children in the whole country, and, focussing on only two small areas in the two major cities, it is obvious that these programmes are not able to reach all children.

**Lessons learned:** Initial fears that the drop-in centres (in a country which had previously only experienced institutional types of care facilities) would attract children disruptive to the community have proved unfounded. The drop-in centre model has proven successful in drawing out the full potential of street children. Long-term care services provide a ‘family like’ atmosphere for children who showed the potential to become stable and productive in society and tremendous positive changes have been observed in the lives of these children.

**Recommendations:** There is a need to establish child-friendly drop-in centres throughout the country as the first concrete step towards reintegration into mainstream society. The development of long-term care facilities need to be provided as it is the second step for when children are ready for a structured life.

**Street children’s words:**

“How can I forget this centre, which has enabled me to become a respectable person like I am now?”

“When we got to the centre, we could have food and we are safe.”

“If we had not arrived at the centre, we could not have got to the ‘hostel’ where we could study and live safely.”

“We were able to go on excursions, we were able to attend trainings and workshops on children’s participation.”

---

**Background:** largest and most culturally diverse Pacific Island state (800 languages). Population 4.3 million (2000 census) of whom 50% are under 18. Population growth rate 2.3%. Life expectancy approximately 55.9 years. Urban population has increased from 5.9% in 1990 to 15.4% in 2002. Adult illiteracy runs at 73.9% with a decrease in numbers of children going through primary education. Significant inflation problems. Lack of basic government services in rural areas contributes to rural-urban migration. Law and order problems resulting from cultural transitions are also contributing to the numbers of street children. Main push factors for street children: domestic violence; all forms of abuse; family breakdown; parental unemployment; political and economic instability of the government (failure to implement CRC); negative impact of structural adjustment programme; peer influences / pressure.

**Definitions and statistics:** children who join their friends on the streets (majority); children who work on the streets and return home; children who work and live on the streets; and young girls engaged in prostitution. 1997 and 2000 studies revealed: more street children in the capital than other centres; more male children (95%) were engaged in street activities than females (5%); very young children – 5 years old – were involved in street activities; most street children were originally from centres other than the ones in which they were living.

**Achievements:** Review of the Child Welfare Act to address the rights, best interests and protection of children; UNICEF
Papua New Guinea (PNG), has established a Working Committee on Street Children to coordinate a national survey on street children that will provide background information for the development of a national policy and a platform of action on street children; feeding programmes supported by individuals, families and companies on a fortnightly or monthly basis by City Mission PNG, PNG Foundation for Children, Foursquare church and CRC church have assisted in providing finance and basic foodstuff etc. Many other NGOs are also active in the region.

**Constraints and challenges:** Street children are a recently emerging phenomenon. There are no government policies that directly address the situation of children living and working on the street. Lack of government support and limited irregular resource allocation impedes CRC implementation. Young children are forced / bullied by older children to commit crimes under threat of abuse. The negative legacy of the Structural Adjustment Programme has produced economic instability. Limited resources available for feeding or other support programmes. The situation is further exacerbated by a lack of proper coordination and support between NGOs and government agencies.

**Recommendations:** Financial and / or technical assistance is required to conduct the survey proposed by UNICEF to provide background information for the development of national policy. Sponsorship is also required to support study tours for PNG workers engaged with street children to countries with similar social and economic conditions. A conference or forum should be organised in the Pacific region for Pacific Island countries to share information and learn from the experience of other countries.

**Case studies** (shared by children during 1997 – 98 study):

- **Panne** is about 11 years old from the Goilala district of Central Province. He lost his mother when he was a toddler and his father went back to his village leaving him in the care of his aunt. Panne sits outside one of the shops and mends and polishes people’s shoes. He is hungry so he has to find a way to earn money so that he can eat. He expressed that he wants to be loved and cared for because that is missing in his life.

- **Grace** is a 10-year-old of Gulf and Oro parentage, she lives with her grandmother at Erima settlement in Port Moresby. Her parents separated when she was a little girl. Before their separation, they had attempted to put her in school but they could not afford the school fees. Her main location for collecting bottles and selling firewood is at Gordon’s market.

- **Peter**, aged 11, is from Simbu Province but lives in Goroka with his parents. He is on the street six days a week because his parents neglect him. His parents gamble a lot and sometimes they are without food for the whole day. He wants his parents to stop gambling and pay more attention to their children. Peter hopes that the police will make a regular check in the area and apprehend all those who are involved in gambling.

**PHILIPPINES**

[Based on a paper prepared by Childhope Asia Philippines in consultation with all Filipino participants and City Task Forces for Street Children. Presented by Nancyline Agaid, Programme Coordinator, Childhope Asia Philippines]

**Background:** Population approximately 77 million of which 58% is urbanised. Culturally, ethnically, religiously, and linguistically diverse. High unemployment and poverty rates. Among top 10 countries for under-5 malnutrition. Key push factors: family poverty, family relationship factors (child physical or sexual abuse) and peer influence. Root causes: inequitable socio-economic structure and poverty among majority of the population.

**Definition and statistics:** children who either live or work on the streets, spending a significant amount of time engaged
Achievements: Legislation on protection against abuse, exploitation and discrimination, child labour, juvenile justice (including provisions on diversion). Training of police officers in the management of cases of children in especially difficult circumstances. Police Women and Children’s Protection Desk, Department of Interior and Local Government (DILG), in coordination with Department of Social Welfare and Development (DSWD), is implementing the Street and Urban Working Children Programme (supported by AusAID). Approximately 350 programmes for street children nationwide. Guide policies developed by NGOs on outreach, intake, street education, temporary shelter and residential care, alternative education, working with families, provision of skills training and income-generating opportunities, adoption and foster care. Indicators for monitoring programmes and services were developed by the National Programme Committee on Street Children. Many networks and coalitions at national, regional, and local levels including, amongst others, the National Project on Street Children (NPSC), which coordinate networks of city task forces on street children and children in need of special protection. Barangay Councils for the Protection of Children (BCPCs) at local level which advocate for the CRC and monitor and report cases of child abuse and the incidence of street children in their local communities. Two or three city governments have also organised a City Council for the Protection of Children. NGOs training of street children on gender-specific topics and protective behaviour against child sexual abuse. Conferences/forums and training seminars on children’s rights, issues, programmes, and services are conducted at the national and regional levels. Variety of helplines coordinating with the authorities in cases of child abuse.

Constraints and challenges: Inequitable socio-economic structure (15-20% of the population control 75% of the resources). Increase in unemployment due to globalisation as well as rapid technological advances. Economic policies resulting from globalisation and trade liberalisation without safety nets. Devolution to local governments of basic services. Increase in poverty population (from 30% to 40%) and urbanisation, resulting in increased crime rates and substance abuse. Breakdown in the focus on the family as a basic unit of society, resulting in a breakdown in family values. Absence of strong political will in some cities to adopt and to implement poverty alleviation programmes.

Lessons learned: Advocacy: success requires a strong working relationship between NGO workers and community/local leaders; children’s participation must be concretised in day-to-day implementation of the organisation’s programmes. Programme development and implementation: Educational Assistance Programmes (EAP) must be supported by livelihood projects for parents to work enabling sustainability; skills training for out-of-school/ street children should be complemented with job placement or apprenticeship programmes. Resource mobilisation/sustainability: coordination with Local Government Units (LGUs) and among NGOs must be strengthened. Networking/alliance-building: strategic partnership is learning from each other’s mistakes and sharing each other’s victories. Capacity-building/training: need to continually upgrade knowledge, attitudes, and skills (KAS) of workers at all levels; on-going training makes members more effective, upgrades their KAS on facilitation and enhances personal and interpersonal relationships. Research and documentation: proper documentation is necessary to effectively monitor the programme and ensure programme continuity. Database: establishing a database for proper utilisation and programme design/the inventory of programmes and services and the printing of a directory are crucial in partnership-building and coordination. Psychosocial: street children have enormous capacities for resiliency; counselling and psychosocial case management are vital and effective in facilitating recovery and mainstreaming. More results can be achieved with the support of volunteers.

Recommendations: Planning and implementation: identify strategies for monitoring implementation and outcome of the World Fit for Children and in ensuring that a National Plan of Action is developed and approved; institutionalise systems of participation through the National Anti-poverty Commission (NAPC). Programme development: strengthen NF E; increase parent effectiveness and raise status, morale, and capabilities of teachers to address the issue of school drop-out; strengthen the family and its role in ensuring the welfare of the children; families, in whatever form, should be involved in work to support children in their communities in terms of accessing concrete services and in influencing local government structures to set up mechanisms to appropriately address the children’s needs; avoid setting up parallel peer support groups among street children by capitalising on the natural structures formed by children, i.e. the gang.
staff/volunteers should be trained in psychosocial interventions particularly in case management and counselling. Child participation: children themselves can become active in monitoring that the agreements from UNGASS are taken into action; multiply best practices and identify ways of increasing child participation (through training of youth / girl-children to become advocates on a larger scale); ensure the full and active participation of children and youth, as well as ensure continued implementation and monitoring of all provisions in all documents for children. Juvenile justice system: improve the rules of court and court facilities (youth court); have a child-friendly and child-sensitive juvenile justice system; ensure child protection (by mobilising community structures at the local/ grassroots community level). Networking: establish NGO-Church-Government partnerships, inter-faith fellowship, involving children, and identify ways of raising awareness and working together; establish partnership with the business sector; intensify information dissemination campaigns to raise awareness amongst church people about child rights and child participation; strengthen collaboration with relevant government offices in organising Barangay Councils for the Protection of Children (BCPC)/MCPC; expand the NGO Coalition for Monitoring the CRC to include other child-focused NGOs and NGO networks. Data-banking / information systems: develop a comprehensive data collection system that will consolidate all initiatives concerning children and identify strategies for an effective sharing and maximum utilisation of data, particularly in multiplying best practices on child participation.

**Voices of Filipino Street Children:**

- “I never learned the rights of a child in school. I learned it only from the street educators... it was from them where I learned about all my rights.”
- “As a Junior Health Worker I have done a lot. I was able to help the children here [in my area]. I treat their wounds. The children call me if there is someone who needs to be given first aid... I like the feeling of being able to help others, it makes me feel good. I am happy because there are people to trust me enough to give me responsibilities... it means a lot to me that there are people who trust [someone like] me.” Emily, 15.
- “I was sexually harassed by one of the guards at Padi’s Point... I want to be a policewoman so there will be fewer abusers. I will not hurt them. I will only talk to them. I want to know why they do things like that to children.”
- “Before I used to be a bully. I would hit children. When I met the street educators, of course, I could no longer do that. I learned that what I used to do was not good.” Lota Jane, 15.

**Thailand**

[Based on a paper prepared and presented by Lampu Sutarot, Commitment for Social Development, in consultation with colleagues and university academics]

**Country background:** Population 63 million, of which 25% are under 15; a further 5.5 million are between 15-19; 80% of the population are in the agricultural sector. Main religions: Buddhism, Islam and Christianity. Breakdown of extended family system due to socio-economic pressures and changes. Increase in rural-urban migration resulting in competition for access to limited economic resources and deterioration of parenting time. Increase in single parent families (from 53,560 divorced couples in 1995 to 66,245 in 1999). Main cities with street children: Bangkok, Samutprakan, Chiangmai, Pattaya, Konkaen, Udon Thani, Nakhonratchasima. Key push factors: family - economic pressures / income instability impacting on increasingly fragmented family support structures; inability to support basic needs and education; conflict and violence; children’s search for independence. Personal characteristics / psychology of adolescence - vulnerability of children aged 12-18 to influences in the environment such as video games and night life; attempted runaway behaviour at the age of 13-15 may lead to permanent separation at a later stage. Education - inappropriate discipline, especially involving humiliation, and lack of understanding by teachers, along with lack of family support contributes to drop-out.

**Definitions and statistics:** “Children who either live with or without family, hanging out individually or in gangs in different places and surviving by begging, working in someone’s employment, robbery, or working in the sex trade”. There are no regular comprehensive procedures to gather data on street children in the country. However, earlier statistics indicate a decreasing trend in the number of street children. 1,314 street children involved in begging (Social
The above statistics are only from surveys in Bangkok and therefore exclude the many street children in other big cities of each region. Furthermore, these statistics do not reflect the increasing number of children from countries along the borders of Thailand who come to Thailand to beg and work on the streets.

**Achievements:** National Youth Policies and 5-year Plan for Youth and Child Development based on CRC. Decrease in infant mortality and improved under-5 nutrition. NGO / government collaboration in provision of vocational training; variety of education programmes for disadvantaged children; significant allocation of national budget to education complemented by Department of Education services such as Lunch Projects. Funding for Education, part-time jobs during schooling, cooperative farms, and non-profit schools for agricultural students both in urban areas and the suburbs. Sidewalk Teachers Project provides direct services to the children on the street. Volunteer Teacher Project, of the Bangkok Metropolitan Administration (BMA) that has provided services for street children in the Bangkok area since 1987. Streetside Police Teacher Project, of the Royal Thai Police provides non-formal education and other services to street children in Hualampong Central Railway Station Area. Samutprakarn Street Girls Project set up in 1993 by the NGO Commitment for Social Development, responding to the particular vulnerability of street girls.

**Constraints and challenges:** Acclimatisation of children to street life. Temporary shelters and a 'drop-in' mentality of the children are an obstacle to continuity of activities. Access to street children is difficult due to their constant mobility and the increasing difficulty in distinguishing them from non-street children (dirty clothes and sleeping rough have given way to the trend of children renting a room together). Children only confide in a few trusted NGO staff. Limited number of staff. Lack of funds which hampers project continuity and results in high staff turn-over. Staff have different approaches to working with street children and some lack a psychological understanding of the children. 25 government-run temporary shelters for street children are 'closed' houses where children stay in a restricted space with strict regulations and a non-friendly environment. There are only a few child-friendly open houses that are operated by NGOs. Migrant children of poor families cannot enjoy basic social services due to their illegal status (non-Thai parents cannot work, making the family more likely to send their children to the street). Whereas exploited migrant child workers and trafficked children are temporarily housed in government or non-government shelters when they are rescued, to allow for legal procedures against the exploiters, migrant street children when caught by law enforcers are immediately sent to the borders. Most often the children, through their parents or agents, find themselves back on the streets of Thailand after a period of time.

**Lessons learned:** Previous policy of arresting and institutionalising street children under Revolution Act No.294 is improving through the work of KUAKUL group formed in 1983 to work with street children. The approach “where there are street children, there will be street educators and services” was applied to reach street children and learn about their root causes, their situation and their movements. The Network for Street Kids was formed in 1986 to coordinate and strengthen the relationship among its members; support each other and build capacity of members to work better with street children. All agencies agreed on general strategy of prevention of street migration and the need to strengthen family relationships and community safety nets in order to achieve this.

**Recommendations:** With regards to the children themselves: more open houses that allow street children to enjoy their freedom, to meet friends and to share experiences, join in activities together and participate in non-formal education and vocational training in a secure environment; encouragement of peer support, mentoring and development of positive peer role models; enforcement of laws to protect children and suppress drug traffickers and abusers including procurers and clients of child commercial sexual exploitation. With regards to families: promote improved child-rearing through training / workshops on parenting skills and family relationships centred on mutual respect; campaign to prevent and eradicate violence in the family; government provision of job opportunities for all families to enhance family income; promotion of local, small and medium-sized enterprises to create job opportunities for local people; provision of business knowledge and skills training. With regards to community and society: improvement in community 'watch dog' role in relation to child protection, truancy and at-risk children; each community should have a development plan for children and women, especially in communities with high incidence of street children; communities should provide entertainment space for children, especially in poor areas, e.g. playground with equipment, and staff to provide support to under-privileged children; mass media should help raise awareness on street children problems among families and society in order to promote broader social participation in prevention, protection and provision of information when needed; social services and counselling should be provided and accessible to at-risk families; community should promote family activities during free time; local agencies or communities with academic institutes should help develop indicators to measure the level of family violence in order to intervene early; acknowledge socio-economic factors that push children to the streets and develop individual and collective sense of responsibility for, and participation in, the protection of children; address negative attitudes towards street children and support improved family relationships at community level. Regarding migrant children: protection of the basic rights of all children, without discrimination; issue temporary papers for their identification in order to minimise their vulnerability to exploitation; cooperation and joint initiatives between Thai government and the country of origin of the children.
VIETNAM

[Based on a paper prepared and presented by Tôn-Nu Ái-Phương, Programme Officer, Terre des Hommes-Lausanne, Vietnam (TdH), in consultation with TdH colleagues, Centre for Education and Vocational Training (CETC), Hà Chi Minh City Child Welfare Foundation (HCWF) and Department of Labour and Invalid and Social Affairs (DOLISA)]

Background: Population 80 million of whom 30% are under 16. 53 ethnic minority groups. Over 90% of people in poverty live in rural areas, exacerbated by unfavourable geographic and infrastructure conditions and limited access to sources of information about capital, technology and reality of national economic development which hinders self-employment. Rural to urban migrants lack the necessary knowledge and skills to work in cities. Particular vulnerability of female and single female-headed households or families with disabled members. Children of migrant families are at higher risk of being exposed to street life and various forms of abuse and exploitation on the streets. Key push factors: poverty (in 2001 survey, 78% children left their home because of poverty); job-seeking in the city; being neglected/abandoned (including many neglected children from wealthy families where money substituted for affection); victims of domestic violence (most vulnerable group of street children, often from broken or dysfunctional families in which their parents could be gamblers, or drug or alcohol addicted).

Definitions and statistics: Problems in defining and quantifying 'street children'. 1995 estimate of 50,000 street children in Vietnam, of which 17,000 in Hồ Chí Minh City (HCMC), 6,000 in Hà Nội, 3,500 in Đà Nẵng and 1,500 in Huế. General concept / definition of 'street children' is that they are young people under 16 who live either alone or with family and work to earn a living in the streets. 2001 survey on 10,351 children working on the streets of HCMC gave the following figures of street children's origins: approximately 9% are from the Northern provinces; 21% are from Central provinces; 32% are from South-West and South-East provinces; 40% are children living with their parents in HCMC. This survey also reveals: 0.3% of the total street children interviewed were under 5 years old: 13.7% aged 6-10; 59.5% aged 11-15; 26.5% aged 16-17.

Achievements: Legislation/government policy: domestication of CRC; establishment of various projects and shelters providing social and economical support to street children; drafting of various circulars and guidance in many cities and provinces on implementation of social policies and welfare for the benefits of vulnerable children, especially street children. Collective NGO/civil society action: cooperation between organisations within cities and with rural areas or provinces of the children's origins to advocate, improve and monitor social welfare services and standards to help street children; training for all stakeholders; community empowerment; several conferences and workshops on various topics related to street children such as sexual exploitation, trafficking, children with HIV/AIDS, etc.; area networks for sharing information and collaborating in training and project implementation. Child helplines: counselling offices established in many cities and provinces for street children, children in difficult circumstances and their families including HCMC since 1998. Information package for street children with addresses of more than 40 shelters for street children in HCMC.

Constraints and challenges: Low educational levels of street children and of their parents limits ability of children to learn certain employment skills and limits the effectiveness of family and community reintegration due to belief that remaining in the city will earn them more money (refusal to return to home villages). Street children social reintegration projects also face difficulties in job placement, which is needed for long-term success. Ignorant / exploitative and violent parents: trauma suffered by children is an obstacle to family reintegration and resulting low self-esteem impedes children's social integration. Low awareness of those working in law enforcement system: lack of interest in spreading or seriously implementing child rights in practice in some areas, especially in many areas where street children originate, in spite of great investment made in training government officials and social workers over last ten years. Lack of confidence / skills in helping street children: limited understanding and knowledge among street educators / social workers about psychological trauma, drug or substance addiction and the effects of involvement in commercial sexual exploitation.
Lessons learned: Some projects attract more children from poor rural areas to the cities due to provision of a much higher standard of living than is available in their home environment. In many projects, street children are well cared for but are not well prepared for an independent life, causing them to return to street life. Some projects that focus on teaching street children English and computer skills run the risk of inadvertently exposing the children to internet and / or sex tourism paedophiles. The 'Child Street System' research tool used by Tuong Lai project (H o Chi M inh Child Welfare Foundation) to collect information for children's profiles and identify their needs and solutions to their problems has been very successful as has the Socio-Professional Integration project introduced by T erre des Hommes Vietnam.

Recommendations: Strengthen the network of promoting children's rights and child protection between urban and rural areas of street children's origin to facilitate family reunification and community integration and to prevent children from running away from home. Projects should improve the quality of their services, especially in terms of personal development and preparation for long-term social integration. Improve the management system within projects to make them more child-friendly and child-protective. Information leaflets for street children need to be designed in a more friendly and accessible manner (e.g. simple message and attractive pictures). Promote child-friendly environments in the business community and factories in order to exploit job opportunities for street children and to help them stay longer with jobs. This is essential to ensure a stable life for street children / adolescents and their long-term inclusion into society. Project staff need to develop professional expertise through training and exposure (via study tours) to national and international practical experience and strategic planning.

Direct words / quotes from street children (Centre for Education and Vocational Training, HCMC, 2002):

- "I want to become a best football player / to be H uynh Duc / to be a football champion like Cong M inh" (3 boys).
- "I want to become a good person and to become a doctor to help people."
- "I want to become an ant because it is laborious, diligent in working."
- "I have become much better than before and quit drug addiction."

Direct words / quotes from street children (Centre for Education and Vocational Training, HCMC, 2002):

- "On entering [CETC] I felt very fearful and had not much food. But afterwards, with the subsidy of the State, we become sufficient. I wish I will have parents like other friends, because my parents have abandoned me in my childhood."

- "I want to become like white doves to bring happiness to all people, like large wings to shelter wandering persons."
- "I am a cheerful person, I want to learn well."
- "I want to become a teacher to teach poor children."
- "I want to become a hairdresser / a circus performer / a sportive champion" (3 girls).
- "I am a little rose of my teachers, my parents."
Key / Thematic Issues in Relation to Street Children

The following notes are not comprehensive but aim to broadly reflect the presentations and discussions held. Full copies of keynote speeches are available electronically. Specific recommendations in relation to each of the following thematic issues are listed in the ‘Bangkok Statement’ at the end of this report.

**Street Children and Child Labour**

[Presented by Ahmad Taufan Damanik, Chairperson of KKSP Foundation, Education and Information Centre for Child Rights, Indonesia]

**Child labour**
- Regular work week (14 - 43+ hours/week) which hinders education and development and could harm a child’s life, physical and emotional health
- Work below the minimum age set by ILO Convention 138 and at national levels

**Child labour in Asia - estimates in Asia Pacific**
- 150 million children are economically active
- 104 million children (5-17 years old) are involved in hazardous forms of child labour
- 62 million are 5-14 years old
- 6.6 million children are in the unconditional worst forms of child labour (ILO-IPEC)

**Worst forms of child labour**
- Any form of slavery and practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom, and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict
- The use, procuring, or offering of a child for prostitution, the production of pornography, or pornographic performances
- The use, procuring, or offering of a child for illicit activities, in particular, the production and trafficking of drugs
- All other types of work, which by their nature or the circumstances in which they are carried out, are likely to jeopardise the health, safety or morals of children

**Differences between street children with family and homeless / street-living children**

**Street children with family:**
- Still get attention from family
- Continue their schooling
- Work longer hours because forced to bring money to family
- Apply more concentration to their work
- Work as vendors, beggars, street singers, shoe shiners, etc.

**Homeless children:**
- More independent and appear to enjoy their work more
- More exposed to, and subsequently exhibit more violent behaviour
- Drop out of school
- Receive less or no attention from family
- Tend to use drugs and engage in gambling activities
- Poor health

**ILO Convention in relation to street children: main issues:**
- Drug abuse and involvement in drug trade
- Prostitution (related to the issue of trafficking)
- Begging (forced by family / adults as experienced in several villages in North Sumatra and slum areas in Medan city)

Note: In Aceh and Maluku, some street children are involved as helpers / members of armed groups.

**Street children’s views on ILO Convention 182**
(Raja Wali Muda organisation)
In general, the children do not see the difficulties of work as the basis for classifying work as worst forms. Rather, they are concerned with the moral and social values attached to the work. The child who is engaged in prostitution is seen as a child in the worst form of child labour, compared to the child domestic worker or the child who works on off-shore fishing platforms.

**CASE STUDIES: INDONESIA**

The link between street children and child domestic workers
- In Medan, there is no record of child domestic workers who run away and end up in the street to work. The street is a scary place for many child domestic workers
- Some of the child domestic workers who run away become involved in prostitution (some are also picking up customers along the streets) or move to other countries as migrant workers
- In Java, there are cases of domestic workers who run away from their employers and then work in the streets or seek shelter with street children groups
- In some cases children from villages are recruited for child domestic work but are later forced to work as prostitutes (related to issue of child trafficking)

The link between street begging and forced labour / slavery / trafficking
- The trafficking issue is usually for the purpose of Commercial Sexual Exploitation of Children (CSEC) rather than for other issues such as begging in the streets
- Some of the children who work as beggars were trafficked by adults (organised or individual perpetrators) and many live in slave-like conditions

Discrimination, marginalisation and criminalisation among street children in Medan
- Street children are called GEPENG (GElandangan-PENGemis/ Homeless-Beggar) which in Indonesian...
means "thin or slim" but implies the marginalisation and humiliation of street children as human beings

• Each city, including Medan has PERDA (Peraturan Daerah/Local Regulation) to ban GEPENG in order to maintain and clean up the city (criminalisation on informal sectors)

• MOU exists between Municipal city, City Parliament, Police, Department of Social to tighten the ban against GEPENG (including street children, beggars, prostitutes, informal sector, tricycle drivers etc.) and arrest them.

• On the other hand, all government sections above also agreed with NGOs to promote the concept of Child Centres that protect underprivileged children, particularly street children (concept of "clean up" versus concept of education/protection)

Understanding street children

• For homeless children / street-living children, working is the only choice for survival, it is impossible to stop them unless there is an alternative home and better work or education opportunities.

• The choice to continue education usually fails because schooling is already far from their daily lifestyle, regardless of this, schools do not provide a promising future.

• For the children who are still living with family, the economic pressure from the family is heavy. They are forced to give money to their families, a factor that prevents them from leaving the street.

• For children who are engaged in prostitution, besides the economic problem, consumerism makes it difficult for them to escape the business.

• In general, children are trying to find better alternative work that promises skills for the future. NGOs respond by providing vocational training and alternative education. For example, KKSP established a Free School that uses the concept of combining liberational education and vocational training, which is different compared to the model of formal school.

Organised crime / street gangs

• There are two forms of gangs namely OKPs and local youth groups in which street children are commonly involved, either for self-protection or to earn money.

• Involvement in extortion / "force money", drug selling, security and parking services (gangs protect territories).

• Gang fights - children become victims.

• It is difficult to find the solution as long as these "gangs" or youth organisations remain legalised, even having power in Indonesia.

• The mission of the Rajawali Muda (Young Falcon) is to provide children with alternatives to avoid children getting involved in gangs.

An example of unionisation among street and working children, and other children needing protection

• As an alternative, the Rajawali Muda/Young Falcon (united with other children) was organised and led by street children.

• It has 16 local organisations (street children, child labour on fishing platforms, internally displaced children, child labour on plantations, garbage collector, children in the traditional fishing, slum area children etc.)

• Each local organisation sends one delegate to be a member of the Board (functioning as policy makers).

• Main issue: protection from violence and exploitation.

• Organisation as an identity of children, not in a formal structure / legalised.

• The Structure: President, Vice President, Secretary of Cabinet, M inister of Art, M inister of D epartment of Social Protection, M inister of Education, M inister of Finance, M inister of Protection and M inister of Environment.

Progress - Programmes include: journalism - Tualang bulletin; discussion on specific topics; training (health, leadership, CSEC etc.); creating information technology project; dialogue with police, bus operators, legislators.

Street children’s Bank: the group only manages savings activity; the amount of savings is not much, the children prefer to manage their own money.

Difficulties include: mobile and difficult to unite; busy working; distance; financial constraints.

Solutions and recommendations

• Develop a comprehensive monitoring system on the worst forms of child labour (related to the traffic, CSEC, bonded and forced labour etc.)

• Improve cooperation between NGOs at local, national and international levels.

• Reactivate and expand the National Consortium for Street Children.

• Push local government to immediately produce Provincial and City Laws of Child Protection (especially for street children) including budget for Children Centre and other activities.

• Abolish local laws and policies that prohibit informal sectors (e.g. tricycles, street vendors), street children and others to work on the street in public spaces.

• Push local government to formulate / implement local laws to prohibit the worst form of child labour and take immediate action on this issue.

• Reform the education system.

• Adopt a new law and procedure for birth registration based on CRC.

Examples of Good Practices of Work with Street Children and Child Labour

Street children and child participation: child journalism; dialogues with adults; children's organisations.

Street children and social campaign / advocacy to reduce stigmatisation through art and cultural activities.

Legal aid; vocational training and free schooling; information technology projects; scholarships; clinic and other health services.
Street Children and Education

[Based on a presentation by Hoang Thanh Linh, Education for Development (EFD), Vietnam]

Key Issues:
What makes children drop out of school and take to the street? Inability to finance education (books, construction fee, uniform, tutoring, etc.). Children have to work to help their parents. Children help with looking after their younger siblings so that their parents can work. Parents/patrons do not know about the procedures of enrolment. Parents do not realise the importance/benefit of long-term education. Parents do not know that their children have the right to study in a formal school. Children do not have legal papers (birth certificate, residence permit, etc.). Children cannot follow the learning speed of the class (slow student/weak students) without support from school or teachers.

How does one ensure quality, appropriateness, accessibility and flexibility of non-formal/appropriate education policies for children at risk of taking to the street?
To improve quality: equip schools to improve quality of the learning environment; continue to hire better qualified teachers and social workers. Improve appropriateness and flexibility: Support for students. Provide additional support (such as tutoring, help with time management skills, or self-confidence building activities). Teachers should help prepare and promote a timetable with students outlining what subjects need to be studied each evening and for how long. Raise awareness of parents regarding the importance of quality education. Support for teachers and social workers. Support and train school and community social workers, or interested teachers and school officials to address the needs of disadvantaged children. Train teachers to better instruct children with special learning and emotional needs (children who are slow learners or have behaviour difficulties). Provide training for teachers in basic behavioural psychology, child psychology, social work, and child rights. In teacher meetings, try to organise discussions among teachers regarding difficulties and possible solutions to classroom management issues. Improve accessibility. Raise awareness about possible solutions to payment issues. Inform guardians of disadvantaged students that they may pay school-related fees in instalments instead of in one lump sum. Schools, government, and INGOs should identify organisations and companies willing to help improve poor schools and alleviate costs for poor students. Utilise MOET directives that allow children without birth certificates and/or resident permits to enrol. Use directives that provide fee reduction and waivers for orphans and low-income children. Identify pre-school aged children and organise meetings with their guardians to raise awareness of enrolment criteria. Provide clear information on the importance of securing a birth certificate and how to get one. In addition to existing meetings, organise additional parent/community meetings and activities to further improve the relationship between parents and the school. Improve and revise the quality and content of all parent meetings to improve parent involvement.

Disparities on imparting education for street children:
Some still view allowing street children to study as a favour rather than a right to education (formal or non-formal). Discrimination in quality of education: Street children are usually provided with low quality education because it is free.

Recommendations:
- Ensure quality, appropriateness, accessibility and flexibility of non-formal/appropriate education policies for children at risk of taking to the street.
- Professionalise social workers/street educators by providing focused training in street work.
- Diversify training methods including training sessions, newsletters, information sharing sessions among street educators.
- Increase public awareness about children's rights, especially right to education.
- Improve quality of education for street children.

In the words of the children:
Taken from country reports prepared for this forum.
"The benefits I feel from being a part of the study group, I can read better and I'm no longer scared to get homework from school. I go to school, but before I never cared about school. Before I went to school I would sing in the streets for money, and then when I got home from school I never had time to study. My parents don't really care about my school. They never ask about what I study. I can't blame them because they are busy working, so they don't have time to care about whether I study. Even though they work all the time, they can't meet our needs so I sing for money to help my parents out. Actually, not only I sing for money but also my three brothers and sisters. But now I don't worry about studying, because Yasin (outreach worker, SPMAA) always comes by and asks about my homework. He helps me study, and gives me motivation and other information that really helps me out. I am thankful to SPMAA, who cares about me. And hopefully my next report card is good so that they aren't disappointed... pray for me, ya!" (Indonesia)
"The money my parents gave me to go to school I used for drugs, and in the end I was kicked out of school.(Indonesia)
"I want to become a teacher to teach poor children " (girl) (Vietnam)
Basic Education Programme for Out-of-School Youth and Children in South East Asia (projects supported by UNESCO) [Based on a presentation by by Leah R.Daep, Industry Coordinator PALIHAN Program, Philippines]

UNESCO in perspective - ‘Education for All’: The Dakar Framework of Action in the World Education Forum (April 2000) called for international commitment to respond to the rapid increase of children and youth at risk in the areas of early childhood care; access for all children (especially girls, children with special needs and marginalised youth) to primary education; learning needs and skills development; prevention of gender disparities in primary and secondary education; quality and measurable education. In support of this commitment, UNESCO provided assistance to five countries in the region:

- **China**: basic education programme for migrant youth
- **Indonesia**: street literacy and non-formal training for children in need of special protection
- **Philippines**: non-formal training programme for street children and out of school youth
- **Thailand**: non-formal education for children in the railroad communities
- **Mongolia**: non-formal training and livelihood education for children and youth and families in the rural areas

The overall challenges / critical issues and corresponding recommendations to provide / integrate life skills, literacy, basic education, vocational skills and interventions to prevent the increase of street children (as experienced in UNESCO’s programmes above) are presented in the table below:

<table>
<thead>
<tr>
<th>CHALLENGES / CRITICAL ISSUES</th>
<th>RECOMMENDATIONS</th>
</tr>
</thead>
</table>
| Dysfunctional family set-up                             | 1. Capacity building / training programme for parents, service providers and community leaders on responsible parenting.  
2. Parent-Child training programme.                     |
| School drop-out                                         | 1. Short skills and development training programme.  
2. Strengthen and advocate government support through active coordination with related government agencies. |
| Risk and vulnerability to criminal behaviour             | 1. Community development activities such as sports activities, youth camps and seminars where the youth are not only participants but co-organisers.  
2. Self-assessment workshops to help view their strengths and weaknesses. |
| Child labour                                            | 1. Skills development training for children at risk.  
2. Orientation / seminar for children to inform their rights and protection.  
3. Continuous coordination with NGOs, GOs and People’s Organisation. |
| Gender disparities                                      | 1. Advocate at the national / local government level on rights and protection against gender disparities.  
2. Training and capacity building on gender sensitivity.  
3. Skills development training open to young men and women. |
| Urban migration                                          | 1. Outreach programme to improve opportunities for education, livelihood and other social services that are reinforced in rural areas.  
2. Development of life skills programme in rural areas. |
| Weak implementation of programme due to lack of capacity of service providers (e.g. teachers, street educators) | 1. Training needs assessment for facilitators and service providers.  
2. Training and capacity-building programme for facilitators and service providers. |
| Insufficient funding for educational programmes          | 1. Advocacy for government to support social development programmes and to allocate budget at local level.  
2. Develop available resources into income-generating projects. |
Street Children and HIV/AIDS

[Based on a paper prepared by Dr. Joseph Chandy, Regional HIV and Reproductive Health Adviser, Save the Children UK, in a personal capacity. Presented by Alice Schmidt, Asst. HIV/AIDS Coordinator for Asia Pacific, UNESCO Bangkok]

HIV/AIDS in South East Asia

Asia-Pacific accounts for 6.6 million people living with HIV/AIDS of the global 40 million at the end of 2001. The impacts of the epidemic in the Asia-Pacific are less than in sub-Saharan Africa and more localised in this region. Incidences of children being " orphaned by AIDS" leading to rapidly increasing numbers of street children, would, at the current stage of the epidemic in South East Asia, be probably rare or highly localised.

The epidemic varies in its severity (low prevalence [Mongolia, Lao PDR, Philippines], concentrated [Vietnam, Indonesia] or generalised [M yanmar, Thailand, Cambodia]) and how it is driven (heterosexually [Cambodia, Myanmar, Mongolia, Thailand, Philippines, Laos], through injecting drug use [some parts of Vietnam and China] or by a mixture including through contaminated blood [Vietnam, China, Indonesia] in different countries in South East Asia.

However, across the region, there is a growing recognition of: the extent of male-to-male sex and the need to address this route of transmission; that there might be considerably more overlap of these separate epidemics in a country than previously thought; that low-prevalence epidemics (for example Philippines) have the potential to rapidly grow and that low national prevalence rates conceal concentrated localised epidemics (for example in China, Vietnam and Indonesia).

Street children and HIV/AIDS

Statistics: Very little data on street children living with HIV/AIDS in South East Asia because data on this group is not disaggregated out of data for 15-19 year olds that are usually collected by national surveys; street children per se (unlike ' sex workers' and 'injecting drug users' etc.) are not ' core transmitters' and therefore are not specifically tested to determine levels of HIV; it is assumed that those street children who are most at risk (i.e. sell sex to the most number of partners or have the most unsafe injecting behaviour) will be captured in sex worker and injecting drug user estimates. However, although knowing HIV prevalence levels of street children may be useful for advocacy, there is a danger that this process and the data that comes might further stigmatise and marginalise street children and subject them to greater abuse of their rights and freedoms.

Risk and vulnerability:

Factors specific to South East Asia:
Drug use - particularly the use of amphetamine-like substances; changes in social values as the region "opens up"; massive population mobility and urbanisation especially of young people (fuelled by: emergence of economic and political "hubs" within countries and for the region; widening gap between the rich and the poor; inaccessible trans-border areas characterised by under-development, social, political and economic marginalisation, food insecurity, conflict, political repression and a large proportion of the population consist of ethic minorities and indigenous people).

Disconnection from family and society:

In general, "protective factors" that help young people reduce high-risk behaviour such as using drugs or having unprotected sex include: 1) Positive relationships with parents, teachers and other adults in the community

Factors specific to street children:
Exclusion from services (including education and information on HIV/AIDS); stigma and discrimination; exposure to unprotected sex (sometimes in exchange for food, protection or money or as a result of violence and exploitation by peers and adults); illicit drug use; low self-esteem; emotional disorders; poverty (linked to day-to-day existence which makes them vulnerable to violence, drugs, petty crime, conflict with the law, sexual exploitation, abuse, neglect and doing commercial sex work); existing in an environment where risk is ever-present and facilitates a careless attitude to danger and a desire for instant gratification that comes from a lack of hope in and expectation of the future, resulting in turn in impulsiveness and risk-taking behaviour; pleasure in some aspects of street life such as recreational sex; lack of adequate responsible adult protection and supervision that compounds their risk and vulnerability; extreme mobility depending on the availability (accommodation and work), safety, the movement of their friends or gang members and police activity; low knowledge levels of HIV/AIDS; a general absence of contextually specific strategies for targeting street children; inability to negotiate safe sex even where knowledge of HIV/AIDS exists (coercive sexual contexts). Vulnerability is compounded for female street children. Together, various studies underline the importance of understanding the sexual behaviour among street children, not as isolated and individual risk-taking but as aspects of collective behaviour deeply embedded in the sexual culture.

While there might be a tendency to see these children as "victims" and while they are often presented with situations clearly beyond their control, they could as well be seen as "resourceful human beings, many of whom have decided to seek a better life" (Volpi, 2002). Their behaviours and choices may then be seen as a complex inter-play of multiple survival strategies in which these children are "informed" actors.
Social skills and a sense that the world is safe and secure. Teachers and others who can provide children with important relationships with such significant others as parents, friends, teachers and others who can provide children with important social skills and a sense that the world is safe and secure. The study showed that adolescents who live in households that have recently experienced such events as death, illness, and job loss or divorce that disrupt household cohesiveness are less likely to use condoms. The study also found that residence in a community with good infrastructure, such as improved street surfaces and major streets, an absence of abandoned buildings and a general sense of safety among residents is associated with greater condom use among adolescents. These findings might explain some of the risk behaviour exhibited by street children, especially those children coming from poor, dysfunctional, migrant or otherwise "stressed" families.

**Links between street children, substance abuse and HIV vulnerability: Case study in Cambodia**

[Based on a 2002 study by Mith Samlanh/Friends]. The study noted an increase in the proportion of street children using illicit substances from 1998-2001. These included "Yama" or Amphetamine Type Substances (ATS) (currently most prevalently used drug), glue and injectable drugs as well as so called "designer drugs" such as Ecstasy (E) and Ketamine (K). Yama was reportedly used by street children interviewed to avoid hunger, for fun, to feel better and for work purposes to keep alert, awake and energetic, before criminal activity to engender courage and to increase sexual "stamina". While Amphetamines do not in themselves carry a risk of HIV transmission, their use predisposes users to risky sexual activity by engendering a feeling of bravado, invincibility and a tendency towards reckless behaviour including a careless attitude towards safer sex practices. Glue encourages users to seek sexual encounters at an earlier age and engenders a casual attitude towards condom use thereby increasing the users' risk of being infected by HIV. Injecting drugs (respondents reported using heroin, "black water opium", injectable diazepam) in itself however carries a high risk of HIV transmission and the study reported users having unsafe injecting behaviour through sharing of syringes and other injecting equipment. The use of K and E were reported to be recreational and impact on HIV risk by increasing the propensity for unsafe sexual behaviour. Poverty and the desire to escape from destitution, hardship and hunger and the lack of recreational facilities were reported to be factors contributing to drug use by street children. Most practitioners will agree that these findings from Cambodia mirror the risks and vulnerabilities that street children face, to a greater or lesser extent, in most countries in South East Asia.

**Good programming approaches to street children:**

Providing HIV/AIDS services and facilities specifically targeted to street children may be discriminatory to other vulnerable children and young people and may also run the risk of further stigmatising street children. The options are therefore to integrate street children work into existing HIV/AIDS programming and vice versa. UNICEF suggests 10 steps to prevent HIV/AIDS in young people. These are:

1. Ending the silence, stigma and shame;
2. Providing young people with knowledge and information though schools, the community and the media;
3. Equipping young people with life skills to put the knowledge into practice;
4. Providing youth friendly health services;
5. Promoting voluntary and confidential HIV counselling and testing;
6. Work with young people to promote their participation;
7. Engage young people who are living with HIV/AIDS;
8. Create safe and supportive environments;
9. Reach out to young people most at risk; and
10. Strengthen partnerships and monitor progress.

**Integrating street children work in to existing youth and HIV/AIDS programming**

To this end, good HIV/AIDS programmes that reach out to street children, would integrate the following approaches into the above "10 Steps":

- An approach that is informed by a participatory developed understanding of the characteristics, lives and circumstances of street children, particularly in relation to their sexual and reproductive health.

- An approach that is youth-friendly and which is especially cognizant of and addresses the barriers to access to information and services experienced by marginalised stigmatised youth, is non-judgmental, non-coercive, non-discriminatory, non-stigmatising and involves young people in the design, planning, running, monitoring and evaluation as active participants rather than passive beneficiaries. The intervention would provide or facilitate access to HIV/STI prevention, sexual and reproductive health services including information, life skills education, low cost or free condoms, voluntary counselling and testing and diagnosis and treatment of STIs.

- A comprehensive multi-sectoral developmental approach that does not tackle HIV/AIDS vertically and in isolation but as one of a constellation of needs, threats and vulnerabilities (besides HIV/AIDS and STIs) that increase street children’s risk of infection by HIV and impact by HIV/AIDS.

- Most importantly all programming would need to fall under a child rights programming-based analytical and implementation framework that addresses rights violations, identifies and holds duty bearers accountable for these and advocates for policy and practice change that enables duty bearers to fulfill...
their obligations and for street children to claim their entitlements.

**Integrating HIV/AIDS programming into pre-existing street children work**

- HIV prevention, care and support programmes must be tailored and/or augmented with strategies which address the specific needs and the physical, emotional, social and demographic determinants of risk and vulnerability of street children to HIV/AIDS and STIs, e.g. 1) Having centres which provide shelter, protection, STI services, psychosocial support and behaviour change communication where children can be facilitated to congregate; 2) Field, centre and office staff who know and understand street life who might even be former street children; 3) Peer education and peer support groups; 4) Non-judgmental and non-coercive attitudes of staff; 5) Programmes should involve street children in planning and running the services and facilities; 6) Flexibility of programmes and curricula, that respond to the expressed needs of the users such as modular skill building, language and literacy curricula, night school or pavement schools, psychosocial support, mobile and/or outreach work especially at night and to areas where street children congregate; 7) Behaviour Change Communication/Behaviour Development Communication, life skills and livelihood skills; 8) Links with social welfare and protection services; 9) Prevention of sexual exploitation; 10) Special consideration of the needs of young, female and disabled street children; 11) Open houses, warm shelters, drop-in centres and half-way homes; 12) Drug harm reduction and demand reduction services; 13) Family tracing, voluntary and safe reintegration with the family; 14) Placement; 15) Creative alternatives to institutional care; 16) This should be supplemented with advocacy, with local authorities for a more rights-based approach to street children including those who “offend”, drug supply reduction initiatives to complement harm minimisation and demand reduction, provision of easily accessible quality protection services and links with interventions targeting sex workers, drug users and MSMs for those street children who use drugs, sell sex or have same sex relationships.

- Further, behaviour change will be facilitated by sensitising significant stakeholders (such as older children, street gangs and gang leaders, male street children, older sex workers who often have a fictive maternal relationship with street children, community leaders including slum lords, other children, police, those who provide shelter and accommodation to street children, employers, etc.) to street children issues, their potential role in enabling protection and behaviour change in street children and involving or co-opting them in this work.

- Policies that provide a supportive environment for the intervention and an environment that enables behaviour change need to be advocated.

---

**Street Children and Juvenile Justice**

Street-living and street-working children face two particular threats from the juvenile justice systems of their country. They are more likely to come into (actual or perceived) conflict with the law in the first place and simultaneously they are less able to defend themselves against violations of their rights once within the system. As street children usually come from the poorest sectors of society and, from indigenous minority and/or low caste ethnic groups, these factors add up to a pattern of multiple handicaps which have serious implications for children’s treatment in law, prison and in their access to justice. As victims of a society that criminalises poverty with harsh sentences for petty (often ‘survival’) theft and amorphous ‘vagrancy’ laws, street children are often at the mercy of state authorities who often have an interest in locking away such visible reminders of a state’s failure to provide for one of its most vulnerable group of citizens.

[Key points below taken from a presentation by Julie Bergeron, Programme Officer - Juvenile Justice and Child Abuse Project, UNICEF East Asia and Pacific Regional Office (EAPRO)]

**Global facts on juvenile justice**

- Approximately 80% of children will commit one offence within their lifetime.
- There is an 80% likelihood of deterring juvenile first-time offenders that make up about 90% or more of the juveniles coming in contact with the police.
- Approximately 50-70% of crimes are committed by about 5% to 10% of the population.

**Why do street children end up in the juvenile justice system?**

- Criminalisation of vagrancy and/or status offence (this is in contradiction to Riyadh Guideline 56 & Beijing Rule 3):
  - Used in 6 East Asia and Pacific (EAP) countries
(though not used in East Timor and Vanuatu);
- Used in 3 other countries (Cambodia, Mongolia, Myanmar) though no legal basis.
• Previous record of abuse, violence at home, schools, etc. and substance abuse.
• In Mongolia, 50% of street children have been abused and many of them turn to committing offences (often as first offences and mostly petty crimes). A research was conducted in Mongolia and studies show that children are being exploited sexually and for labour as a result of intolerable home conditions. Within this context, it was estimated that 50% of street children have been abused, and many of these children have turned to petty crime, which constitutes the majority of offences committed by youth in Mongolia.
• In the Philippines, 80.9% of children experienced some form of abuse and exploitation prior to the commission of their offence (mostly petty crimes).
• Previous record of psychological and substance abuse.
• In Vietnam, research highlights high rates of psychological disorders and substance abuse amongst street children. An even higher percentage is found among children in conflict with the law.
• Unsupervised children are often confused with juvenile offenders due to the lack of services, poor liaison between police and social workers, lack of proper documentation. In some countries, street children are at risk of being picked up by the police and put in custody because they are regarded as 'unsupervised children'; the police cell becomes a sort of 'temporary shelter'.

Problems faced and rights violated: street children / children in conflict with the law
• Inhumane and degrading treatment, torture and abuse from police and other inmates [CRC Articles 37 and Beijing Rules].
• Detained for lengthy periods of time before trial [CRC Article 37 and Beijing Rules 12, 17 & 19]: As it is not necessarily easy to find NGOs to provide them temporary shelter and services, these children are kept in police cells for a long time (and allegedly face all sorts of abuses).
• All EAP countries reported that limits set in laws were almost always not respected. Over 50% of accused children are detained at the pre-trial stage (e.g. Cambodia; Mongolia; PNG).
• Often detained with adults [CRC Article 9 & 37c and Beijing Rules 13 & 26]: 9 out of 10 EAP countries reported that although they have provisions on the separation of children, these are not always applied in practice.
• Often treated as criminals and/or as adults [Riyadh Guideline 56; CRC Article 40(3)]: Once children are in contact with the justice system, they are often treated as criminals due to several factors: (i) status as street children; (ii) for having committed petty crime; (iii) lack of proper documents. Only 2 EAP countries have child friendly procedures for child victims and offenders.
• Inadequate conditions in detention [CRC Article 37 and 40(4)].

Possible solutions: Prevention Programmes (some examples)
• Some projects focus on the prevention aspect which aim at preventing children from coming into conflict with the law in the first place, for instance by providing services to street children (e.g. Task Force on Street Children in Cebu City, Philippines who provide informal education to street children through the use of mobile bus (Parian Centre, Cebu City).
• Vocational training, education programmes (e.g. police going to school) and life-skills programmes.
• Counselling programmes for youth on drug-use; violence and abuse, health issues, HIV/AIDS.
• Family counselling programmes.

What are diversion programmes?
• Community service
• Community-based programmes
• Restorative justice programmes
• Peer/youth mentorship programmes
• Developmental life skills programmes
• Wilderness Adventure and Therapy programme
• Reintegration programmes

Is diversion always a good intervention for street children?
• Not necessarily as diversion (which broadly means to channel children away from formal court system) is better used for children in actual conflict with the law, not for street children.
• However, if a street child does come into conflict with the law, diversion programmes should be made available.

Where is diversion taking place?
• Diversion exists in 11 EAP countries under general law, customary law, or in practice.
• Mediation exists in law and is used by 5 countries.
• Family Group Conference is planned under law or as a pilot project by 3 countries (Fiji; Philippines; Thailand).
• Pilot projects on diversion are used in several countries (China; Vietnam; Palau; Philippines).
THAILAND: A CASE STUDY

[Based on a paper prepared by Ms. Kusumal Rachawong, Project Director, Prevention Project (ECPAT Foundation - an affiliate of ECPAT International in Thailand)]

Situational analysis in Thailand

Thailand is a major receiving country for trafficked women and children in South East Asia. The majority of victims are trafficked by syndicates and organised criminal networks from Myanmar, China, Lao and Cambodia. Trafficking victims from Laos are typically exploited in domestic work and in factories, whereas Cambodians - boys primarily - are sent to beg in Bangkok and southern cities such as Phuket in Thailand. A second 'invisible' group of women and girls are trafficked for sexual purposes, exploited in karaoke bars, brothels and restaurants. These establishments are known as 'off-street' venues. They are often debt-bonded and cannot physically escape. They can exert no control over who they have sex with, and are isolated from all systems of support and medical services in particular. These girls who are forced into brothels often do not speak the Thai language, are under threats of harm and have no recourse if they escape. Due to the demand factor, it is almost exclusively girls that are found in these establishments. However, an increasing number of women and girls travel independently to Thailand from Myanmar and Laos to escape the cycle of poverty they face.

Whilst some find employment, many pass through towns and cities in these establishments. They are often debt-bonded and cannot afford to say no to an exploiter who asks them not to use a condom if he pays them an extra dollar.

From the streets to commercial sexual exploitation

Children who are trafficked across the border into Thailand remain largely invisible. They are almost exclusively girls who are sent to off-street venues such as brothels. Migrant street children, although physically free, remain highly vulnerable to exploitation in the sex industry. They are introduced to violence and accidents, and unable to negotiate safer sex with adult exploiters. If their cognitive senses are numbed to the dangers posed by exploiters, they are less likely to be able to defend themselves.

Particular vulnerability of street children

- Street children in northern Thailand, homeless and without status, are at heightened risk of sexual exploitation and trafficking for sexual purposes by those who are keen to take advantage of their physical and emotional vulnerability.
- Street children are often already psychologically "broken" even before they reach the streets. Many have suffered poverty and sexual abuse in the past from their fathers, brothers, or community members. As a result, the children have low self-confidence and self-esteem.
- Street children are more likely to take greater risks than other children. Their self-esteem is so low that they do not value their safety. Life is about day-to-day survival, so long-term health is not a priority.
- Cross-border street children are the most vulnerable group. Lacking citizenship, identity and legal protection, they are easily trafficked as anonymous individuals and drawn into the sex trade.
- These children are particularly easy to trick and coerce. They are unlikely to have access to the same safety information from adults that other children receive as part of the growing up process and are less likely to have attended school. It is from these adult sources that children learn safety 'codes', whereas safety on the streets is often peer-based.
- Children are physically vulnerable on the streets. In more extreme cases, children are quite simply kidnapped or removed by the exploiters from the streets. Alternatively they may be sold into the sex industry by parents who live on the streets. This is hazardous for girls since they may be seen as the family's prize commodity to be sold when all other options for survival are exhausted.
- Once on the streets, children are in a far weaker position to be able to refuse or negotiate with adult exploiters. Due to extreme poverty, children cannot afford to say no to an exploiter who asks them not to use a condom if he pays them an extra dollar.
- The physical and material conditions of their lives are so uncomfortable and desperate that children may resort to drugs to numb the physical and emotional pain they suffer or even to help them to sleep in the cold. Addiction to drugs, glue and alcohol means that children must find a way to support their habit, so they become an easy target for exploiters. Once exposed to the sex industry, children require increased levels of drugs to cope with the abuse. This creates a vicious circle of dependency, perpetuating their vulnerability. Furthermore, drug-use reduces the possibility of maintaining safety and leaves them susceptible to violence and accidents, and unable to negotiate safer sex with adult exploiters. If their cognitive senses are numbed to the dangers posed by exploiters, they are less likely to be able to defend themselves.

Although these street children are not physically locked in brothels, they are often forced by their desperate
exploited children to be protected. Many girls and boys in areas such as Mae Sai are exploited through informal family networks. Due to cultural traditions, street girls may feel obliged to take care of and financially support their families, especially younger siblings, and they may become the family’s principal bread-winners. Alternatively, children may be sent to relatives in major cities with the understanding that they will send their earnings back to the family. Many find that their only sources of income as illegal immigrants, are begging or selling sex. Sexual exploiters target children on the streets, often luring them with promises of rewards, financial and otherwise. Exploiters, both local and from outside, may invite street children to stay at their homes with offers of video games and toys. Once there, children may be introduced to pornography and sexual abuse. Such exploitative exchanges become a survival mechanism for these street children.

Due to their vulnerability and visibility as street children, many eventually fall prey to traffickers and organised crime networks that recruit from the sex industry in larger cities such as Pattaya and Bangkok. Once children have been removed from the streets to indoor establishments such as brothels, or sold to a broker, they risk being trapped long-term, being sold many times and moved around the country or region.

Increasingly, in border areas such as Mae Sai, where the numbers of street children have increased greatly, the child sex tourism industry has developed. Asian and other foreign tourists take advantage of the poverty and vulnerability of these children and their families. In other cities renowned for their red light districts, such as Pattaya and Bangkok, most of the children that can be purchased come from neighbouring countries, ethnic minorities, refugee camps and poor northern border villages. Foreign sex tourists may, ironically, see their abuse of foreign poor families as acceptable, if not philanthropic. They claim to be helping desperate people by providing an income for the family. Much of the sexual exploitation of children in these areas by tourists is considered ‘situational’. The same men who would protect their children in their own environments will exploit children for sex in different countries because the situation offers them anonymity. Thus these vulnerable street children are dehumanised and undervalued.

Situations that enable exploitation, by both tourists and by the local population, to exist are facilitated because the local population may have little compassion for migrant children who end up on the streets of their cities. These children are neither the concern of the community nor the authorities, and the protection of their rights becomes no-one’s responsibility.

In some cases, street communities may develop exploitative practices that ensure the economic and social safety of the group. In some cases street girls may be expected to sell sex, whilst the boys earn money in other ways such as begging or stealing. Girls in particular may be exploited within these street communities by older boys, or by their ‘boyfriend’. Unfortunately, it is also reality that some exploited youngsters may be drawn into organised criminal activity and may recruit more vulnerable and younger children, thus perpetuating the cycle of exploitation. As they mature, the girls no longer have the same financial value and are no longer able to endure the physical punishment of such abuse. This role reversal ensures the survival of those who may have been exploited for many years.

Recommendations
1. Children’s Rights
   - All sexually exploited children are treated by the law as victims of sexual crimes, rather than being punished as criminals. For this purpose, appropriate and child-friendly procedures must be employed in detention, in investigation and interviewing and in court proceedings.
   - Effective coordination among all relevant agencies ensuring that exploited children are not re-victimised by police and immigration procedures, and that they are provided with support services.
   - The right of all exploited children to be protected through rehabilitation and reintegration programmes is upheld, in particular educational and health programmes.

2. Education and Health
   Access to education for all children: in particular, migrant and street children should not have to forego their right to education, as is so often the case in Thailand and other parts of the region. Evidence from work that ECPAT has undertaken shows that children who do not receive an education are placed at a much greater risk of commercial sexual exploitation, both immediately and in the long term. These children may initially require a less formal approach to learning, such as street education, with programmes providing information on the issues of child rights, personal safety and sex education. At the project in Mae Sai, street children have been accepted at the government school through ECPAT’s advocacy for their inclusion.

Children’s fundamental right to health care must be respected, regardless of the national status of the child.
For street girls and boys who are commercially sexually exploited, there is a high risk of contracting sexually transmitted infections, including HIV/AIDS. Their bodies are not developed enough to survive repeated sexual abuse. The fact that they have been on the streets means that they already have fragile health and are less able to fight off infection. Because these children are not recognised, girls who become pregnant or contract STIs through their repeated exploitation do not receive medical intervention. Some try to induce miscarriage or have illegal abortions, placing them at serious risk of physical harm. Due to the cultural taboos pertaining to homosexual sexual exploitation, boys are perhaps even less likely than girls to disclose their abuse and receive medical and psychosocial support. The nature of sexual relations within street communities of children and young people, facilitates the spread of HIV infection. This is an issue that must be addressed urgently by health professionals.

3. Cross-border cooperation: Establishment of formal mechanisms are required to increase cross-border cooperation among regional governments, as well as improved information-sharing between government agencies, the NGO sector and law enforcement authorities. Participation of wider civil society should be encouraged through the establishment of multi-disciplinary teams to provide assistance to trafficked and migrant children.

4. Improvement of research and monitoring mechanisms: Due to the covert and transient nature of child trafficking and sexual exploitation, data collection is unreliable. This means that monitoring procedures and the planning of appropriate responses is restricted. Improved methodologies are required for obtaining data that includes dimensions such as age, gender and socio-economic group. It is gratifying to note that steps have been initiated to develop the monitoring indicators for CSEC in the region. Priority should also be given to the evaluation of rehabilitation and reintegration programmes, with a view to replicating good models of practice.

5. Prevention and early intervention are priority approaches: Early preventative action and intervention at the level of family and community can greatly reduce the likelihood that children will be subjected to harm and sexual abuse in the family, and subsequently to sexual exploitation on the streets. Special attention should be paid to early childhood development and the development of parenting skills.

6. Holistic approach or integrated programmes: It is insufficient to adopt isolated responses to the issue of CSEC, i.e. to only enact good legislation, to only promote access to schools, or to only punish those responsible for the exploitation of children. There is a need for a holistic approach moving away from ad hoc projects towards a comprehensive and integrated agenda of intervention, both within and between sectors. In order to be effective, such an approach must be based on an accurate assessment and analysis of children's situations, guided by child participation methodology and collaborative action among all agencies represented here today.

7. Child participation: Finally, none of these recommendations can be achieved without the active participation of exploited children in all aspects of planning and intervention. Through this process, children are given the opportunity to develop emotionally, socially and intellectually. At the same time, programmes are more likely to be based upon a real understanding of the issues and are more likely to be appropriate to the needs of sexually exploited children. In many programmes, children's definition of the problems has altered adults' perceptions. NGOs in particular should continue to play an important role in promoting the participation of children in all their programmes, as well as advocating such participation within other agencies.
Street Children and Violence

[Based on a paper prepared by Elizabeth Protacio-De Castro Ph.D., Associate Professor/Convenor, Psychosocial Trauma and Human Rights Program, Center for Integrative and Development Studies, University of the Philippines]

CULTURES OF VIOLENCE AND STRUCTURES OF VIOLENCE

What do we mean by violence against children?
• To violate, to inflict harm, to abuse.
• That which gravely threatens or endangers the survival and normal development of children.

Nature of violence against children
• Occurs in the context of the abuse of power in relation between: adults and children (domestic violence); society, institutions and children (in the streets, workplace, schools, care and residential institutions, in detention facilities and prisons, in armed conflict situations, media violence) children with other children (older children vs. younger children, gang violence related to substance abuse).
• Related to age, gender, class, race, ethnicity, disabilities, etc.
• Based on certain assumptions or notions of children and childhood: children are weak and vulnerable; children are extensions of parents; children are properties of parents; childhood is the same everywhere; childhood is a period of dependence.

Violence against children is the norm and not the anomaly. It is part of the structural oppression of children.

Types of violence
• Physical—severe physical injuries, all forms of corporal punishment, torture, killings and summary executions.
• Psychological—mental, emotional, and verbal abuse, humiliation, degradation, loss of self-esteem.
• Sexual abuse and exploitation—harassment, molestation, rape, incest, prostitution, paedophilia, pornography (girls are particularly vulnerable but problems for boys should not be underestimated).
• Neglect and abandonment - lack of adequate provisions for food, clothing, shelter, basic education, health care.

Domains of abuse
• Public - streets, workplaces, schools, care-giving institutions, detention facilities, larger community, etc.
• Private - home, family.

Violence and abuse from the point of view of street children (Case Study: Philippine)

Potentially violent or abusive situations and acts (according to children): When parents are drug users, alcoholics or gamblers; when parents argue or fight a lot; when children are forced to work; when children come in contact with police; when they are punished in the name of discipline; when they are left alone without guidance.

Children's thoughts and feelings on violence and abuse: Children expressed a lot about pain and suffering when talking about abuse and violence. They qualified and quantified the pain based on degree, intensity and duration and whether it was excessive and whether it was within reason. They distinguished the differences between the experience of inner pain (psychological and spiritual) and outer pain (physical pain).

Conclusions: The experience of pain is salient in children's perceptions of abuse and violence. Adults' power over children is not only reinforced and perpetuated by certain patterns of socialisation but also legitimised by the state. Violence is characterised by an abuse of power and betrayal of trust.

Effects and consequences: Injuries, illnesses and disease; fear, anger, shame, guilt, helpless, hopeless, low regard for self; separation and alienation; stigmatisation and discrimination.

Children's coping strategies: Children attempt to regain their sense of self-worth and sense of dignity by: adapting to the dangers and adversity they face; developing methods of resistance and protest; finding affirmation in love and friendships with peers and caring adults; emphasising the positive and hoping that things will change.
Experiences with violence and abuse can make children more vulnerable and prone to risks, but it can also bring about their resilience and strength. Thus, the need for a paradigm shift from a perspective of vulnerability to that of competency.

<table>
<thead>
<tr>
<th></th>
<th>VULNERABILITY</th>
<th>COMPETENCY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation:</strong></td>
<td>We do it for/to the children</td>
<td>We do it with/ by the children</td>
</tr>
<tr>
<td><strong>Where do we stand?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outlook:</strong></td>
<td>Child as beneficiary/recipient victim</td>
<td>Child as partner</td>
</tr>
<tr>
<td><strong>What is our prospect for the future of the child?</strong></td>
<td></td>
<td>Survivor</td>
</tr>
<tr>
<td><strong>Views:</strong></td>
<td>Child is seen but not heard</td>
<td>Child with rights</td>
</tr>
<tr>
<td><strong>How do we see the child?</strong></td>
<td>Little adults</td>
<td>With unique characteristics and needs</td>
</tr>
<tr>
<td></td>
<td>Possession or property</td>
<td>Human being</td>
</tr>
<tr>
<td></td>
<td>Extension of the parents</td>
<td>Child with potential</td>
</tr>
<tr>
<td></td>
<td>Incomplete human beings</td>
<td>Childhood is life itself</td>
</tr>
<tr>
<td></td>
<td>Tabula rasa</td>
<td>Innate qualities</td>
</tr>
<tr>
<td></td>
<td>Passive</td>
<td>Active agent of change</td>
</tr>
<tr>
<td></td>
<td>Helpless</td>
<td>Active contributors of own development</td>
</tr>
<tr>
<td></td>
<td>Weak</td>
<td>Resilient</td>
</tr>
<tr>
<td><strong>Attitude</strong></td>
<td>&quot;I know all the answers&quot;</td>
<td>Listening or learning attitude</td>
</tr>
<tr>
<td></td>
<td>Mistrust of child's capabilities</td>
<td>Recognition of child's capabilities</td>
</tr>
<tr>
<td></td>
<td>Discriminatory (class, race, gender, age, religion)</td>
<td>Looks at opportunities</td>
</tr>
<tr>
<td><strong>Approach</strong></td>
<td>Identifies weaknesses (negative)</td>
<td>Identifies strengths (positive)</td>
</tr>
<tr>
<td><strong>Nature/Character</strong></td>
<td>Output-oriented</td>
<td>Process-oriented</td>
</tr>
<tr>
<td></td>
<td>Rigid</td>
<td>Flexible</td>
</tr>
<tr>
<td></td>
<td>Formal</td>
<td>Informal</td>
</tr>
<tr>
<td></td>
<td>Statistical</td>
<td>Descriptive</td>
</tr>
<tr>
<td></td>
<td>Predetermined</td>
<td>Evocative</td>
</tr>
<tr>
<td></td>
<td>Preconceived</td>
<td>Consultative</td>
</tr>
<tr>
<td></td>
<td>Clinical/diagnostic</td>
<td>Participatory</td>
</tr>
<tr>
<td></td>
<td>Detached</td>
<td>Grounded</td>
</tr>
<tr>
<td></td>
<td>Compartmentalised</td>
<td>Integrated</td>
</tr>
<tr>
<td></td>
<td>Palliative/immediate relief</td>
<td>Holistic/enriched helping relationship</td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td>Curative</td>
<td>Participatory</td>
</tr>
<tr>
<td></td>
<td>Dole-out</td>
<td>Empowering</td>
</tr>
<tr>
<td></td>
<td>Drug therapy</td>
<td>Uses creative arts, play, indigenous methods</td>
</tr>
<tr>
<td><strong>Key players</strong></td>
<td>Only professionals</td>
<td>Child and the environment</td>
</tr>
<tr>
<td><strong>Relationships</strong></td>
<td>Authoritarian/paternalistic</td>
<td>Democratic as equal human beings with rights</td>
</tr>
<tr>
<td></td>
<td>Vertical relationship</td>
<td>Child as a human being with the same value as</td>
</tr>
<tr>
<td></td>
<td>Individualistic</td>
<td>adult</td>
</tr>
<tr>
<td><strong>Results</strong></td>
<td>Learned helplessness/dependence</td>
<td>Self-trust, self-esteem/social participation</td>
</tr>
<tr>
<td></td>
<td>Immediate relief</td>
<td>Long-term solutions</td>
</tr>
<tr>
<td></td>
<td>Stigmatisation/alienation</td>
<td>Shared meaning</td>
</tr>
</tbody>
</table>
**UN Global Study on Violence Against Children**

Children throughout the world are at risk of violence in nearly every aspect of their lives—in their homes, in schools, on the street, at work, in institutions and in detention. In many cases, they are beaten, tortured, sexually assaulted or even murdered by the very individuals responsible for their care. In response to this global scandal, in November of 2001 the UN General Assembly requested the Secretary-General to conduct an in-depth study on violence against children. This request followed a recommendation for such a study from the Committee on the Rights of the Child, based on two days of general discussion on violence against children held in 2000 and 2001. The Committee stated that the study should be as "thorough and influential" as the groundbreaking 1996 study on children and armed conflict conducted by Mrs. Graça Machel.

**Goals:** The goals of the study are to:

- Raise international visibility to all forms of violence against children.
- Better understand the causes of the problems and its impact on children, adults and societies.
- Assess existing mechanisms to address violence against children.
- Identify an international action plan to effectively end these abuses.

**Opportunities for civil society involvement**

- National networks and coalitions
- Sub-Group on Violence Against Children
- Violence against children email list: (childrenandviolence-subscribe@domeus.co.uk)
- NGO advisory panel.

[Taken from country reports prepared for this forum]

**In the words of the children:**

**Indonesia:**

"I've been raped, and I have to clean the train if I want to sell food on the train." A, 16-year-old boy

"My friend got all busted up with a bamboo stick, and now the other kids make fun of him because he's crippled." H D, 17-year-old boy

"I'm always forced to hand over money, and my friends want to kiss me." IM, 16-year-old girl

"I been raped and I've been bashed up." R, 17-year-old boy

"You have to struggle when someone wants to rape you, and you have to fight when the cops try and grab you. Nobody can help you, you've gotta help yourself." A, 16-year-old boy

"Just keep your mouth shut. The mosque manager can help you out. Also make a stick out of wood." H D, 17-year-old boy

"Give 'em what they want. But you have to fight 'em off when they try and kiss you." IM, 16-year-old girl

"Just shut up if you don't want to be bashed. You can also complain to Mr Gareng." R, 17-year-old boy

**Lao:**

"Hak nga, hai pook, Hak luk, hai tee,
(If you love your cow, tether it, If you love your child, hit him), **Lao Proverb**
Examples of Good Practices

For further information on these and other examples of ‘good practices’ that were shared during the forum, please refer to the list of contact details at the end of this report.

CHILDLINE India Foundation (CIF), India

- Jeroo Billimoria, Founder CHILDLINE India and Convenor, Child Helpline International.
For more information, see: www.CHILDLINEindia.org.in

Introduction:
India’s first 24-hour, free, emergency phone service for any child in need of care and protection, with an emphasis on marginalised children such as: street children, child labourers, children who have been abused, CSEC, differently-abled children, children with substance abuse problems, children in conflict with the law, children in institutions, mentally challenged children, HIV/AIDS infected children, children affected by conflict and disaster, child political refugees and children whose families are in crises. It has taken over three million calls and made a difference to the lives of hundreds of thousands of children all over the country. Established in Mumbai in 1996, it went national in 1999. It aims to be operational in every city and district of India (currently in 54 out of 500 districts).

Children call to seek help directly or just to share their problems. CHILDLINE offers (e.g.) medical assistance, shelter, repatriation, protection from abuse, emotional support and guidance. After initial crisis intervention, it links these children to long-term services. It also undertakes development, networking and facilitation, training, research and documentation and awareness and advocacy at the national and international level.

Initiated by the Ministry of Social Justice and Empowerment, CHILDLINE is a unique example of co-operation between government and NGOs. It is a partnership between the Government of India, UNICEF, Department of Telecommunications, street and community youth, NGOs, academic institutions, the corporate sector and concerned individuals.

Vision
1. Establishing CHILDLINE-1098 as a brand for child protection that stands for quality service.
2. Taking telephone technology to the most marginalised groups and making it accessible to them.
3. Strengthening the child protection network in the country by sustaining and expanding the partnership between children, NGOs, academic organisations, state governments, bilateral organisations and the community.
4. Establishing CIF as a premier child protection agency in the country.

Mission: To respond effectively to individuals/children calling 1098 and follow-up on each call thoroughly. To dialogue with allied systems to evolve concrete avenues of collaboration between NGOs and the allied systems. To advocate for children’s services, based on the concerns of children calling CHILDLINE.

Background: 60% of calls come outside of NGO working hours. At the city/district level, approximately 90% of funding comes from the Indian government. Volume of calls received: medical assistance followed by shelter, missing children, repatriation, protection from abuse, emotional support and help in response to death (fear of dying alone on the streets). Some CHILDLINEs are staffed by counsellors, but in urban areas some are operated by street children themselves, capitalising on peer support. The staffing pattern is based on the calls received and includes largely young persons themselves. Late night calls are answered by 2 people in 8 hour shifts.

Overcoming obstacles: Perceived as an elitist western concept; initial scepticism of stakeholders in terms of children’s access to telephones and general ability of the project to work; initial refusal of authorities to meet with the children; took 4 years to get a toll-free number; logo of a smiling child – designed by the children themselves – was initially rejected by the government (who withheld funding for a further 1.5 years) on the grounds that it did not depict the problem; the key to overcoming these obstacles was the insistence of the children that the scheme go ahead.

Children’s participation: Street children themselves undertook a needs assessment study recording and collecting data on coded sheets, in spite of their illiteracy. An appointment was eventually organised with the head of the Department of Telecommunications at which the children argued their right to a phone line based on the study and the CRC and explained why they wanted the service – e.g. in response to police beatings and the need for medical assistance. Concerns that the allocated telephone number “1098” would be too complicated for children to remember were resolved by a 7 year old boy who pointed out that it was simply “10 - 9 - 8” which then formed the basis of the outreach strategy. Children designed the logo. Children are involved in outreach and staffing the phones.
**Achievements:** 3 million calls received so far is the proof that CHILDLINE works. Over 1000 police trainings have decreased harassment. Children are now allowed to call CHILDLINE before they are detained by the police. Health conditions have also improved – outreach to children is now taking place earlier, at the middle rather than later stages of problems. The government has initiated a website for missing children in response to the 25,000 calls received from missing children per year. They are working with the government to provide funds to take CHILDLINE to every rural area in the next 10 years. After initially being turned away, hospitals now give CHILDLINE referrals priority admission and priority beds.

**Challenges:** Building a stronger brand image to combat lack of general awareness beyond the narrow street children constituency; making police systems child-friendly – especially at street level; the most difficult cases involve mentally challenged children as there are no facilities for referral for street children – requires ongoing lobbying; maintaining high quality of service with so many partners involved - quality control involves constant phone testing by the city advisory board and in-depth training for staff; fundraising is a ‘constant fight with the government’.

**Child Helpline International:** Following an international workshop in August 2001 in Pune, the concept of a helpline/help desk emerged that other countries could use as a reference point, to share experience and prevent duplication of effort and mistakes. This initiative has now evolved into Child Helpline International (CHI). CHI will provide existing helplines a platform to share experiences and will then take those experiences to help consolidate national numbers, to start new helplines and link people with access to start up funds etc. Different models are available to suit different country circumstances, e.g. infrastructure problems in Bangladesh mean concentrating on mobile phone networks; community ‘drop boxes’ have been used in post-earthquake situations etc.

**Lessons learned:** needs to be child-led and partnership-focused; effective government lobbying depends on all stakeholders working together; takes 6-8 months to set up a CHILDLINE in a new place (initial set-up took 2 years planning, then 4 years to move to 46 cities); importance of silent calls: children testing the system and gaining confidence to speak (volunteers continue talking until the child hangs up - one girl called 100 times before revealing abuse by her father); importance of ‘chat calls’, opportunity to share dreams etc.; capitalise on technical assistance from the corporate sector as well as financial assistance i.e. free advertising, media assistance, computer consultancy etc.; persistence pays off – especially when based on outlining added mutual benefit of them contributing; strongest lobbying tool is the UN CRC.

---

**Lost Child Project**

- **DAVID GLASS ENSEMBLE** - Matthew Jones

**Introduction**

"When we have trauma, we deal with it through our imagination. That's what imagination is there for really - survival."

"In the world today many millions of children simply disappear. Many run away, or are lost as refugees or casualties of war, murdered by death squads, drafted into child armies, forced into sweatshops or prostitution. Many children are lost through drought, famine and disease. And many, not physically lost, are psychologically or spiritually lost through physical, sexual or emotional abuse. And then there is the lost child in every adult body, a child that has never been allowed to grow, to cry or to laugh. *" (From British Council website)

A leading physical theatre company, the David Glass Ensemble has become a broad-based creative organisation using innovative theatre and creative participation to engage with people around the world.

The David Glass Ensemble's project "The Lost Child" has received acclaim in many countries in the region - Vietnam, China, Indonesia and the Philippines. In Thailand in 2000, supported by the British Council, the David Glass Ensemble provided a package of workshops with local NGOs, artists, and a joint performance with 60 children in Bangkok and 40 in Chiang Mai.

"Fundamental to the David Glass Ensemble is the belief in the transformative power of creativity and creative celebration." (www.davidglassensemble.com)

The David Glass Ensemble (DGE) has worked on the Lost Child Project for the last 6 years. Described as a ‘cultural’ project - in the sense that it is about the basis of culture: relationships between people - it focuses on participation, training and working with marginalised children. 7 countries in the region, out of a total of 15 countries around the world, have been involved. Most of these relationships are ongoing. Thousands of children have now participated in the project and many more thousands have seen the work of the project.
The Lost Child is about placing marginalised children at the centre of our society where they can be seen, heard and valued so that they can convey the things they are good at.

3 core values:

- **Creativity is transformational**: at the height of creativity is the height of possibility.
- **Central importance of relationship building**: recognising everyone else as an individual and generating empathy.
- **Process and outcome are equally important**: a 12-year-old boy from Indonesia came to a project on conflict resolution. He had witnessed both of his parents murdered and, unable to speak or join the circle, he could only rock backwards and forwards. After sitting with one of the team for 3 days he joined the circle and later joined the work. His ‘outcome’ was joining the circle. We need to recognise that the establishment of ‘outcomes’ is about who is in power. We need to constantly place equal weight on process.

The methodology of the Lost Child Project has been developed over 30 years, and is constantly being adapted and improved. DGE feels there are 2 models for the development process: a) the ‘outside-in’ model (law, politics, many NGO practices), which is essentially a top-down model that is necessary but problematic due to the long time taken for it to have an impact and its vulnerability to cultural misunderstandings; b) DGE, on the other hand, uses the ‘inside-out’ model that sees what is going on inside a child - their feelings, fears and dreams. It is this vision that leads to what is their felt understanding of rights.

The two key elements of this approach are participation and play. Playing is about learning, discovering the world around us through games and toys. Fun and enjoyment are the purpose of play but rather the rewards of learning. The right to play is at the heart of the Lost Child Project. From a position of extreme trauma, play was the means by which the boy from Indonesia started to reconnect with the world around him.

**Methodology of participation - 5 stages:**

1. **Preparation**: On a 3-4 week project, the 1st week will probably be spent on preparation which is essential before moving onto another stage. This is the relationship-building stage, with rituals of meeting and greeting, resulting in an atmosphere of trust and the establishment of a safe space and feeling of security.

2. **Attitude**: everything is possible: When working on ideas, try not to have ideas and issues fixed beforehand. By leaving things open until you meet the children, you are creating an environment where all things are possible through the word ‘yes’. The word ‘but’, on the other hand, is not appropriate, e.g. " I’d like to do a film, but we don’t have enough money" is a phrase that stifles creativity.

3. **Creative organisation**: the stage when things start pulling together.

4. **Presentation**: the manifestation of children’s work, entirely designed and elaborated by children themselves.

5. **Reflection and renewal**: looking back at what has been done and seeing how to carry it forward to the future, how to sustain the energy, feelings and relationships that have developed. A lot depends on training. DGE usually works in a 3-way partnership with a local group and an international partner.

**Outcome**: The Lost Child Project results in increased self-esteem and a sense of empowerment. For example, following the Chiang Mai film project, psychiatrists working with some of the participating children who had previously been abused in the sex industry wanted to know what had happened to cause the drop in the rate of attempted suicide and the huge reduction in numbers of tranquillisers taken. The external effects of these creative projects can include changes in society through the recognition of the abilities of marginalised people - imagination, resilience, creativity, flexibility and resourcefulness - skills which societies admire, but which they do not recognise street children as having. The project therefore identifies street children as a positive resource in society – as positive people with a huge amount of skills to share.

**Film**: A film, which was screened at this forum, was made by some ethnic minority street children, some school children, some girls from a residential home and some boys from Chiang Mai. Every aspect of the film was created by the children themselves except for the editing, due to technological constraints. However, even at this stage, the children were consulted. The film represents one aspect of what the Lost Child Project does. Much more are the participatory projects that end up as live performances.
Advocacy - Call for Change

Presented by Marie Wernham, Advocacy Officer, Consortium for Street Children (CSC)

A) What is advocacy?

Identifying and calling for change: change in laws, policy and practice so as to help improve the lives of street children.

This change can take place at:
- **international level** (e.g. UN, World Bank)
- **national level** (with national governments, particular ministries etc.)
- **local level** (community, local government, police, judges, schools, hospitals etc.)

B) Why is advocacy important?

Advocacy addresses the root causes of problems, leading to longer-term, more sustainable benefits for children and their communities. It is often easy for these longer-term issues to be overlooked in the day-to-day ‘emergency’ provision of children’s immediate needs.

Lots of us are so busy “saving the drowning babies” that we forget to turn around to see who is throwing the babies into the river and why.

C) What can the Consortium for Street Children offer?

Change has to happen at every level, and this requires balance and cooperation. This is where the Consortium for Street Children comes in. Working collaboratively as a network we can achieve things that individual agencies cannot accomplish alone. We can take up the longer-term work on behalf of all of our members who are, quite rightly, engaged in the immediate business of looking after and empowering the children in their care. Working together we can achieve improvements for street children with a collective strength, reaching wider audiences with a greater voice.

We can bring an international perspective to local projects and take local concerns to where they should be heard in the national and international arenas. We respond to the needs identified by our members, listening to what the experts on the ground identify as key areas for change and then, working in partnership with them, and armed with the information and concerns they feed us, we can take up the cause.

Local level advocacy: Myanmar case study

The ‘advocacy’ for the World Vision Myanmar Street and Working Children programme in Yangon and Mandalay started with local staff informally approaching local authorities, school teachers and local business people at the community level to get them involved. Five years on, the project is well established and the target communities are mobilised and highly motivated to continue the work beyond the lifespan of the funded project. The local networks have initiated their own micro-credit schemes and income generation projects (such as the hiring out of cutlery and crockery for weddings in the community) to ensure that activities such as the non-formal education classes can continue. Also, through local people becoming volunteers and developing role plays about child rights – previously a very sensitive subject, but which is now used freely in the community - community members have demonstrated a much greater understanding about child rights within their own families as well as the community in general. The key to success in this case was working through staff and volunteers who are actually part of the community themselves.

National level advocacy: Philippines case study

How to deal with street children ‘round-ups’ (known as ‘rescues’ in the Philippines):

1. Identify which government department is responsible and then try to establish a link within the department. Identify which people your organisation already knows, or who you need to meet.

2. Talk first about broader issues, e.g. children in general, especially with someone who is known to be generally sympathetic to children's issues. Do not attack or criticise outright but put the specific problem into context.

3. Present an actual case study which leads into the specific issues in a positive way. Rather than telling them the problem directly, let them identify the problem themselves in their own department.

4. In the case of sensitive issues, it is better to work through networks. (In the Philippines, there are city level networks incorporating NGOs and representatives from 9 different government departments - education, health, social welfare, etc. In sensitive discussions the government representatives will remain quiet, but they are not targeted for criticism within the group. The city level taskforces also have a sub-committee on advocacy). These networks meet to discuss the pros and cons of ‘rescues’, and ask other city networks to do the same. The chairpersons of the various networks then meet together and write a joint letter to the government to request a meeting.

5. The media can be used to anonymously raise an issue if it is too sensitive to be raised through NGOs directly.

Lessons learned:

1. **Formulating policy:** collect all data and cases etc. Be aware that local / city level advocacy might differ with national level in which case there may be a different hierarchy to deal with.

2. **Timing:** drafting a bill is best done close to an election, otherwise it can be hard to find a specific author.
3. **Media:** can be used to raise unpopular issues or promote specific issues when a government department is not acting on a problem. Thematic sub-committees of networks (e.g. on the girl child) can deal quickly and flexibly with specific media issues and can declare a ‘week of the girl child’ etc., which has proved very successful for awareness-raising in the Philippines.

4. **Advocacy needs to be backed up by capacity building:** for example, the police may be convinced of the need for behavioural change through your advocacy, but they need skills as well.

5. **Targets:** Is it too high? Too low? Too temporary? e.g. police targeted for advocacy need to be senior enough to have influence (and so that you can cite their names in order to influence others), but also need to be able to reach those at street level.

6. **Change of personnel:** when somebody in government with whom you have built up a relationship is transferred, get them to refer you to somebody else who is equally sympathetic as an interim contact whilst simultaneously cultivating a relationship with the new person in the post.

7. **Children themselves are the best instruments of advocacy:** recommendations must be based on their experiences. Need to balance the best interests of the child whilst maximising their advocacy potential. Ask for their permission to use their case study (government always wants to know specific details). Give them the choice of the extent to which they want to be involved.

8. **Safeguard your NGO in advocacy:** your NGO may be vulnerable to being ‘used’ to channel someone’s personal agenda etc. This can be particularly true in the case of media work – make sure you negotiate your terms carefully. Think through the implications and consequences of any advocacy for your project, for you and for the children concerned.

---

**Advocacy planning checklist:**

1. What are the symptoms of the problem?
2. What are the causes?
3. What needs to change?
4. Is the advocacy door open, ajar, closed, locked or revolving?
5. What is your sphere of influence/ the most that you can do?
6. Can somebody else do more?
7. Can you work with them?
8. Is the change sustainable?
9. What might go wrong? (risk factors)
10. How can you see/prove it worked? (monitoring and evaluation)

11. Above all, whose perspective are you basing your work on (child, NGO, government, media, etc.)?

   * What would the children themselves say about your plan?
   * Are you:
     * Basing it on their experiences?
     * Working with them (at all stages: research, planning, implementation and monitoring and evaluation)?

---

**Children’s participation in advocacy:**

“Children are the best instruments of advocacy themselves”

“Adults have imposed a world of woe on these children and forced them to participate in the worst possible way. It is hypocrisy to deny them the chance to participate on their own terms”

“As for those powerful governments who appear to fear the participation of children - we thought you had more confidence”

---

1. Taken from the ‘Bluffers Guide to Advocacy’, a presentation by Richard Graham, Comic Relief, as part of CSC Advocacy Workshop. 5 November 2001 [full workshop notes from CSC: info@streetchildren.org.uk].
2. Based on experience from the Philippines (Childhope Asia Philippines) and from CSC.
3. Nancy Agaid, Childhope Asia Philippines.
4. From ‘The Meaning of Participation’, Viewpoint of On the Record for Children, 14 June 2001 (a newspaper produced by the Advocacy Project on behalf of the NGO Committee on UNICEF, distributed daily during the PrepCom and UN Special Session on Children).
5. From ‘The Meaning of Participation’, (as above)
Comprehensive Programming for Street Children, Philippines

(Collaboration between Government and NGOs; based on a paper prepared by Childhope Asia Philippines)

In terms of developing programmes for street children, the following approach and strategy is used by Childhope Asia Philippines:

1. **Situation analysis** - determines the children's actual conditions and needs; uses participatory and action-oriented methodology but in a sensitive manner.

2. **Advocacy and social mobilisation** to influence public policy through tri-media and regular advocacy sessions among different government and non-government sectoral groups on the situation of street children and their roles to advocate and assist street children and their families in their local communities. (In 1986, when the situation analysis was first conducted, there were only 3 known programmes directly addressing the needs of street children in the Philippines. Today, there are approximately 350 programmes for street children nationwide).

3. **Programme development** - involves the process of clarifying the philosophy, vision, mission, and goals to ensure a common understanding and direction among government, NGOs, and grassroots workers supporting street children. The 3 major categories of street children programmes are:
   - **Community-based and prevention programmes** - target the children who maintain regular contacts with their families by addressing the problem where it starts - the family and the community of the child. Their goal is to help communities identify their problems, mobilise their internal, as well as external resources, and involve themselves in their solutions.
   - **Street-based programmes** - reach out to children on the streets where they live and work, particularly to those children who are abandoned or have irregular contacts with their families. Its ultimate aim is to motivate and assist the child to go back to his or her family or to enter a temporary shelter.
   - **Centre-based programmes** - reach out to children who have run away from home, orphaned, abandoned or have severed ties with their families. This programme involves setting up a "home" where children can find support and help in the form of hot meals, space for the night, clothing, first aid/health examination, counselling, case work, work with families where possible, and a supportive and caring environment.

4. **Human resource development** - to upgrade the capability of organisations in developing programmes for street children, Asian regional, as well as country-level through training workshops for community organisation volunteers (COVs), street educators, social workers, counsellors, house parents, and programme managers.

5. **Programme policy formulation** - based on experience by workers from NGOs and government agencies to guide programme implementation and distributing policies developed by NGOs in the network on good practices in interventions such as outreach, intake, street education, temporary shelter and residential care, alternative education, working with families, provision of skills training and income-generating opportunities, adoption and foster care.

6. **Resource mobilisation** - both local and external, to generate support for programmes and services.

7. **Evaluation and monitoring** - indicators for monitoring programmes and services were developed by the National Program Committee on Street Children, including the National Council of Social Development Foundation, Childhope Asia Philippines, and UNICEF.

8. **International networking** - aims to establish linkages with programmes in other countries to provide a means of sharing individual and country experiences in working with street children.

---

**FRAMEWORK FOR EXISTING COMPREHENSIVE PROGRAMME FOR STREET CHILDREN**

- **For Working Children on the Streets Living with Families**
  - Community-Based
  - Street-Based
  - Centre-Based

- **For Children Who Live on the Streets**
  - Drop-in Shelter
  - Residential Shelter

- **Programme Services**
  - Intake Process
  - Psychosocial Counseling and Care Management
  - Alternative Education
  - Possible Reunification with Families
  - Referral to Residential Shelter or Vocational Training

- **Long Term Solutions**
  - Reunification with the Family
  - Foster Family Care
  - Independent Group Living (Group or Individual)

---

* Square Young from Adolescents. Male from Female.
Training Street and Urban Children as Junior Health Workers (JHWs), Childhope Asia Philippines

The Street Education Programme of Childhope Asia Philippines uses a child-to-child approach by training street children to become Junior Health Workers (JHWs). JHWs are a unique feature of the programme. 30 JHWs have undergone retraining under a World Health Organisation-assisted project to address the barriers between street and urban poor children and adolescents, and existing health services that are available to them. Childhope Asia Philippines plans to expand the programme and train 30 children working from the streets and 30 from the urban poor communities.

Selection Process: JHWs are selected from older children between the ages of 10 and 18 who work but still return to their homes and families. In order for street children to become JHWs, they must first attend two or three sessions on any of the following topics: Value Clarification, Child Rights, Primary Health Care, First-aid, Drug Abuse Prevention Education, STIs/HIV/AIDS, Mental Health, Human Sexuality and Family Planning. They must also stay in constant contact with the Street Educators.

Training and Upgrading of Skills: After the children have been selected, they undergo a four-day training workshop that focuses on the following topics:
- What is a JHW?
- The United Nations Convention on the Rights of the Child
- Acute Respiratory Infections
- Layers and Functions of the Digestive System
- Common Gastro-intestinal Problems
- Objectives and Principles of Basic First Aid
- The Human Reproductive System
- Sexually-transmissible Infections (STIs)
- Existing Health Resources
- Primary Health Care (e.g. Health and Common Illnesses, Levels of Health Care, Personal Hygiene)
- Self-awareness
- Team-building
- Preparation of a Plan of Action

The children also receive hands-on training by assisting their partner Street Educators in conducting sessions among the street children in their respective areas of assignment.

Roles and Functions: JHWs are required to attend regular monthly/quarterly meetings as well as the General Assembly of Junior Health workers. They must also constantly upgrade their knowledge in first aid and substance-abuse prevention by attending training sessions taught by the Street Education Programme staff. JHWs reach out to other street children, perform active case finding, administer first aid and simple home remedies, and accompany children to different agencies, which calls for a systematic follow-up. They are also involved in the training of new JHWs.

Education for Development (EFD) and informal education, Vietnam

Education for Development is a small international organisation that works with Vietnamese partners to improve and expand their services for disadvantaged children by providing funding, training and guidance to local organisations. EFD’s educational programmes for disadvantaged children include:

1. Street-Based Referral Programme: Provides important information to disadvantaged children, including information about existing shelters, open houses, medical services and health care, schools and vocational training centres on the streets; provides street children with guidance, advice and counselling at the Children’s Desk of the Ho Chi Minh Child Welfare Foundation (HCWF); set up a library at the Children’s Desk to enable children access to useful videos, books, educational stories and newspapers on various fields of study; contacts the street children in their daily environment (outreach activities) with support from a number of enthusiastic volunteers that include students from universities in Ho Chi Minh City (HCMC) and former street children.

2. Vocational Training and Employment Programme: Introduces children to work in private and public enterprises and assists both the employers and employees in the transitional period from the streets to permanent employment. The project pays the salary for a trial month of employment or for the first two months of on-the-job training and provides street children with job orientation and job skills. It also conducts research on the labour market, children’s abilities, recruitment criteria, potential employers and vocational training centres for disadvantaged children in HCMC.

3. Inclusive Education Programme: This enables disadvantaged children to access quality mainstream primary education. Conducted an Inclusive Education Research. Provided financial and technical support to a Pilot Project of Inclusive Education for disadvantaged children. Purposes of the project are to: improve the universalisation of enrolment in education at the proper age: all children between 6 and 8 years old enrol in mainstream education; improve parents’ awareness about education; improve quality of education at Dang Tran Con School.
Training of Street educators in HCMC: Vietnamese street educators have strong points such as their genuine love for and motivation to help the children and they have a sense of responsibility and willingness to learn. They should however be more professional and specialised in assisting children. In Vietnam there is no social work department at universities. The training for street educators in Vietnam is limited in terms of time, subjects and applications.

Methodology of street education: Outreach, in school, peer-to-peer education - EFD conducts outreach activities to provide disadvantaged children with life skills, English language and literacy lessons on the street. EFD and HCWF set up a Children's Desk (CD) to provide street children with guidance, advice and counselling, also known as in-door education to street children. EFD formed a group consisting of enthusiastic volunteers and former street children to contact children on the street (peer-to-peer education).

Recommendations: Set up more training centres in HCMC and pay more attention to training needs. EFD plans to establish a training centre in HCMC that offers training to organisations who work directly with disadvantaged children. EFD’s long term goal is to operate a jointly-run training centre with a Vietnamese partner organisation where courses would have official recognition. This would attract participants from government agencies. Training for street educators could be conducted by either organising training sessions or publishing a newsletter (a tool for street educators to share experiences among themselves).

Hagar Group Fostering Programme, Cambodia

[Based on a paper prepared by Valeria Peres, Hagar Shelter Project, Cambodia]

Background: In response to the needs of Cambodia’s children, the Hagar Project utilises a unique approach that places at risk children into group homes. Hagar’s Foster Home Program (FHP) currently provides shelter and care for almost 50 children in 6 foster/group homes. Children are exposed to a varied set of activities, each contributing to their development. Children require continuous love, attention and support, thus long-term care in the form of a family home is used.

Objectives: To provide care, protection, and rehabilitation within the structure of a family unit for children in difficult circumstances; build the capacity of house parents to supply such needs; ensure a wholesome, supportive environment for children to develop holistically (physically, spiritually, emotionally, intellectually, socially and professionally) in order to function in society as responsible and productive adults.

Why group homes? In Cambodia there are not enough families available to offer adequate care for children via traditional fostering methods (one parent to one child). Many parents find it difficult to cope with foster children because they are sometimes unable to cope with caring for their own children who are not victims of trauma or abuse. Consequently, it is difficult to have the ideal “one child” per family scenario, but instead good families need to be found and to place more than one child with them. In a group home in Cambodia, one is able to train, encourage and cooperate with house parents in order to look after a small group of children who, in the end, will develop a sense of belonging and skills that necessitate holistic development.

The culture in Cambodia embraces large families. The Hagar Shelter model provides support and a family system for the children.

Recruiting process:

Selection of and criteria for the house parents: Parents are carefully selected from the community and should have a good reputation. They can have no more than 3 children of their own (i.e. they have experience with children, but their family is not so large that they cannot take in more children) and cannot be too young or old. Parents should have completed some level of education (in order to guide the children’s education). They must be prepared for the long-term commitment.

Interview with prospective house parents: Questions are asked about their education, work experience and personal life, they are also engaged in a conversation to discuss about their childhood, emotions, character, etc. Prospective house parents are then tested with case studies to see how they would approach and solve potential problems.

House parents consider the job description: The parents discuss the concept of a group home with their children and programme staff also speak with the biological children to prepare them for their new family situation. Past experiences have shown that well-prepared children can bring a positive contribution to the group home.

Benefits received by foster families: Appropriate benefits for the foster family such as accommodation and food are clearly stated from the beginning to avoid misunderstanding or false expectations regarding what they will receive.

Home visitation and interview with authorities and neighbours.

Training

Series of training programmes to be developed: The training programmes include discussions about: reasons for fostering; the children's backgrounds (abused physically or sexually, sold...
into trafficking, street children, etc.); the long-term problems these children may have as a result of their experiences (low self-esteem, trauma, addiction, stealing problems, etc.); children's needs; expressing love; dealing with anger; communication; children's rights; health issues, etc. The training sessions are essential because many parents in Cambodia believe that raising children is a simple task as they usually focus on practical needs and fail to recognise the emotional needs of children. Past experiences have shown that first-time house parents find it hard to understand why these children sometimes display patterns of difficult behaviour, and subsequently realising that raising children who have been traumatised and abused is a huge challenge. However, through training, house parents have a better understanding and are more gracious with the children.

The prospective house parents will observe already established homes and replace house parents for a period of 1 week: This time of observation is mutually beneficial as they are able to know each other better and see the attitudes of prospective parents before they officially start working with the programme. Their children are also allowed to come, so that their behaviour and interaction with the other children can be monitored.

The house parents are accepted and children are selected for that home: One or two children are placed in the group home during the first month and gradually new children are added to give the house parents time to adjust and help with the process of familiarisation. Children are selected based on the family and child assessment. At this stage, based on previous assessment, we are 90% certain that these parents will work well with the children. The programme does not take the risk of placing children in a family they may later leave.

The training does not stop here: Weekly meetings are held for group discussion or workshops about child-related issues and values that encourage the house parents in the work of caring for children.

Results: House parents of different households get together and meet often which allows them to share their experiences and problems with one another. This has built teamwork and group support. In meetings, the new house parents share their struggles with the group. The group then collaborates to discover solutions to the problems, so everyone learns and benefits from the situation. Mrs. Chantom, a housemother, said: "In the beginning I did as is Khmer custom and did not think about the children. After we studied different lessons about children's issues, I am much more aware of their feelings. (In the meeting with the house parents, children histories and information are kept confidential).

Comments: The goal is not just to feed children but to help them develop themselves, which requires great teamwork. That is why the proper training and encouragement of house parents is so crucial. The greatest constraint of the programme is its financial sustainability. Otherwise, the project has great potential for further development.

---

**Children at risk because of organised crime: Profile of a girl in Cambodia**

Phat comes from a very poor family in Cambodia. Her father is a farmer. She has six brothers and sisters. Her time with her parents was not happy because her father and mother used to drink and gamble and the family did not have enough to eat. Her mother got very sick and died. Everyone was very sad. She did not get to go to the funeral but she was also sad; she missed her mum. Her father had "too many children" so Phat, who was about 8 years old, and her young sister of 4 years old went to live with her aunt. Soon, her aunt started to be cruel to her and punish her for small mistakes. Her aunt and uncle had many problems and they would quarrel quite often. They also used to gamble and had many debts. One day her aunt took her and her little sister to a house and said that they should stay there because the people would give them food and nice clothes to wear. The house had shining lights and the girls had strong makeup and there were a lot of men coming in and out of the house. She and her little sister were sold to a brothel. Sexual slavery is a big business in Cambodia. It is well known that officials work together with the mafia at every level. Children like Phat are also bought and sold across the borders into begging rings. She and her sister were not used as prostitutes but they were being groomed into the sex industry. They saw everything from sexual relations to pornographic movies.

---

**Phat's family**

**Her mother's funeral**
Hagar Foster Home Programme Overview

- Recruit Applicants for Foster Parents
- Interview Applicants and Conduct Background Checks
- Evaluate Applicants and Select
- Train New Foster Home Parents
- Foster Parents Undergo Trial Period in Existing Foster Home
- Parents of New Foster Home

Two to Three Months

- Foster Care Family

- New Foster Home Parents

- Child Development Activities
  - Vocational Training
  - Counselling
  - Basic Education
  - Creative Arts
  - Rehabilitation & Medical Assistance
  - Recreation & Group Activities
  - Ongoing Training
  - Scheduled Breaks
  - Weekly Support Group Meetings
  - Family Development

- Foster Parent Activities

- Examples of good practices
Makassar Dumpsite Project, Plan Indonesia

Supported by Plan Japan National Office, Plan Indonesia Program Unit Makassar collaborates with stakeholders, children, families, schools, health centre, and partners (government, NGOs, and consultants) to address the issues of health, education and worst forms of child labour.

1. Health for All Programme: Aims to improve the general health of the children and community inside and outside of the Makassar dumpsite by addressing the issues of undernourishment among children, lack of access to sanitation and water and lack of access to early childcare and development.

Main Components:
- **Student health volunteers training**: Students are trained as health volunteers by the health centres in order to implement child-to-child health awareness and care to their friends. This programme is important because there are several reported cases of diarrhoea, ARI, worms and accidents in schools.
- **Mother volunteers training for ECD**: Training in the areas of child development and early education to volunteer at the village health post, play group, and kindergarten.
- **Promoting better sanitation**: To change behaviour among families, communities are given the ability to establish simple latrines which do not take up space or need much water to enhance sanitation practices.
- **Establishment of water tanks**: 2 water tanks are built near dumpsite that serve 20 families (approximately 100 people). Committees manage the water tanks. Benefits are deposited to the bank and the money is set aside to establish a co-operative.
- **Mobile clinic**: 2 mobile clinics have been set up in Borong Jambu and Bangkala to help poor families that do not have access to health services. The health centre runs the clinics twice a week and are able to see up to 30 people. To ensure sustainability of programme, patients pay Rp 3,000 per service. Fifty percent will go to the health staff and cadre’s transport and the other 50% for drugs and other equipment.
- **Strengthening village health post**: 2 village health posts are established by the health centre near dumpsite to serve 100 families. The health centre has conducted training for the 20 health post cadres on managing the health post, mother and child health, growth monitoring, nutrition and etc.
- **Strengthening Taman Posyandu**: To enhance child growth and development, the village health posts have created a partnership with a playgroup called Taman Posyandu. For 4 days each week, the health post facilitates playgroups for children 3 – 5 years of age.

2. Education for All Programme: School drop-out cases in the dumpsite are very high. A recently conducted census revealed that out of 300 school-aged children (7-18 years) in 2 sub-villages, only 73% go to school. About 85.4% study in elementary school and for children aged 13 – 15 years, only 60.8% go to school. Children are attracted to work because of the easy money. Some parents also encourage them to work.

- **School enrolment programme**: Teachers and community leaders conducted a census (see above) on drop-out rates. During this survey, they also motivated the children and parents to join the school enrolment programme. Only 9 children were accepted to study in elementary schools. Several donors and NGOs are willing to help with school supplies, but people and leaders within the community are still not committed to cause of children, making the programme difficult to implement.
- **Children’s exhibition**: Children Care Consortium - Through essay writing, poetry, local games, handicrafts and other interesting activities, 200 children and mothers had the opportunity to express their opinions, hopes and dreams through this exhibition.
- **Training tutors in non-formal education**: Plan collaborated with SKB (Sanggar Kegiatan Belajar Biringkanaya - Community Learning Center) to develop a model based on best practices of teachers and participatory training and child rights. Twenty-five tutors developed teaching schemes with inputs from other tutors, after which they practiced with the peer group. To improve their capacity, they received feedback from peers and facilitators. For 4 days, they also practised in the field with children, using a participatory approach so that the children would not get bored as they did with other non-formal institutions.
- **PAKEM (active, creative, effective and fun learning) Training**: training of 50 teachers conducted near dumpsite. Teachers were invited from other areas to replicate the models they used in their schools. By sharing with peers (teachers, headmaster and supervisor), participants worked to find the best methods to reach out to children who do not enjoy school and those with learning disabilities. The teachers were also able to enhance their teaching methods and skills.
- **Children’s organisation**: Child scavengers and other deprived children have established a children’s group (ARENTA) which serves as a medium for children to participate, develop their potential, learn and express their ideas and opinions. The group has conducted several activities like duck-raising to generate income, music and theatre classes; and surveys to establish a database of children and families in the dumpsite. In the beginning there were 90 children involved, but now only 40 are still active.

3. Worst Forms of Child Labour Programme: Plan Makassar is working with NGOs and children to
advocate the government and DPRD (District House of Representatives) to address issues of child labour and prostitution, which are on the rise.

• Training child facilitators for child labourers, prostitutes and scavengers: Graduated participants from CCCD trained 25 child workers on the issues of child rights, child participation, gender and PRA methods for planning, monitoring and evaluation. The training option proved that children are able to participate and express their ideas when given the opportunity. They can analyse their situation and better develop action plans to address their own prioritised issues.

• Survey and Focus Group Discussion to the child prostitutes in Makassar:
  Survey and FGD with 100 DUGEM (girls who always visit discothèque or bars) and CSEC in collaboration with YAPIN, a local NGO focused on DUGEM girls.

Hanoi Program Unit, Plan Vietnam

Plan Vietnam-Hanoi is currently working in partnership with local governments at the provincial, district and commune levels to support poor and disadvantaged children. The project's objective is to protect street and working children in urban areas from neglect and abuse by providing child rights counselling, informal education, vocational training, health care, and recreation. The project's target is to reach at least half of the street working children in the towns of Hanoi, Hai Phong, Hue, Da Nang, Quang Nai and Quang Tri over a period of five years. The outline of this initiative is as follows:

Main components:

• Counselling and building a volunteer network - Seven counselling centres with 9 full time counsellors will provide counselling services for children and concerned adults on issues of child rights. A network of 400 volunteers will support counsellors to reach out to all children in project areas.

• Informal education for children - 57 literacy, mobile, and multi-grade classes have been organised for about 1,300 street and working children. The lesson hours depend on the children's free time. They take place in the morning, afternoon and evening.

• Vocational training - About 200 street children are provided with job training courses and hundreds of them are equipped with job orientation experience. After completing the training course, the children are introduced to the actual workplace.

• Recreational activities and child participation - Big events for children in mid-autumn are organised by Children's Day or Tet holiday.

• Primary health care and child abuse prevention - Raises health awareness and provides child abuse protection through counselling, training, and forums.

• Capacity building - Building the capacity of project staff, partners and stakeholders on project planning and management skills according to the principles of child rights and child protection.

Constraints/challenges:

• Low levels of concern and interest from community and leaders
• Reduced opportunity to participate and lack of realisation of child rights
• Inadequate health care service and knowledge of hygiene and health
• Risk of and suffering from sexual and drug abuse and HIV/AIDS
• Lack of information and knowledge about adolescent physiology
• Lack of opportunity to join regular schools, resulting in illiteracy
• Lack of skills to find stable employment in the future

Major issues:

• Migration for economic reasons
• Inadequate policy on protection of street children
• Lack of awareness of child rights, protection and participation

Priorities:

• Increase awareness of child rights, protection and participation
• Provide adequate services for street children

Projects: Street Children and HIV/AIDS

(Taken from a paper prepared by Dr. Joseph Chandy, Regional HIV and Reproductive Health Adviser, Save the Children UK)

Mith Samlanh/Friends, Phnom Penh, Cambodia: Stresses responsibility, initiative and peer support, teaches independence that street children need to take control of their own lives. Individual programmes are designed in consultation with each child. Organised into 11 interlinked programmes: 1) Outreach programmes (awareness and information on child rights, HIV, facilities and options, encouragement to get off the street, basic health care, counselling); 2) Transitional homes (residential drop-in centre); 3) Boarding house (safe shelter for night-working children who refuse to stay at the Transitional house); 4) Training centre (children above 14 are given training in 11 different trades according to their interest); 5) Educational centre (provides basic literacy and remedial classes to aid reintegration); 6) Family reintegration; 7) Youth Reproductive Health; 8) HIV/AIDS Awareness programme (including support for children orphaned by AIDS); 9)
Substance Abuse programme (facilitates prevention/reduction of substance use and harm); 10) Child Rights Programme (prevention and rescue of children from abusive situations); and 11) Staff Development (to ensure managerial effectiveness).

Save the Children Australia-Mith Samlanh/ Friends Youth Reproductive Health Project, Kampong Cham, Cambodia: Established January 1999, the project aims to support family reintegration and reproductive health education of street children from poor or otherwise vulnerable communities in Kampong Cham and 13 villages in 7 districts. Key project components include: 1) Youth Centre which operates 5 days per week from 1-5 pm and 6-10 pm and provides street children a safe space to learn and play, interactive health education about HIV/AIDS, reproductive health and glue sniffing, personal hygiene information and resources, stationary, back packs and school uniforms to children sent to public school and life skills education besides developing teaching materials specific to this at-risk group. 2) Outreach Education which covers 4-6 villages per month and providing Health Education and IEC on STD/HIV, glue sniffing, drugs, birth spacing, reproductive health and basic hygiene, support to reintegrated children and their families, basic treatment for skin disorders like scabies and referrals for school placement, treatment, vocational training and reproductive health programmes.

RESCUE/AIDS Project, Indonesia: 16-month pilot targeting street children in Indonesia implemented by PACT (www.pactworld.org) through 10 Indonesian NGOs with support from Family Health International/ AIDS Control and Prevention project (FH I/AIDS SCAP). The pilot ended in September 1996, but its success led to its continuation under the HIV/AIDS Prevention Programme (HAPP) implemented by AIDSCAP and funded by USAID and the Government of Indonesia. Key activities include: 1) Training of Street Educators from PACT’s earlier project on HIV/AIDS, whom street children had close relationships with and trusted; 2) Development of training materials and manuals for training of street educators and of IEC materials; 3) Capacity Building of implementing local partners; 4) Awareness and advocacy about sexual abuse and substance abuse in relation to street children; 5) Outreach and centre-based education and counselling; 6) Participation of street children in material development and maintenance of the centres.

Key achievements include: 1) Street children took better care of themselves 2) Local NGO’s capacity was increased 3) The project was continued and expanded under HAPP.

Children with HIV/AIDS-Discrimination Project, Ho Chi Minh City, Vietnam: Implemented by Save the Children Sweden through the Ho Chi Minh City (HCM C) Health Information and Education Centre and NGO Thao Dan (a small HCM C-based local NGO who supports street children through shelters and outreach provision of information on health, especially HIV/AIDS and STDs and drug abuse, education, vocational training and jobs by young peer educators and adult street educators) since 2002. Involves children in developing IEC and campaigns. Information and counselling on HIV/AIDS and STIs are provided at Thao Dan and a small group of HIV infected children will be trained to do outreach work with their peers to provide information on protection and prevention. Advocacy through a national forum on HIV/AIDS in 2002 sensitised decision-makers on children’s vulnerability to HIV/AIDS, their capacities for HIV/AIDS work and children’s rights.

Urban Street Children Empowerment and Support Programme, Indonesia: Funded by USAID from 2000-2003 with a likely extension through to 2005, implemented by 34 local NGOs and managed and supported by Save the Children US, Indonesia, in partnership with the Ministry of Women’s Empowerment, the programme seeks to expand, strengthen and mobilise local responses to meet the special health, behavioural, educational and social needs of street girls and boys in Jakarta, Bandung, Surabaya and Medan in Indonesia. Key aspects of the programme include: 1) Health education on nutrition, hygiene, smoking, alcohol, drug use and sexual health; 2) To facilitate and to improve street children’s access to government services for the poor; 3) Integration of gender concerns by addressing the special needs of girls (currently over 40% of beneficiaries) with a strong focus on sexual exploitation of girls with initiatives to address physical and sexual violence and reach girls in the sex industry in addition to advocacy for girls rights and developing community and adult support for girls; 4) Developing alternatives for street living (especially younger children) through emphasis on preventing school drop-out and separation from the family through formal and non-formal education, scholarships, improving family income and adult parenting skills. Children already on the street are assisted through vocational diplomas, job apprenticeships, support for micro-business and securing birth certificates and identity cards; 5) Child participation and community mobilisation; 6) Capacity building of NGOs; 7) Advocacy and policy initiatives at national and provincial levels, including municipal and provincial policies on street children, resource allocation by government for street children related work and facilitating street children’s access to birth certificates, education and economic opportunities, supported by child protection agencies.
Street Children Programme in Vietnam - Terre des Hommes-Lausanne

TdH-Lausanne started its programme in Vietnam in 1992. It is one of the pioneer INGOs in Vietnam working for the benefit of street children. The work implemented by TdH-Lausanne consists of the following elements:

- Provision of funding and technical support to local NGOs' projects working for street children.
- Assistance in capacity building to local NGOs, especially in providing training on social work skills, management, child rights and research skills.

TdH-Lausanne is also the organisation that initiated the SPI model (see CETC & Tuong Lai projects below) in response to the needs of and for the social integration of grown-up street children. The SPI project was developed on the basis of information collected from a street children survey in 2000 by TdH-Lausanne.

Centre for Education and Vocational Training for children in Ho Chi Minh City (CETC/HCMC)

CETC is a government institution caring for street children, operating under the administration of Department of Labour and Invalid and Social Affairs (DOLISA) HCMC. The centre looks after almost 400 children, the majority of whom are street children who were collected from the streets. A small number of children in the centre are from poor families who have been victims of war and of ex-soldiers with disabilities, or children with behavioural problems. CETC offers the following services to street children:

- **School education:** in cooperation with the district educational department, CETC provides school education (using formal curricula) up to grade 9 for most children in the centre.
- **Recreational and library activities** provide children in the centre with opportunities to read books, to learn music, painting, martial arts and circus skills, chess and football. This also helps children re-adjust, regain their confidence, build self-esteem and promote team spirit.
- **Vocational Training School** offers opportunities for children to learn skills such as motorbike repair, electronic and electricity repair, computing, hairdressing, massage, and beauty / make-up etc.
- **Children's house for boys** (aged 8-16) serves as a transit centre for children from CETC to return to their families and as an optional place for those who do not want to stay in CETC centre.
- **Socio-Professional Integration (SPI) project** provides grown-up former street children (boys and girls) with opportunities for their social integration through living in a community-based house where they learn to live independently with support from the educators. SPI also helps children learn vocational skills at some vocational training centres, through apprenticeship or on-the-job training at private workshops / businesses and finds jobs for them.

- In addition, CETC also provides **counselling services** to help street children return to their home as quickly as possible.

Tuong Lai Project of Ho Chi Minh Child Welfare Foundation (HCWF):

Tuong Lai project is one of many projects of HCWF with special focus on street children in HCMC. The project itself is a combination of many elements related to street children:

- **Children's Desk** provides street children with necessary information about available social services (evening classes, health care, warm shelters, etc.) and information for awareness about rights and common diseases, hygienic practices, and protection from HIV/AIDS, etc.
- **Green Bamboo Shelter** provides free accommodation, food and opportunities for vocational training to street children aged 11-16 who want to leave the streets and need a safe shelter.
- **Social Employment Unit** provides street children with information about opportunities for job and vocational training and job counselling and orientation services.
- **Socio-Professional Integration (SPI) project** facilitates the social integration of former street children/ street adolescents (aged 16-20) through a community-based house.

The main tool that Tuong Lai project uses to collect information on children's profiles and to identify their needs and solutions for their problems is the **Child Street System (CSS)** developed by Professor Ricardo Luchini of the University of Fribourg. CSS was introduced to Tuong Lai Project by the resource person of TdH-Lausanne in 1998 and the staff of the Tuong Lai Project found it to be very useful tool for helping street children.
As a result of institutional services for street children and adolescents focusing primarily on reintegrating the child into his/her family, there has been a general failure to prepare beneficiaries for independent life. Consequently, a group of young people who benefited from institutional support as children but face severe difficulties in securing permanent, socio-professional positions as adults. TdH, in partnership with the Vietnamese government’s Committee for the Protection and Care of Children (CPCC), MO LISA, The Centre for Education and Vocational Training, Women’s Union, Youth League, and local NGOs have provided a social environment (peer groups in community-based housing), one-on-one guidance and educational opportunities in order to deal with the challenges of becoming a responsible and productive adult. This novel and decentralised system of apprenticeships has resulted in a high degree of success in training and employment.

Situational Analysis

**Vocational Training and Apprenticeships** There are two ways of acquiring vocational skills in Vietnam: vocational training schools and apprenticeships/on-the-job-training. The first has four principal problems: 1) schools require fees which poor families and street adolescents cannot afford; 2) street adolescents and migrants lack legal documents (e.g. birth certificates) which are necessary to take final exams; 3) the low education level of street children and adolescents prevents attendance at a preliminary stage; 4) many street adolescents are reluctant to forsake their bread-winning roles to undertake vocational training. Apprenticeships and on-the-job training are informal ways to acquire vocational skills. Salary and food allowance are sometimes provided.

**Potential Employers** Educators have to take the lead in finding an apprenticeship (contacting shops, workshops and companies). It is the adolescent’s job to convince the employer through good performance to accept him/her on a long-term basis. The educator then follows up on the situation at the work place to ensure that working conditions are appropriate.

**Conclusion: Socio-Professional Integration**

The findings of TdH’s study on street adolescents in HCMC show that service providers have to admit a general failure of their attempts to professionally integrate former street children. It has been identified that it is the one-sided, institutionalised approach that results in the lack of social support preventing long-term integration. There are two elements in socio-professional integration: A stable social life in a non-institutional environment will support the adolescent in integrating into an apprenticeship or a vocational school. Similarly, a stable job or position at the vocational training school will promote social integration. Adolescents have to make efforts towards integrating themselves into society and society should value their efforts by providing them with a legal status access to social services.
**Purpose:** To set up self-administration of children's groups, to promote the CRC and let children take part in decision-making processes in working against children's rights violations.

**Methods:** Children's participation will: be based on the initiatives, needs and interests of the children; consider the characteristics of every child; have coherent, ongoing and flexible activities; be of high quality and highly respected; consider local cultural contexts; organise interesting activities; be provided with adults' support and administration of pedagogical methodology; involve meetings, seminars, heart to heart interviews, discussions, training, competitions, excursions, festivals, ceremonies, games, exhibitions and selection of the members.

**STRUCTURE**

**Consulting Team:** guide children's groups on determining goals and operation; give advice on improving mutual understanding between children and adults; consist of local development programme staff, social employees of schools, inspectors of police department child section and parent representatives; members will be elected by local children; aim to get families, parents, local administration, enterprises and residents involved in public activities related to children; use local libraries, museums, cultural centers, clubs and sport jams for children's activities; report to local development programme and related organisations and children's groups on their work carried out.

**Children's Meeting:**

**Children's Self-Administrative Board:** voluntarily organised; 9 members representing local children; approve the direction of work of children's groups; organise their own work schedule; receive guidelines from the local consulting team; provide administrative support to subsidiaries; work hand-in-hand with the assistant board of children; organise trainings on development of children's groups, self-administration, child rights, reduction of violence against children and resolving the problems of children in difficult circumstances; conduct and analyse questionnaires; develop and make public information on self-administration; collaborate with businesses, individuals and parents on self-administration of children's groups; conduct activities on behalf of its members; daily activities of children's group will be run by its elected members and children will learn administration skills by themselves.

**Assistant Board:** 13 members; operational with the help of local high schools, committees and teams; receive consulting and other assistance from Self-Administrative Board and Children's Consulting Teams; organise children's groups monthly and quarterly; can have sections of elementary, middle and senior class students; has its own office; work against violations of children's rights in small administrative units, schools and groups and let children's voices be heard; conduct its activities in coherence with school teachers, social workers and other children's organisations and groups; work to reduce school drop-out in rural areas and help those children get involved in formal and informal training; collaborate with children's boards in the khoroo (second smallest administrative unit) and provide them with activity directions and administration; report its activities to Children's Self-Administrative Board.

**Elementary Unit:** established at the khoroo/ in local areas; up to 9 teenage members; collaborate with khoroo's governor, social staff, organiser and section heads; set up its work schedule in accordance with the local context; responsible, along with local children's organisations and own members, for exploring the causes of violence against children, breaches of children's right, school drop-out, poverty and family backgrounds contributing to risk; must clarify the duties of its members and conclude the implementation; responsible for ensuring equal participation of members in activities; work hand in hand with Assistant Board; obliged to involve parents, families, organisations, enterprises and individuals in its activities; is obliged to run trainings and advertisements on child rights.

**Members:** must be supportive of activities of children's groups and organisations and interested in taking on board rights and responsibilities; must reside in that local area; entitled to express their opinions at any level of the children's group; must be capable of fighting to implement their opinions in line with their rights and responsibilities; obliged to perform tasks given by the children's groups and boards of any level; have higher position than 'supporters'.

**Supporters:** responsible for attending and supporting the activities of children's groups; entitled to take part in any activities and express their views; should be citizens of their local area; can become a member of the children's group on request.
### Street and Urban Working Children Project (SUWCP), Philippines

[Prepared by Eugenio Rey Puente, Jr., Chief, Project Planning, Programming and Training Division, FWPM O/O PDS, Department of the Interior and Local Government]

<table>
<thead>
<tr>
<th>COMMON TOPICS RAISED DURING FORUM</th>
<th>SPECIFIC QUESTIONS</th>
<th>RESPONSES FROM SUWCP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude / lack of awareness</strong></td>
<td>How to raise awareness and attract attention of society as a whole?</td>
<td>Oriented and involved barangay (the basic political unit in the Philippines) officials in the AusAID / Philippine – Australia Vulnerable Groups Facility (PAVGF) assisted the implementation of Street and Urban Working Children Project (SUWCP) in their areas of jurisdiction. Their commitment was secured through close coordination/collaboration by the partner NGOs. Barangay officials are given major roles in the implementation of the project as in the provision of vehicles in the hauling of rice assistance from the warehouse of the National Food Authority (NFA), the government food agency, to the project areas for distribution to the children-participants. They are tapped as resource persons/ facilitators in their areas of expertise in the conduct of values-formation sessions or skills-trainings for the children-participants. This is just the initial step in raising the awareness of community leaders about the plight of street children.</td>
</tr>
</tbody>
</table>

| **Networking and collaboration**  | We as NGOs can generate lots of talk, research, advocacy campaigns, etc. Yet the resources needed for programmes which address the needs of street children seem to shrink. Perhaps we need to work more effectively together, but how? | Came up with the foreign-assisted, government-executed, and local government units (LGUs)-implemented SUWCP, where the strategy of convergence of collaboration campaigns, etc. Yet the resources needed for programmes which address the needs of street children seem to shrink. Perhaps we need to work more effectively together, but how? |

| **Prevention**                   | How to stop children from being on the street or minimise their stay on the street? | Under the SUWCP, children-participants are encouraged to attend values formation sessions conducted by partner GOs / NGOs’ Street Educators (SE) once a week. For attending the session, children are given 1kg of rice as an incentive. Reports from the partner NGOs show that this strategy has minimised / lessened the number of hours the street children spend on the streets. |

| **Sustainability**               | The special thing that I want to learn from people in this forum: how to make the street children programme sustainable? | Forge or strengthen network with other NGOs, civil organisations and benevolent individuals / firms in the project area for the regular provision of identified basic needs of the street children-participants after the Project has ceased / terminated. This is one of the sustainability strategies adopted under SUWCP. |

| **Education / vocational training** | How to include disadvantaged children in mainstream education? | Under SUWCP, we were able to convince / encourage out of school youth to go back to school through provision of rice assistance as an incentive. Each child-participant is entitled to 300gms of rice per day of attendance in school. |
THE BANGKOK STATEMENT
Adopted by the Delegates of the Civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Street Children, Held in Bangkok, Thailand from 12-14 March 2003

A Civil Society Forum for East and South East Asia on Promoting and Protecting the Rights of Street Children

Statement and Recommendations
We the non-governmental, governmental, and international organisation delegates from 9 countries of East and South East Asia: Cambodia, P.R. China, Indonesia, Lao P.D.R., Myanmar, Mongolia, Philippines, Thailand and Vietnam (with special participation from Papua New Guinea), gathered in Bangkok on March 12-14, 2003, for a Civil Society Forum on Promoting and Protecting the Rights of Street Children.

Whilst acknowledging the diversity of experiences and definitions of 'street children' across the region, we nevertheless unite in highlighting the need for co-ordinated and urgent interventions to promote and protect the rights of these marginalized children.

We affirm that the countries of this region have taken progressive steps to address the rights of children: they have ratified the UN Convention on the Rights of the Child and ten years on have committed to create a World Fit for Children. Regional and national mechanisms are being set in place to implement and monitor these commitments.

However, street children are in urgent need of recognition and focused attention. Even as countries in the region have started to take up actions on their behalf, their numbers keep growing in our urban centres and the situation they are in has become ever more complex and exploitative.

Street children too often have no status and legal identity. For the most part they remain socially excluded. Too often they are stigmatized and not reached by basic social services.

At the root of the street children phenomenon are poverty, inequality and violence, at a structural as well as household level. Poverty goes beyond family income poverty: it is a structural problem which arises from inequalities in access to, and distribution of, resources, both nationally and internationally. Poverty is resulting in the marginalisation of significant parts of the population in many countries of the region. Likewise, socio-economic and gender power inequalities at all levels of society perpetuate both structural and interpersonal violence which impacts significantly on children and which contributes greatly to the street children phenomenon.

Changes in the region brought about by globalisation, macro-economic policies and development trends have had mixed results. They have pushed shifts of many command economies to liberalization and from mainly agricultural to highly industrial economic bases, but they have also resulted in the dissolution of common social services and breakdown of traditional social structures that protected children and their families. Noticeably, our societies' capacity for responsible governance and ability to provide basic education, health, childcare and protection services have not developed adequately, particularly for street children.

Families leave their communities not only in search of better opportunities, but also through displacement caused by development projects, natural and man-made disasters and by internal armed conflicts. The rapid migration of people from rural to urban centres, and from less developed to more developed countries has also brought more children to the streets.

Once on the street, children and youth are vulnerable to all forms of abuse, exploitation and discrimination. They are exposed to elements and circumstances that endanger their life, physical health and psychological well-being.

As victims of societies that criminalise poverty with harsh sentences for petty (often 'survival') theft, substance abuse, involvement in commercial sexual exploitation, and outdated 'vagrancy' laws, street children are at the mercy of the criminal justice system, regardless of whether they are in actual or merely perceived conflict with the law. This is compounded by their vulnerability to exploitation by criminal entities. Once in the criminal justice system, street children in some countries in the region are often denied even their most fundamental human rights with no one to plead their case or speak out about conditions they may suffer such as extreme overcrowding, malnutrition, physical, psychological and sexual abuse, lack of access to medical care or legal advice and no prospect of rehabilitation, education or release.

Substance abuse is one of the many problems encountered by street children in the region. Street children abuse...
substances in response to their circumstances: to quell hunger
pangs, to bond with peers and to ‘escape’ the harsh realities
of street life. Street children are also vulnerable to
exploitation by older children, adults and criminal entities
within the drug trade. The social, physical and psychological
consequences of substance abuse are far-reaching and are
linked, amongst other things, to violence, crime,
malnutrition, high-risk sexual behaviour, vulnerability to
HIV and other diseases and inability to make informed life
choices that may provide alternatives to living on the streets.

We firmly believe that failure to address the symptoms
and causes of the street children phenomenon highlighted
here will result not only in the continued violation of the
rights of these girls and boys, but also in increased
immediate, medium and longer term social and economic
costs to societies and governments.

The participation of street children themselves in this
process is essential. Most street girls and boys are
survivors. On a daily basis they deal with the harshness
of the street environment and develop ways to protect
and support each other. Many street children are at the
forefront of promoting children’s rights, working for
concrete actions from governments and civil society that
serve the interests not only of street children but also of
all children. The resilience, competencies, resourcefulness
and inherent caring attitudes of street children are
frequently underestimated potentials that need
immediate and wholehearted recognition and support
from both governments and civil society.

Street Children & Child Labour
In most cases street girls and boys work in environments
that are actually or potentially hazardous and of limited
or no educational value: amongst other things they carry
heavy loads in markets, dodge through traffic vending
small items and scavenge through rubbish heaps. Many
of them are exploited through the worst forms of child
labour, including commercial sexual exploitation. Many
are working in bonded and forced labour conditions.

• We urge all governments who have not yet done so to
ratify and implement the ILO Convention on the
Elimination of the Worst Forms of Child Labour
(ILO Convention 182), and the Optional Protocols to
the CRC in relation to commercial sexual exploitation
and involvement of children in armed conflict.
Programmes and policies at local and national levels to
eliminate the worst forms of child labour must be
immediately established.

• In the immediate term, understanding that many
children suffer from an acute lack of alternatives to child
labour, local governments must ensure their protection
in places of work and amend local ordinances that
prohibit and penalize informal work of street children
such as vending and car-washing. Alternatives forms of
work that are safer and more child-friendly must be
provided for these working children.

• More importantly, we urge governments not to adopt
economic policies that further push families into
conditions of poverty that force children to work.
Governments must create and support decent work
opportunities for families of street children to ease the
demand for children to contribute to family income.

• Alternative family care systems must be developed
within communities for child-headed households.

• The State must ensure equal and non-discriminatory
access of poor children and their families to free,
appropriate and quality basic education, health and
other services so that children will not be pushed to earn
money in order to avail themselves of these.

Street Children & Education
Street children often have limited or no access to the
formal education system due to discrimination, lack of
identity papers, inflexible timetables that conflict with
their need to work and inability to pay school fees and
associated costs such as books and uniforms.
Privatisation of education and user fees are further
impediments to whatever little opportunities are
available to children of poor families, thus perpetuating
cycles of poverty. Our goal of achieving just and
equitable societies cannot be achieved if this happens.

In addition to ensuring that the formal system provides
free, accessible, quality, relevant and compulsory
education to all, governments must also officially
recognize the value of quality non-formal education
(NFE), acknowledging that such education includes a
whole package of life skills and basic education to
empower street children and former street children to
survive and develop to their fullest possible potential as
socio-economic actors and responsible citizens in the
wider community, the business world and the labour
market, in line with the comprehensive aims of
education outlined in Article 29 of the CRC.

• Governments must ensure that efforts to improve the
formal education system, in line with the ‘Education for
All’ goals adopted in Dakar in 2000, take into account
the needs and circumstances of all children, including
the most marginalised. Quality primary (and secondary
where possible) education must be made compulsory and
genuinely free and the public education sector must
remain fully subsidized even in the face of an increasing
private sector.

• The participation of children and civil society
organisations and the development of ‘child-centred
approaches’ are crucial for the development of good
• Governments must promote family education towards inculcating responsibility of parents, developing parenting and communication skills and improving home and family life.

• Assist governments in reviewing and revising existing educational curricula to ensure more comprehensive, appropriate, flexible, and child-centred curricula and child-friendly environments that take into consideration the human rights values of gender equality, cultural diversity, non-discrimination and peace education.

• Strengthen efforts in developing and expanding street children programmes to address the need for flexible and needs-based NFE of equivalent standard to formal education.

• Promote official recognition of NFE through, amongst other things, equivalency certificates recognized by the Ministries of Education to facilitate the mainstreaming of street and former street girls and boys back into the formal system when appropriate.

• Implement a government policy that will provide all girls and boys, including street girls and boys, with opportunities to acquire official documents such as birth certificates and residence permits that will enable them to enter the formal education system if appropriate.

• Provide / develop more responsive comprehensive educational opportunities, including vocational skills training, micro-credit, job placement and job opportunities in rural as well as urban areas in order to address the rate of rural / urban migration.

Street Children & Violence
Street children are acutely affected by violence in all its forms - physical and psychological abuse and neglect and sexual abuse and exploitation. Street children who have run away from home have very often experienced violence in the home and/or at school. Those who live and work on the streets are vulnerable to violence perpetrated by members of the public, by employers, by state and private security forces and by other children on the streets. High levels of violence in all of these environments are tolerated and often even encouraged through traditional attitudes to child-rearing and the dehumanization of street children through negative media coverage, which promotes stigmatization and fear under the guise of ‘public security’ concerns.

• Every individual from local to government level has a responsibility to challenge cultures of tolerance towards violence against children. Campaigns involving street girls and boys themselves and the media must urgently be implemented at local, national, regional and international levels to increase public awareness on the direct and indirect effects of violence on children and their families, as both victim-survivors and witnesses of violence.
Existing reports in the region on violence against street children should be collated and widely disseminated to inform appropriate interventions in both the public and private spheres.

Collaboration between all stakeholders, including children themselves, government and civil society should inform the UN Global Study on Violence Against Children.

Professionalism and high ethical standards in the delivery of various services to street children must be observed at all levels.

Responses to combat violence against all children, including street children, should be based on child-initiated, child-sensitive and pro-active elements such as community-based parent education and peace education programmes that could eventually also be included in the formal as well as non-formal education systems.

Qualitative and quantitative monitoring and evaluation of anti-violence initiatives, based on both immediate and long-term child-centred indicators, must be encouraged through collaboration between civil society, state and academic institutions.


The right of children to live free from commercial sexual exploitation is integrally related to the protection of their fundamental rights as stated in the CRC. These rights must apply equally to all children, including marginalised children such as street children, regardless of their country of origin or citizenship status.

In light of the fact that street children are particularly vulnerable to commercial sexual exploitation, specific attention must be given to:

- Ensure the protection of migrant street children, especially in border areas, through establishing cooperation between border officials and social service providers via a referral system.

- Ensure that in all cases street children that have been victims of commercial sexual exploitation are not treated as criminals and that all measures are taken to ensure that they are not re-victimized by the law and law enforcement system.

- Respect the rights of children, especially street and exploited children, to privacy and confidentiality of information at all times, especially within the law enforcement system and the media.

- Provide street children and other vulnerable children with appropriate and professional programmes for prevention, protection, recovery and reintegration according to the best interests of the child.

- Initiate measures to ensure that legislation for the protection of children is enacted and made known to all sectors of society, including parents and communities. Awareness-raising programmes amongst street children on such legislation and ways they can protect themselves is especially crucial to the empowerment of street children, and should particularly be made available to unaccompanied and migrant children. Legislation for the protection of children must be enforced in a way that respects the rights of exploited children.

- Ensure the prosecution of all those involved in the commercial sexual exploitation of children for their crimes against children, such crimes being given equal weight to other forms of criminality. Special measures must be created to ensure non-discrimination against street children in terms of priority accorded to the case at the investigation, prosecution and sentencing stages.

- Design national and regional data collection and information systems to ensure coherent and collaborative interventions that alleviate the specific issues impacting on the lives of street and exploited children.

Street Children & HIV/AIDS

We believe that HIV/AIDS should be considered not just as a health issue but also as an economic, social and human rights issue.

- We highlight the need for, and effectiveness of, child participation in the fight against HIV/AIDS. Civil society and governments should learn from and replicate successful participation and peer education projects in the region.

- Governments are urged to: develop stronger partnership with civil society in the proactive design and implementation of child-centred and friendly prevention, care, and support strategies; manifest political will to address the issue through open dialogue and legislation that addresses both country and regional issues that impact on children's susceptibility and vulnerability to HIV; allocate adequate resources to, and ensure close monitoring and accountability measures for, targeted research.
• To prevent the migration of children affected by HIV/AIDS to the streets, early social, psychological and economic support should be established for child care-givers, child-headed households and the communities in which they live, including counselling, support to remain in school, development of ‘memory books’ for children to keep track of family history / parents and the provision / identification of systems for the placement of children orphaned by AIDS (foster care, group homes, etc.).

• There is a need for focused preventive interventions focusing on life skills and based on high quality information on sexual and reproductive health and risk behaviour to enable street children to make informed choices and decisions about all forms of protection against HIV infection. Preventive interventions should also include the empowerment of children to take advantage of expanded choices in order to remove themselves from the street. In addition to the right to seek, receive and impart information on this subject, according to the rights set out in the CRC, children also have a right to be protected from information that is injurious to their health and well-being (such as sensational mis-information campaigns).

• There is a need for greater involvement of religious/faith leaders in community prevention and support programmes.

• Need for early identification of children on the streets because of HIV in the family.

• Governments and communities must protect street children from sexual abuse and exploitation which is contributing to the growing risk of them being infected with HIV.

• Strategies should be developed and implemented to reduce stigmatisation / discrimination of children affected and/or infected by HIV/AIDS (including the promotion of attitudes that are more accepting and tolerant towards gender identity, sexuality and different lifestyles of street children) and to address social protection and welfare gaps that impact on children affected and infected by HIV/AIDS.

• Harm reduction strategies that lessen the risk of HIV/AIDS infection among street children must be developed and supported, for example, needle exchange programmes, promoting the use of disposable needles, and replacement therapy treatment. Such strategies must be supported by honest, open, appropriate and accessible health and drug education, confidential voluntary counselling and testing (VCT) for HIV, screening for STIs and medical referrals.

• There is also an urgent need for comprehensive and continuing quality and non-discriminatory care for street children infected with HIV. Governments must provide caring homes and easy, free and child-friendly access to care for opportunistic diseases. Medicine available for street children needs to be identified taking into account the price of the medicine, mobility of the children and availability of the medicine in the long run.

• Governments and civil society must actively promote an understanding and caring attitude amongst communities, especially amongst other children, towards street children infected with HIV. This includes promoting the concept of ‘positive living’ for infected children and the need to prepare children physically, psychologically and spiritually for death with dignity, respectful of their traditions and beliefs.

To support the above recommendations, governments and institutions mandated to support child protection and basic social services in the region must take priority actions on:

• Sensitization - within a child rights framework - at all levels of society and government on issues relating to street children

• Creating structures for active and meaningful participation and empowerment of street children and young people in all activities (both service provision and advocacy) that affect their lives, including involvement in the achievement of the Millennium Development Goals and National Plans of Action relating to the ‘World Fit for Children’ (follow-up to the UN General Assembly Special Session on Children, 2002).

• Developing capacities among street children and youth as individuals and as groups or organisations to participate within the basic units of societies (families, schools) and then within broader social spheres, through education, skills development and training. This needs to be accompanied by sensitising and building capacity among adults on this issue.

• Strengthening the key government social development institutions that address the rights and needs of children, ensuring that street children are included in all aspects of their work.

• Strengthening the provision and availability of social work education in relation to street children in each country.

• Establishing and enforcing professional standards for the provision of services for street children.

• Funding and fundraising that will support comprehensive programming as opposed to piecemeal and ad hoc funding and programming.

• Registration of all unregistered street children regardless of their status and/or nationality.
CSC is committed to learning from the experience of organising this series of forums. This process of reflection is imperative for our learning as an organisation and, taking into account that needs and experiences vary from region to region and from country to country, will necessarily contribute towards our future planning of further forums. The following comments are based on evaluation form feedback received from the forum delegates.

Delivering on Forum’s Objectives

- **Review of regional situation through country presentations and identification of case studies and examples of good practice**

  *Evaluation feedback:* The review of the regional situation of street children was perceived as ‘mostly met’ by participants. However, with regards to identification of case studies and examples of best practice, the strengthening of regional NGO networks and advocacy skills, these objectives were on average ‘partially met’. Linked to this, several participants commented that the agenda was attempting to cover too many issues. This, coupled with lengthy country presentations, left little time for in-depth discussions especially with regards to best practices of work with street children (such as Childline and Lost Child project presentations) and case studies by individuals who work directly with street children.

- **Networking opportunities and exchange and sharing of views and experience on good practice of work with street children**

  *Evaluation feedback:* The most frequently cited additional objectives were: the exchange of views and experience on good practice; networking opportunities; identifying regional recommendations and common and emerging issues; strengthening advocacy; and exploring the links with the broader socio-economic environment. Furthermore, several participants suggested field visits be incorporated in the agenda so that participants obtain some exposure to the specific street children issues that the host country faces.

Plenary, thematic and working group discussions

*Evaluation feedback:* Overall, there was little consistency in the perception of how the sessions were managed, comments ranging from ‘very well’ to ‘poorly’ managed, although there was clear indication that opportunities to participate were limited, particularly in the working group sessions. Several also commented on the unbalanced input from participants, with more from the policy level and insufficient input from the local practitioners’ level. In general, having government participation in the forum was seen as positive and necessary.

Venue, accommodation and logistics

*Evaluation feedback:* While periphery to the main event, logistics (e.g. overnight accommodation, daytime conference venue) were generally perceived as good and contributed towards the participants’ positive experiences of the forum.

General comments from participants revealed some common themes in the evaluation process and these include:

- Whilst wanting to provide a holistic discussion on the issue of street children in the region, with limited time (three days for the Bangkok forum), the agenda should focus on fewer issues and themes to allow for more in-depth discussions, with priority given to good practices of work with street children and case studies by individuals who work directly with street children. To enhance this, where possible, field visits to street children projects should be organised as part of the agenda allowing participants to see first-hand specific interventions with street children in the host country and to maximise opportunities for sharing experiences.

- Feedback from several participants’ affirmed that the forum provided a valuable opportunity for networking, sharing of experiences and liaising with other NGOs in the region. To further capitalise on this rich diversity of experiences (policy-level and practitioners) from the pool of participants, future forums should explore more ways to make best use of important experiences of individuals, for example, where possible, some budget should be set aside for formal translation to include viewpoints of individuals where English is not the first language.

1 Please see next section for sample evaluation form, please note that only some 30 evaluation forms were returned.
Sample Evaluation Form

Please note that participants had additional space for detailed comments on actual forms.

1. Please indicate, with a tick, to what extent the objectives of the Forum have been met.

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>COMPLETELY MET</th>
<th>MOSTLY MET</th>
<th>PARTLY MET</th>
<th>NOT MET AT ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>To review the situation of street children in the East and South East Asia region</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To identify case studies and exemplary programmes of work with street children (best practices) in East and South East Asia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To strengthen national and regional ‘networks’ of NGOs working with street children and child rights</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To strengthen advocacy skills for promoting and protecting the rights of street children - to facilitate the formulation of a Policy Recommendation for incorporating the rights of street children into national social development programmes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Please give three objectives/expectations you came with and indicate to what extent they have been met?

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>COMPLETELY MET</th>
<th>MOSTLY MET</th>
<th>PARTLY MET</th>
<th>NOT MET AT ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:

3. How well did you feel that the plenary (full group) sessions were managed?
   - [ ] Very well
   - [ ] Well
   - [ ] Adequately
   - [ ] Poorly

Comments/suggestions for:

3a. Country paper presentations on Wednesday 12 March

3b. Thematic paper presentations on Thursday 13 March

<table>
<thead>
<tr>
<th>Session</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Street Children and Education</td>
<td></td>
</tr>
<tr>
<td>Street Children and HIV/AIDS</td>
<td></td>
</tr>
<tr>
<td>Street Children and Juvenile Justice</td>
<td></td>
</tr>
<tr>
<td>Street Children and Child Labour</td>
<td></td>
</tr>
<tr>
<td>Street Children and Commercial Sexual Exploitation and Trafficking</td>
<td></td>
</tr>
<tr>
<td>Street Children and Violence</td>
<td></td>
</tr>
</tbody>
</table>
3c. Other Comments/ suggestions:

4a. Which session did you participate in? (Please tick the appropriate box)
   - Street Children and Education
   - Street Children and HIV/AIDS
   - Street Children and Juvenile Justice

4b. In the session which you participated, how well did you feel the small group work/thematic sessions were managed?
   - Very well
   - Well
   - Adequately
   - Poorly

4c. Did you feel that you had sufficient opportunities to participate during discussions?
   - Yes, very much
   - Yes, somewhat
   - Not really

Other Comments/suggestions:

5a. Which session did you participate in? (Please tick the appropriate box)
   - Street Children and Child Labour
   - Street Children and Commercial Sexual Exploitation and Trafficking
   - Street Children and Violence

5b. In the session which you participated, how well did you feel the small group work / thematic sessions were managed?
   - Very well
   - Well
   - Adequately
   - Poorly

5c. Did you feel that you had sufficient opportunities to participate during discussions?
   - Yes, very much
   - Yes, somewhat
   - Not really

Comments/suggestions:

6. Which sessions were most effective for you? Please say why.

7. Which sessions were least effective for you? Please say why.

8. Was anything omitted that you think should have been included in the workshop? Please explain what and why.

9. How would you rate the overnight accommodation?
   - Very good
   - Good
   - Adequate
   - Poor

Comments/suggestions:

10. How would you rate the daytime venue?
    - Very good
    - Good
    - Adequate
    - Poor

Comments:

11. How would you rate the logistic arrangements?
    - Very good
    - Good
    - Adequate
    - Poor

Comments:

12. This Forum is part of a series, what recommendations would you make to the Consortium in support of future planning?

13. State three ideas that you will be taking back from this meeting to improve the quality of your organisation's work.

Thank you for taking the time to complete this form.
CAMBODIA

1. Laurence Gray Asia Region Coordinator Advocacy and Child Protection - World Vision Cambodia, P.O. Box 479, Central Post Office, Phnom Penh, Kingdom of Cambodia, Tel: 855 23 216 052, Fax: 855 23 216 220, Email: Laurence_gray@wvi.org

2. Sun Kong Sith Project Manager Bamboo Shoots Street Children's Centre - World Vision Cambodia, (as above), Email: kong_sith_sun@wvi.org

3. Cheam Kosal Coordinator for Street Children - Krousar Thmey (KT), 4 St. 257, Kampuchea Krom Boulevard, Phnom Penh, Kingdom of Cambodia, Tel: 855 23 880 503/216 330428 946, Fax: 855 23 882 113, Email: Krousar-thmey@bigfoot.com Provides deprived Cambodian children with material, educational and social support in harmony with their environment and respectful of their traditions and beliefs.

4. Sebastian Marot Coordinator - Mith Samlanh (Friends), 215 St. 13, P.O. Box 588, Phnom Penh, Kingdom of Cambodia, Tel/Fax: 855 23 426 748, Email: friends@everyday.com.kh NGO with 12 interlinked programmes for street children with centres in Phnom Penh, Kampong Speu and Kampong Cham provinces and outreach activities in all provinces of Cambodia.

5. Phok Buthoeun Executive Director - Cambodian Children Against Starvation and Violence Association (CCASVA), # 443, St. 271, Sangkat phardeum Thkov, Chamcarmon, Phnom Penh, Kingdom of Cambodia, Tel: 855 23 993 615, Fax: 855 12 888 613, Email: ccasva@camintel.com

6. Valeria Peres Operations Coordinator - Hagar Shelter Project, 9 St. 163, Sangket Olympic, Phnom Penh, Kingdom of Cambodia, Tel: 855 23 217 477/369 210, Fax: 855 23 217 477, Email: fhp@bigpond.com.kh Organisation that focuses on helping Cambodian street mothers and children. Hagar Foster Homes Project runs shelters for destitute women and provides foster homes for abandoned and abused children.

7. Patrick Klausberger Technical Adviser Project Watthmei - Goutte D'Eau Cambodia, Goutte d'Eau Watthmei, Pallial village, Poipet Commune O'chrove district, Banteaymeanchey province, Kingdom of Cambodia, Tel: 855 54 967 135, Email: gouttedeau@gmx.net A Switzerland-based organisation that works to improve the lives of underprivileged children and children that are deportees, victims of abuse, or substance abusers.

8. Lim Meng Hour Chief of Welfare Office - Phnom Penh Social Services, ISALVY No. 19-21 St. 163, Phnom Penh, Kingdom of Cambodia, C/O World Vision Cambodia

CHINA

1. Peng Xian Hua Deputy Director of Social Welfare and Social Affairs Division, Yunnan Provincial Civil Affairs Bureau, 385 Da Bai Miao, Bai Yun Road, Kunming, Yunnan, China, Tel: 86 871 573 1362

2. Rong Dao Qing Director - Chengdu Street Children Help and Protection Centre, 1 South Du O Bao Si Road, Chengdu, Sichuan, China, Tel: 86 288 471 2845

3. Zeng Fu Min Director - Kunming Street Children Help and Protection Centre, Yunnan Province, China, 192 KunRui Road, Kunming, Yunnan, China, Tel: 86 871 534 8283

4. Yang Hai Yu CEDC Project Manager - Save the Children UK, 7th Floor Shang Wu Zong H e Lou, 25 Cui Hu Bei Lu, Kunming, Yunnan 650031, China, Tel: 86 871 516 2605, Fax: 86 871 512 0759, Email: cwelfare@public.km.yn.ch

5. Zhang Ying CEDC Project Officer - Save the Children UK, (as above)

6. Liyue Tian Vice Director - Education Commission of Shijingshan District, Tel: 86 688 64873, Fax: 86 688 72844, Email: lampsons@sohu.com

7. Xianfu Shi Vice Section Chief - Education Commission of Shijingshan District, (as above)

INDONESIA

1. Ahmad Taufan Damanik Executive Director - KKSP Foundation, Jl. Teladan 59, Medan, Indonesia, Tel/Fax: 62 61 736 2099, Email: tarugun@indosat.net.id Conducts non-formal education for drop out and street children. Also advocates for child labourers while targeting change in government policy.

2. Glory Islamic Director - Sumber Pendidikan Mental Agama Allah (SPMAA), Jl. Bratang Wetan II No. 16, Ngagel Rejo, Surabaya 60245, Indonesia, Tel/Fax: 62 31 232 4472, Email: spmaa_sby@plasa.com
Implements programmes in tutoring, music, camping and group discussions for up to 150 street children. SPMAA is also involved with parents through bi-monthly discussion groups and programmes that help families to raise their income and maintain a strong family unit.

3 Achok Sorlistyarso Director - Solidaritas Masyarakat Anak (SEMAK), Jl. Pungkur, Gg Muncang, No 21, Bandung 40252, Indonesia, Tel/Fax: 62 22 522 5419, Email: semakbdg@cbn.net.id

Encourages an alternative education strategy which utilises the arts as a way of supporting child development. SEMAK also publishes a magazine for and by children and facilitates a radio station managed and implemented by children.

4 Magdalena Sitorus Director - Solidaritas Aksi Korban Terhadap Anak dan Perempuan (SIKAP), Jl. Salemba Raya 49, Jakarta Pusat, Indonesia, Email: sikap@idola.net.id

Originally founded to address violence against women and children in the community. SIKAP also provides medical, psychological, spiritual and legal support for street children that are victims of sexual or physical abuse.

5 Adi Dananto - Save the Children USA, Jl. Wijaya 11-36, Kebayaraan Baru, Jakarta 12160, Indonesia, Tel: 62 21 7 279 9570, Fax: 62 21 7 279 9571, Email: adananto@savechildren.or.id

6 Nuryanto Coordinator, Peduli Anak, Makassar, Jl. Pancopan Timur 1X/5, Jakarta, Indonesia, Tel: 62 21 798 8601

7 Vicky Agung Wibisono Project Coordinator – Plan Indonesia, Jl. Veteran Selatan 124, Makassar, Indonesia

8 Amirul Mu‘minin Coordinator - Walsama, Jl. Jetis Kulon X, No. 33 Surabaya 60243, East Java, Indonesia, Tel: 62 31 829 8099, Fax: 62 31 828 7893, Email: gusamirul@plasa.com

9 Sutjahjono Chief - Department of Social Welfare of East Java, Jl. Gayung Kebonsari No. 56 B Surabaya 60235, East Java, Indonesia, Tel: 62 31 829 0794/62 31 828 1808, Fax: 62 31 504 9428, Email: depsosjatim@postmaster.co.uk

10 Hadi Utomo Director - Bahtera Foundation, Jl. Cijerah, Gg Al-Hidayah, No. 40 Bandung, Indonesia

11 Karl Dorning Special Programs Manager - World Vision Myanmar, 16 Shin Saw Pu Road, Ahlone Township, Yangon, Myanmar, Email: karl_dorning@wvi.org

12 Natsagdorj Munkhtuya Officer, International Relations Division - Ministry of Social Welfare and Labour, United Nation’s St. 5, Ulaanbaatar-210646, Mongolia, Tel: 976 11 322 020, Fax: 976 11 328 634, Email: mswl@mongolnet.mn
3 U Poneynanda Advisor - Phaung Daw Oo Monastic Education School, Aungmyethasan Township, Nanshe, Mandalay, Myanmar, Tel: 950 239 855, Email: unayaka@cybertech.net.mm
Acts as a model of grass roots development that offers education to children who are poverty-stricken and are denied access to basic education services.

4 Naw Magnolia - Care and Counselling Department, Kayin Baptist Convention, 143, M in Ye Kyaw Swa Road, Lanmadaw TSP, Yangon, Myanmar, Tel: 951 221 465, Post and email: C/O World Vision Myanmar, 16 Shin Saw Pu Road, Ablone Township, Yangon, Myanmar, Email: joy_hla_gyaw@wvi.org

PAPUA NEW GUINEA
1 Linus Dawanicura Assistant Project Officer - Child Protection, UNICEF, Port Moresby, Papua New Guinea, Tel: 675 321 3000, Fax: 675 321 1372, Email: idawanicura@unicef.org

2 Isabel Salatiel Assistant Director of Family Welfare Services - Department of Social Welfare and Development, P.O. Box 7354, Boroko, Papua New Guinea, Tel: 675 325 9893, Fax: 675 325 0133

PHILIPPINES
1 Nancyline Agaid Projects Manager, Education on the Streets Project - Child Hope Asia, 1210 Penafrancia St., Paco 1007 Manila, Philippines, Tel: 632 563 4647, Fax: 632 563 2242, chap@childhope.org.ph
Childhope is an international NGO that advocates for the cause of street children. The Education on the Streets Project provides alternative education opportunities and psychosocial support for street children.

2 Silvio Abaigar Executive Director - Tayo ang Tinig at Gabay, 29-B Elicano St., East Bajac-bajac, Olongapo City, Philippines, Tel: 63 47 223 5131 / 222 3289, Fax: 63 47 222 4711
Part of a network of organisations that works to improve the lives of street children.

3 Pilgrim Bliss Gayo-Guasa Coordinator - Tambayan Centre for the Care of Abused Children, Inc., 63 Artiaga St., P.O. Box 81437, Davao City 8000, Davao del Sur, Philippines, Fax: 63 82 222 1025, Email: tambay@mozcom.com
Works with sexually abused children, children on the streets vulnerable to sexual abuse and drop-in centre

4 Marcia Y. Antigua Rgs. Director and Coordinator - DANGPANAN Training Center for Street Children, Laray Inyawan, Good Shepherd Convent, Member of Board, Cebu City Task Force on Street Children, Cebu City, Philippines, Tel: 632 273 1473 / 632 255 7937

THAILAND
1 Fr. Joseph H. Maier C.Ss. R. - Human Development Foundation, 100/11 Kae-ha Klong Toey, Bangkok 10110, Thailand, Tel: 662 671 5313, Fax: 662 671 7028, Email: frjoe@linuxinfo.co.th
Serves the poor population of Bangkok through 33 pre-schools, a home for children with AIDS, a shelter for street children and other community outreach programmes.

2 Khun Lampu Sutarot Project Officer - Commitment for Social Development (CSD), 1526/13-14 Soi Ruelue Theeparak, Amphur Muang, Samutprakarn 10270, Thailand, Tel: 662 758 3182, Fax: 662 758 2989, Email: csd.org@thaimail.com

3 Khun Tongpoon Bousri / Senator Wanlop Tangkakanuluck Coordinator - Foundation for the Better Life of Children, 100/475 Soi Ruelue Thaeparak, Amphur M uang, Samutprakarn 10270, Thailand, Tel: 662 574 1381, Fax: 662 982 1477

4 Police Major General Jarumporn Surammanee - Streetside Teachers Police Project, Commander of Railway Police Division, Noppawong Bridge, Roongmuang, Pathumwan, Bangkok 10330, Thailand

5 Police Lieutenant-Col Surasak Laopiboolkul - Deputy Superintendent/ Juvenile Aid Sub-Division,
6 Metropolitan Police Bureau, Raehadammernam Road., Pomprab, Bangkok 10100, Thailand, Tel: 662 9 1336766/ 662 280 3395
6 Khun Napa Seithakorn Director - Bureau of Anti-Trafficking in Women, Department of Social Development and Welfare, 1034 Krung Kasem Road., Pomprab, Bangkok 10100, Thailand, Tel: 662 246 8655
6 Khun Silapchai Srithanya Director - Department of Non-Formal Education Centre, 34/1 Sukhumvit Road, Muang District, Samutprakan 10270, Thailand, Tel: 662 394 0532
6 Khun Amornrat Kotre-Thisarn - Women and Children Division, Labour Union in Samutprakarn, 11/53 Siva Nakorn Moo 8, Tayban Muang District, Samutprakan 10280, Thailand
6 Sanpasith Kumpraphan - Centre for the Protection of Children's Rights (CPCR), 185/16 Soi Watdee Duad, Charansanithwang 12, Tha Pra. Bkkyai, Thailand, Tel/Fax: 662 412 1196, Fax: 662 412 9833
6 H.E. Senator Montri Sintawichai - Child Protection Foundation, 80/1 Soi Lat Prao 106, Lat Prao Road, Wang T ong Lang, Bangkapi, Thailand, Tel/Fax: 662 539 4041
6 Kusumal Rachawong Project Director - ECPAT Foundation, 426/22 Baan Kokkalae, Rimmok, Muang, Chiang Rai, 571000, Thailand, Fax: 665 375 0164, Email: ecpattk@loxinfo.co.th
6 Suvit Pichayasathit Education Officer - Chiang Mai Non-Formal Education Centre, Tel: 665 322 0851, Fax: 665 322 2797, Email: spichayasathit@yahoo.com
6 Kannikar Somya - The Planned Parenthood Association of Thailand (PPAT), 8 Soi Vibhavadi-Rangsit 44, Super Highway, Ladya, Chatuchak, Bangkok 10900, Thailand, Tel: 662 941 2320, Fax: 662 941 2338, Email: ppat@samart.co.th / tw2a@asianet.co.th
6 Sunun Duangchan Head of Project - The Planned Parenthood Association of Thailand (PPAT), (as above)
6 Chariya Phongvit - Faculty of Social Work, Huachiew Chalermpiket University, Bangplee Samutprakan 10540, Thailand, Tel: 661 844 2822
6 Rotjana Phrasrithong Chief - Children Education Program, 34 Lock 6, Art-Narong Road, Klong-Toey, Bangkok 10110, Thailand, Tel: 662 249 3553 / 662 249 8842 / 662 671 4045-8, Fax: 662 249 5254, Email: dpffound@ksc.th.com
6 Nicole Kiefer - Worawit T hongchai, AT D Forth World, 84/1 Soi King Plu, St. Louis 3, Sathorn Tai, Bangkok 10120, Attd 17, Thailand, Tel/Fax: 662 287 2524, Email: bnk@asiaaccess.net.th
6 Ratana Nontapattamakul Foreign Relation Officer - Bureau of Anti-Trafficking in Women and Children, Department of Social Development and Welfare, Krung Ka-Sem Road, Bangkok 10100, Thailand, Tel: 662 282 8883 / 287 0969, Email: duvon@yahoo.com

VIETNAM
1 Nguyen Quy Thu Standing Vice Chairman - Committee for Population, Family and Children, 22 Ly Thai To St., Hanoi, Vietnam, Tel: 84 4 8267 012
1 Le Quynh Lan CNSP Project Officer in Hanoi - Plan in Vietnam, Hanoi Program Unit, No. 30 F9 Bach Khoa, Hanoi, Vietnam, G.P.O. 117, Hanoi, Vietnam, Tel: 84 4 8682 587, Fax: 84 4 8682 693, Email: Vietnam@plan-international.org.vn
1 Nguyen Phuc Vien Cuong Chief of Social Department - Department of Labour, Invalid and Social Affairs, 159 Pasteur St., District 3, Ho Chi Minh City, Vietnam, Fax: 84 8 8294 032
1 Nguyen Van Khanh Project Coordinator - Centre for Education and Vocational Training, 14 N guen Van Bao, Go vap District, Ho Chi Minh City, Vietnam, Email: tntp@fptnet.vn
1 Ton-Nu Ai-Phuong Programme Officer - Terre des Hommes, P.O. Box 610, Central Post Office, 11/1 Dang van Ng u St., Phu N huan District, H o Chi Minh City, Vietnam, Tel: 84 8 8422 773, Fax: 84 8 8462 891, Email: tdhlau@hcm.fpt.vn
1 Nguyen Thi Hong Hoa Office Administrator - Terre des Hommes, (as above)
1 Hoang Thanh Linh Project Officer - Education for Development (EDF), 245 Nguyen Trai (15/5), District 1, Ho Chi Minh City, Vietnam, Tel: 84 8 8376 799, Fax: 84 8 8371 820, Email: edf-vn@hcm.vnn.vn
1 Tran Minh Hai Project Manager, Street Children - Ho Chi Minh City Child Welfare Foundation, 40/34 Calmette, Quan 1, TP H o Chi Minh City, Vietnam, Tel: 84 8 8210 199, Email: gbwarmshelter@hcm.fpt.vn
INTERNATIONAL AGENCIES

1. **Aparna Adhikari** - Childline India Foundation, Nanachowk Municipal School, 2nd Floor, Frere Bridge, Low Level, Nana Chowk, Near Grant Road Station, Mumbai 400007, India, Tel: 9122/23871098/23881098, Fax: 9122/23811098, Email: aparna@childlineindia.org.in

2. **Dilsey K. Arbundate** Regional Programme Coordinator - World Vision, Asia Pacific Regional Office, 555 SSP Tower, 19th Floor, Sukhumvit 63, Bangkok 10110, Thailand, Tel: 662 381 2033, Fax: 662 381 1976, Email: dilsey_arbutante@wvi.org

3. **Jeroo Billimoria** - Child Helpline International, P.O. Box 75875, 1070 AW, Amsterdam, The Netherlands, Email: jeroob@vsnl.net

4. **Grant Curtis** NGO Specialist - NGO Center, Regional and Sustainable Development Department, Asian Development Bank, 6 ADB Avenue, Mandaluyong City, 0401 MM, P.O. Box 789, 0980 Manila, Philippines, Tel: 632 632 5412, Fax: 632 636 2220, Email: gcurtis@adb.org

5. **Trupti Desai** Assistant Director - British Council Thailand, 254 Chulalongkorn Soi 64, Siam Square, Phayathai Road, Pathumwan, Bangkok 10330, Thailand, Tel: 662 652 5480, Fax: 662 263 5312, Email: trupti.desai@britishcouncil.or.th

6. **Judith Ennew** Senior Research Associate - Centre for Family Research, University of Cambridge, 4A Kannikar Court, 128 Salaadena Road, Bangkok 10500, Thailand, Tel: 662 632 2743, Email: je19@hermes.cam.ac.uk

7. **Matthew Jones** Producer - David Glass Ensemble, 59 Brewer Street, London W1F 9UN, United Kingdom, Tel: 44 20 7734 6030, Fax: 44 20 7734 0365, Email: dg.ensemble@virgin.net

8. **Sandra M. Kabir** Programme Adviser - International Council on Management of Population Programmes (ICOMP), 134 Winchester Avenue, London N W9 9TD, United Kingdom, Tel/fax: 44 20 8204 6632, Email: skabir@icomp-uk.org

9. **Krittapol Kemakawat** Science & Governance Projects Officer - British Council Thailand, (as above), Email: krittapol.kemakawat@britishcouncil.or.th

10. **Carmen Melania Madrinar** Director - ECPAT International, 328 Phaya Thai Road, Rachathewi, Bangkok 10400, Thailand, Tel: 66 2 215 3388, Fax: 662 215 8272, Email: Carmen@ecpat.net

11. **Amalee McCoy** Regional Officer, Asia and Pacific - ECPAT International, (as above), Email: Amaleem@ecpat.net

12. **Dominique Pierre Plateau** Programme Coordinator - Regional Working Group on Child Labour, Samsen Court, Room 1, Nakorn Chaisri Road, Bangkok, Thailand, Tel: 662 243 2266, Fax: 662 669 3073, Email: rwg@loxinfo.co.th

13. **Antero Vahapassi** Senior Labor and Vulnerable Groups Specialist - Poverty Reduction and Social Development Division, Regional and Sustainable Development Department, Asian Development Bank, (as above), Tel: 632 632 6945 / 632 6962, Fax: 632 636 2205, Email: avahapassi@adb.org

14. **Robert Vokey Consultant**, Sukhumvit Suites, 19/424 Sukhumvit Soi 13, Klongtoey Nua, Watthana, Bangkok 10110, Thailand, Tel: 666 786 1907, Email: vokey@canada.com

15. **Laurence Vorpe** Desk Officer Asia - Terre des Hommes, Head Office, En Budron C8, 1052 Le Mont-sur-Lausanne, Switzerland, Tel: 41 21 654 6641, Fax: 41 21 654 6677, Email: Laurence.vorpe@tdh.ch

16. **Jay Wisecarver** Childrights/CRP Training Adviser - International Save the Children Alliance, Maneeya centre 15th Floor, 518/5 Ploenchit Road, Bangkok 10330, Thailand, Tel: 662 684 1047, Fax: 662 684 1048, Email: alliance@loxinfo.co.th

17. **Christian Wolmer** Trustee and Editor, “Action Stations” - Railway Children UK, Unit G8 Scope House, Weston Road, Crewe, United Kingdom, Email: xian@pro-net.co.uk

UN AGENCIES

1. **Susan Appleyard** Program Assistant - UN High Commissioner for Human Rights, UN Building, Rajdamnern Avenue, Bangkok 10200, Thailand, Tel: 662 288 1496, Fax: 662 288 3009, Email: howen@un.org

2. **Margie de Monchy** Regional Adviser, Child Protection - UNICEF East Asia and Pacific Regional Office, P.O. Box 2-154, 19 Phra Atit Road, Bangkok 10200, Thailand, Tel: 662 356 9425, Fax: 662 280 3563, Email: mdemonchy@unicef.org

3. **Julie Bergeron** Programme Officer, Juvenile Justice and Child Abuse Project - UNICEF East Asia and Pacific Regional Office, (as above), Email: jbergeron@unicef.org

4. **Prue Borthwick** Regional Project Officer, HIV/AIDS - UNICEF East Asia and Pacific Regional Office, (as above), Email: prueborthwick@unicef.org
5 Cliff Meyers Regional Adviser, Education - UNICEF East Asia and Pacific Regional Office, (as above), Tel: 662 356 9421, Fax: 662 280 3563 4, Email: cmeyer@unicef.org

6 Maud Bringmann Assistant Project Officer Child Protection - UNICEF, Harare, Zimbabwe, No. 6 Fairbridge Avenue, Belgravia, P.O. Box 1250, Harare, Zimbabwe, Tel: 263 4 703941/2, 730093/4, Email: mbringmann@unicef.org

7 Uranchimeg Budragchaa Project Officer Community Health - UNICEF, 210646 Negdsen Undestniy St., Government Building #2, Sukhbaatar District, Ulaanbaatar-46, Mongolia, Tel: 976 11 312 201, Fax: 976 11 327 313, Email: ubudragchaa@unicef.org

8 Peter Dalglish Chief Technical Adviser, Time Bound Programme - UN ILO IPEC, P.O. Box 8971, Kathmandu, Nepal, Tel: 977 1 542129 / 550691, 542 148 / 522259, Fax: 977 1 550714, Email: peterd@ilo.org

9 Amy Delneuville Assistant Project Officer Child Protection – UNICEF Lao P.D.R., Wat Nak Quarter, Km 3 Tha Deua Road, Vientiane, Lao P.D.R., Tel: 856 21 315 200, Fax: 856 21 314 852, Email: adelneuville@unicef.org

10 Sue Fox Project Officer Non Formal Education - UNESCO Cambodia, P.O. Box 29, 38 Samdech Sotheas Boulevard, Phnom Penh, Cambodia, Tel: 855 23 725 071, Fax: 855 23 426 163, Email: sfox@unesco.org

11 Kichi Oyasu Programme Specialist Literacy - UNESCO Principal Regional Office for Asia and the Pacific, P.O. Box 967, Prakanong Post Office, Bangkok 10110, Thailand, Tel: 662 391 0577, Fax: 662 391 0866, Email: k.oyasu@unescobkk.org

12 Taneeya Runcharom National Project Coordinator - International Labour Organisation (ILO) / IPEC, UN Building, Rajdamnern Ave, Bangkok 10200, Thailand, Tel: 662 288 2242, Fax: 662 288 1069, Email: runcharom@ilobkk.or.th

13 Melissa Stewart Project Development Consultant - UN Inter-Agency Project to Combat Trafficking in Women and Children in the Mekong Sub-region, Office of United Nations Resident Coordinator in Thailand, United Nations Building, 14th Floor, Rajdamnern Nok Ave, Bangkok 10200, Thailand, Tel: 662 288 2575, Fax: 662 280 0268, Email: uniap.mekong@un.or.th

14 Paola Storchi Assistant Programme Officer, Local Planning Action For Children (LPAC) - UNICEF, Area Office for China and Mongolia, 12 Sanlitun Lu, Beijing 100600, China, Tel: 86 106 532 3131/233, Fax: 86 106 532 3107, Email: pstorchi@unicef.org

CONFERENCE FACILITATORS

1 Sadia Mahmud-Marshall Director - Consortium for Street Children, Unit 306 Bon Marche Centre, 241-251 Ferndale Road, London SW9 8BJ, United Kingdom, Tel: 44 20 7274 0087, Fax: 44 20 7274 0372, Email: sadia@streetchildren.org.uk

2 Marie Wernham Advocacy Officer - Consortium for Street Children (as above), Email: marie@streetchildren.org.uk

3 Mabel Wong Administrator - Consortium for Street Children (as above), Email: mabel@streetchildren.org.uk

4 Surina Narula Trustee, Co-Chair - Consortium for Street Children, Hyver Hall, Barnet Gate, Arkley, Herts, EN5 3JA, UK, Email: hyverhall@aol.com

5 Palvi Haria Shah - Consortium for Street Children (as above)

6 Edelweiss F. Silan Coordinator - Child Workers Asia, P.O. Box 20, Chandrakasem Post Office, Bangkok 10904, Thailand, Tel: 662 930 0855, Fax: 662 930 0856, Email: coord@cwa.tnet.co.th

7 Ming P. Viado Building Relationships Advisor, Asia - Plan Asia Regional Office, 2nd Floor, Na-Nakorn Building, 99/349 Chaengwattana Road, Thungsonghong, Laksi, Bangkok 10210, Thailand, Tel: 662 576 1972 5, Fax: 662 576 1978, Email: ming.viado@plan-international.org
What the children asked for ...

Recommendations to the adults concerned:

1. Please provide us with education. We need a scholarship.
2. We wish that adults would understand us and give us sympathy and warmth.
3. Please forgive us when we make a mistake.
4. We need protection and shelter.
5. Street children should be provided with information on self-protection especially from sexual exploitation.
6. Please respect us and protect us. Don't hate us.
7. We like interesting activities that you provide for us.
8. We need to earn our living. Please help us find some jobs.
9. Please also help our families who are poor and have many problems.
10. Adults should be our role model - a good example for us.

Recommendations to peer group:

1. Please don't go out with strangers, especially if you are girls.
2. When you have sex, beware of HIV/AIDS. You should protect yourselves.
3. Please don't smoke or take drugs. It is not good for you.
4. What is positive in street life is that we can learn from each other. When we learn that it is not only us having problems, that other friends have even more complicated lives, it makes us stronger.

PICTURES INCLUDED IN THIS REPORT WERE TAKEN WITH THE CHILDREN’S PERMISSION
Member Agencies
Action for Children in Conflict
Action International Ministries UK
Calcutta Hope
Casa Alianza UK
ChildHope
Children at Risk Foundation (UK)
Children of the Andes
Child-to-Child Trust
Child Welfare Scheme
GOAL
Hope for Children
International Child Development Programmes
International Childcare Trust
International Children’s Trust
International HIV/AIDS Alliance
Jubilee Action
Let the Children Live!
New Ways
PLAN UK
Questscope
Railway Children
Rocket Trust
SKCV Children’s Trust
Street Child Africa
Tearfund
Tigers Club Project
Toybox Charity
World Vision UK
YCare International

Affiliate Members
Amnesty International
Anti-Slavery International
ECPAT UK
Save the Children UK
UK Committee for UNICEF

Consortium for Street Children (CSC)
Unit 306
Bon Marche Centre
241-251 Ferndale Road
London SW9 8BJ
United Kingdom
Tel: +44 (0)20 7274 0087
Fax: +44 (0) 20 7274 0372
Email: info@streetchildren.org.uk
Website: www.streetchildren.org.uk
Charity Registration No: 1046579