

International
Labour
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CHILD LABOUR IN PAPUA NEW GUINEA

Report on the rapid assessment in Port Moresby on
commercial sexual exploitation of children
and
children working on the streets
2011



International
Programme
on the Elimination
of Child Labour
(IPEC)

International Labour Organization (ILO)

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Abbreviations

| | |
|--------|--|
| CBD | Central Business District |
| CRC | Convention on the Rights of the Child |
| CSEC | Commercial Sexual Exploitation of Children |
| CSW | Child Sex Work |
| EU | European Union |
| FGD | Focus group discussions |
| HIV | Human immunodeficiency virus |
| ILO | International Labour Organization |
| IPEC | International Programme on the Elimination on Child Labour |
| KI | Key informants |
| NCD | National Capital District |
| NGO | Non-Government Organisation |
| NRI | National Research Institute |
| PNG | Papua New Guinea |
| SIMPOC | Statistical Information and Monitoring Programme on Child Labour |
| STI | Sexually transmitted infection |
| TACKLE | Tackling child labour though education |
| UNESCO | United Nations Education Scientific and Cultural Organization |
| USP | University of the South Pacific |
| WFCL | Worst forms of child labour |
| YWCA | Young Women's Christian Association |

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Preface

Child labour not only prevents children from acquiring the skills and education they need for a better future, it also perpetuates poverty and affects national economies through losses in competitiveness, productivity and potential income. Withdrawing children from child labour, providing them with education and assisting their families with training and employment opportunities contribute directly to creating decent work for adults.

The International Labour Organization's International Programme on the Elimination of Child Labour (IPEC) was created in 1992 with the overall goal of the progressive elimination of child labour, which was to be achieved through strengthening the capacity of countries to deal with the problem and promoting a worldwide movement to combat child labour. IPEC currently has operations in 88 countries, and is the largest programme of its kind globally and the biggest single operational programme of the ILO. IPEC's work to eliminate child labour is an important facet of the ILO's Decent Work Agenda.

In 2008, IPEC, in agreement with the Committee of Ambassadors of the ACP Group of States and with financial support from the European Union (EU) launched a major project aimed at Tackling child labour through education (TACKLE) in 11 countries across Africa, the Caribbean and the Pacific.

The overall objective of TACKLE is to contribute towards poverty reduction by providing equitable access to basic education and skills development to children involved in child labour or at risk of being involved in child labour. TACKLE works to build the capacity of the national and local authorities in the formulation, implementation and enforcement of policies to fight child labour in coordination with social partners and civil society.

The **Report of child labour in Papua New Guinea** provides an overview of the processes, key findings and recommendations of the Child Labour Research Surveys, supported through the TACKLE project, in two sectors in Port Moresby, Papua New Guinea including:

-
- i. Commercial sexual exploitation of children
 - ii. Children working on the streets
-

Minister's foreword



Our country's fundamental values, principles and hopes for the future are slowly being eroded by our half-hearted approach towards addressing the issues surrounding child labour. Amidst all the talk these days of our improved economic performance, child labour is a modern phenomenon that threatens our economy and demeans the value of the better lifestyle and improved financial security that we are trying to achieve.

My concern, and that of my Government, is how to transform the profits of our current economic boom into improved social services and better livelihoods for our people, which were hard hit by recent economic and social difficulties. The issue of child labour does not demarcate much from this concern and – judging by the incredible facts, statistics, figures and discoveries in this report – it is crucial for us to sit down and plan the way forward to address this situation through practical approaches, practical policies and practical interventions.

Let me therefore thank my predecessor, the former Minister for Labour and Industrial Relations, who committed the Department and the Ministry to address this issue through its close collaboration with the ILO Office of the Pacific and the ILO-TACKLE Project Headquarters in Geneva, Switzerland.

Let me also thank the generous and continued technical support of ILO to my country for engaging Dr. Mili Kaitani, who has unveiled these startling discoveries, which now require interventions at a national level.

The onus is now on us as individuals, families, organisations, international agencies, development partners and Government to work towards addressing the causes of child labour. We must do this in our day-to-day chores, in our professional programmes and functions, in our interventions, and in our policies, legislations and actions for the benefit of our children, who are the future and the face of Papua New Guinea.

HON. MARTIN AINI, MP
Minister for Labour and Industrial Relations

Secretary's commentary

It gives me great pleasure to comment on this Report, which by far has placed the issue of child labour at the cross-roads of development. This Research on Child Labour, I should say, is the first of its kind to be undertaken under the auspices of the Department of Labour and Industrial Relations, due largely to the nature of work that children are engaged in, which are defined as labour related.

Whilst the Department of Labour and Industrial Relations deal primarily with employment related issues in the world of work, the issues of children, that are slowly creeping into the boundaries of the workplace, puts the Department in the spotlight to come off its traditional roles and responsibilities and confront the issue, so as to minimize its spread and effect, in the health, safety, wellbeing and rights of the children.

The outcomes of the research, though alarming are interestingly common knowledge to almost every sensible and literate citizen. However, blind eyes have been turned on this issue, which is a far cry from what we as responsible citizens of Papua New Guinea should do, to safeguard and nurture our future in the more noble ways.

I therefore share the same sentiments of my Minister in applauding the ILO, through the TACKLE Project for a job well done in bringing to light the plight of our children, who toil in these laborious activities, right before our very own eyes.

And in the true spirit of collaboration to address the issue, it is only fitting that all concerned organizations that deal with children's issues, join hands with my Department in finding workable solutions that reduce and eventually eliminate child labour in all its aspects in Papua New Guinea.



GEORGE R. VASO
Secretary for Labour and Industrial Relations



Acknowledgement

This survey was made possible by the ILO's International Programme on the Elimination of Child Labour (IPEC), through its TACKLE Project, and the Department of Labour and Industrial Relations, Papua New Guinea. The research funding was provided by IPEC's TACKLE project. I therefore wish to acknowledge the assistance and funding provided by the above-mentioned offices. The support provided by the staff of the Department of Labour and Industrial Relations is commended.

The technical assistance provided by Mr. Thomas Kawage from the National Research Institute is acknowledged, for without his assistance and advice, the survey would not have begun smoothly. The effort and hard work provided by the research team is commended. The team worked hard in the two weeks of quantitative data collection, reaching out to places that they seldom visit, and worked both day and night collecting data. Without their commitment, the survey would not have been easily completed. I also want to acknowledge the assistance provided by Ms Christine Kombugun from YWCA, who was instrumental in identifying the children engaged in the worst form of child labour and other individuals working in the trade as middle persons. Her knowledge and field experience enabled us to collect additional useful data from the field and connect to the children and relevant stakeholders.

The children who participated in the research and the stakeholders who were interviewed are acknowledged. Information gathered from these children and individuals are the data source that has enabled the compilation of the report and the formulation of recommendations for future actions to eliminate child labour in Papua New Guinea

Finally, I acknowledge the ILO Suva Office and especially the Fiji TACKLE team, Marie Fatiaki (National Programme Coordinator) and Bimlesh Raj (Finance and Administrative Assistant), who coordinated the research. Ms. Fatiaki is acknowledged for the technical guidance provided through the research, and for input and edit of the drafts and final report.



Dr. Miliakere Kaitani

Executive summary

This is a report on a rapid assessment conducted in Port Moresby, Papua New Guinea, between December 2010 and January 2011. The survey was funded ILO's International Programme on the Elimination of Child Labour (IPEC) through its TACKLE Project and involved two main target groups:

- Children in commercial sexual exploitation of children
- Children working on the streets

The research methodologies and tools involved both qualitative and quantitative approaches to obtain information needed from child respondents and key informants, including:

- questionnaires (374)
- key informant interviews (19)
- focus group discussions (4)
- case studies (18)
- Observation was also a research tool used to better understand the survey findings

A total of 404 children in child labour or at-risk of 'falling' into child labour participated in the survey.

To identify the children involved in child labour the following were the key indicators used:

- The child's age – all children interviewed were below the age of 18;
- Nature and type of work and whether the work is identified as a worst form of child labour;
- The conditions of work including the working environment, the tools and equipment the children use, exposure to risks and hazards, hours of work and work safety;
- The education status of the child- whether child was in school or not, whether the child was working part- time, after school or on weekends or during the school holidays.

Commercial sexual exploitation of children (CSEC) is a worst form of child labour, therefore all children below the age of 18 years in commercial sex work who were interviewed are categorised as children in the worst forms of child labour.

One of the common places that children find work in is on the street. There are two categories of street children; those that work on the streets and go home at the end of their day's work ; and those who work and live on the streets. These children can be forced

to work on the streets and can be exposed to risks and hazard. It is important to assess the extent of risk and hazards that these children are exposed to on the streets and to also assess the type of work and activity they do on the streets.

The study showed that child labour exists in Port Moresby, PNG. Children from different sectors of the community are engaged in the worst forms of child labour including commercial sexual exploitation, namely child prostitution, illicit activities and hazardous work. Children are also working below the minimum age. Many of these working children are out of school or have never been to school. Children working on the streets have different types of work and are likely to be school dropouts or have never been to school, Children working on the streets of Port Moresby are clearly visible and are exposed to a lot of risks and hazard.

Commercial sexual exploitation

175 child sex workers were interviewed. It is noted that an additional 12 child sex workers refused to be interviewed at a brothel where they operated, although the brothel owner allowed the research team to interview them.

The 175 child sex workers interviewed were mainly girls. 14 male sex workers and 2 transgender sex workers were also interviewed, indicating the existence of both male and female clients who demanded the services of these young children.

The survey found that most of the child sex workers interviewed lived with their families. The youngest child interviewed was 12 years old. Some children indicated that they had started getting involved in the trade from as young as 10 years of age.

The survey also found incidences of child trafficking involving guardians and parents who sold their children to either clients or to a husband.

The children were engaged in commercial sex work (prostitution) through different avenues: brothels, guest houses, night clubs, along the streets, in settlements, and through pimps. The children were paid an average of 50 kina per client. All of the children in the study involved in commercial sex work consumed alcohol although they were under

age. Consuming alcohol was part of the activities they were involved in. Impacts of commercial sexual exploitation of children as stated by the children included:

- Child getting pregnant and sometimes resulting in having an abortion
- Getting raped
- Getting abused (physically, emotionally, sexually, verbally)
- Being isolated or disowned by the family
- Inability to face family members because of shame
- Not being paid by client - exploiters of the service provided
- Client- exploiters (men) not wanting to leave after
- Constant worry and fear of being discovered by family members
- Contracting sexually transmitted diseases (STDs), including HIV. **13 children stated they had been tested for STDs and found to be HIV positive.**

Although the children knew of the risks and dangers involved with commercial sex work, they continued to be involved in sex work mainly because of the need for money that would enable them to survive and pay for their needs and wants.

Children working on the streets

Children who participated in the survey of 'street children' were children working on the street (either staying at home with their families or staying on the street) and were involved mainly in activities such as street vending, trafficking controllers and in illicit activities and hazardous work.

Children below the age of 18 years engaged in illicit activities and hazardous work were categorised as children in the worst forms of child labour. Children who were also working below the minimum age for admission to employment (16 years in PNG) and below the minimum age of light work (12 or 13 years according to the ILO Minimum Age Convention No.138) were categorised as child labourers.

A total of 229 children participated in the survey of working street children. 213 children responded to the

street children's survey questionnaire. An additional 16 children working on the streets participated in the focus group discussions and provided stories for case studies.

145 respondents of the survey questionnaire (68% of the children) were identified to be involved in hazardous work. The hazardous work included very young children chopping firewood for sale, moving furniture, loading and unloading boxes from containers, controlling traffic, scavenging for scrap metal, working very long hours, and being subjected to physical and verbal abuse.

The survey found that the majority of these working children were out of school or had never been to school. Many of the working street children had never been to school (47% of the children interviewed). This indicates that basic education in PNG was not universal and these children had not been given a chance to be educated.

The survey also interviewed children engaged as seasonal street workers. These were children who only worked during the school break or in the weekends. The majority of these children were between the ages of 8 and 13. These children were mostly involved in selling goods on the street during the holiday season to be able to buy their uniforms, stationeries, pay for school fees, buy their school shoes and pay for their bus fares.

Children who were engaged in illicit activities were working in activities such as begging, stealing and selling drugs. It is interesting to note that these children classified stealing as a type of work.

Work on the street involves many dynamics. Young children working on the street follow informal rules, learning from older children, from personal observation and from one another the hidden rules of survival on the street. The groups of street children interviewed knew that they would graduate to the next level or to a senior position on the street when they passed the age criteria. These were some of the hidden rules for the children working on the street. The case study in Box 1 below illustrates the 'graduation' of children from one type of activity to another.



Box 1: Group Leader

James was one of the two leaders of their group. His team members consisted of 7 other children who preferred him as the leader rather than Bob because James was kind and friendly and did not mistreat the team. James aged 12, explained that Bob would soon be part of the older group. He said that at the age of 14 years they moved to the next level and would no longer control traffic, they would now learn from their new team the art of stealing. Children 14 years of age and above became professional pickpockets and stole from people along the street, so James would soon graduate to the next level. They saw this as work that children do.

Case Study from focus group discussions with working street children,
Port Moresby, December 2010

Push and pull Factors that contribute to child labour

- Poverty and the need to earn an income to survive and to provide for self and family;
- Family breakdown, such as separated parents where one or both have found other partners;
- Parents neglecting their children;
- Children being abused at home and abuse from other family members;
- Children getting married at a very young age, being victims of domestic violence and becoming pregnant; single young mothers who are unable to look after their baby and are forced to leave the village to look for a source of income to send home to the parents who are looking after their child; some children are married off at an early age and are separated or divorced a few years later, so they have to resort to commercial sex work as a survival strategy;
- Being influenced by peers and attracted to the rewards they can get for work provided;
- Monetary gains, i.e. payment in cash or kind that they receive, for example some children get free accommodation and travel in flashy cars;
- Parents, older sisters or peers influencing or encouraging children to be involved in commercial sex work;
- Some reasons for children dropping out of school and getting into work include parental neglect, little value placed on education by their parents, or because of financial difficulties;
- Attracted by the feeling of being free and getting the freedom they (children) want.

Introduction



1. Introduction

1.1 General introduction

Papua New Guinea (PNG), with a land area of 462,860 km², is the largest and the most culturally diverse Pacific country. With an estimated population of 6.25 million in 2007, the annual growth rate is 2.7%. About 88% of the population lives in rural areas, where subsistence farming and cash crop production are the main sources of income. Only 12% of the population lives in urban areas. Studies have shown that the urban population has increased from 5.9% in 1990 to 15.4% in 2002. Life expectancy is approximately 56 years old, with an infant mortality rate of 68.4 for every 1,000. The literacy rate is 57.3%. In recent years, there has been a notable decrease in the number of children going through primary education.¹ According to the 2000 census, 40% of the population are aged 0-14, 20% are aged 15-24, and 16% are aged 25-34. 76% of the total population is 34-years old or younger.¹

PNG's leaders once described PNG as a "resource-rich country with poor people". Economic development has been very uneven across PNG. Geographical isolation, political and economic marginalisation and mismanagement, shrinking and unreliable education services and basic health care, lack of transportation and communication access, and limited or zero opportunities for economic development have all contributed to low levels of literacy, education, and employment as well as high levels of morbidity and mortality.²

Among PNG youth, as with youth in other parts of the world, "education is seen as a road to a good future. With education one could run a business, find a job, and have more access to cash in general."³ Although recent educational reform's overall effect on young people was still being monitored,⁴ it was already shockingly clear that 92.2% of those who enrolled in Grade 3 would drop out along the way. Only 7.8% would eventually finish Grade 12.⁵ Eventually only 0.7% of the population would obtain university-level education.⁶ Too few children have a chance to complete education in PNG today. A UNESCO representative pointed out that "*only a little over half of the children who enrolled complete primary education ... and in this case, girls are seriously disadvantaged.*"⁷

In the meantime, "those who never enrolled in Grade One often wonder why their parents did not send them and felt ashamed and hopeless, compared to those who went to school. Others, the majority of whom dropped out during their primary school, either regretted having left on their own accord or sadly stated that their parents did not have money to pay school fees."⁸

Lack of education implies poor employment opportunities and hence, poverty. Lady Carol Kidu, Minister for Social Welfare and Development, had recognized that rascal crimes "are perhaps a by-product of the inability of the system to provide education opportunities for all."⁹ When boys dropped out of primary school, or even high school, many parents seemed to give up on them, considering them rascals even if they had not become involved in crime. They were classified as rascals because they were idle, had no means of making a living and, too often, did not even help with subsistence gardening or other small ways to earn money. They seemed to have less confidence in themselves than those who continue in school.

For many young people work was an indispensable condition for their survival and that of their family. Many young Papua New Guineans were condemned to unemployment or to casual work because they did not possess sufficient skills either to find decent employment or for self-employment. To the children and unemployed youth the "street" had sadly become their only place of refuge, their home, their place of work, and their "school of life" where they seek the pleasure of meeting other young people and feeling happy together. Many young people, especially in the urban centers, were often drawn to an anti-culture of drugs and rascals. Research has shown that the high incidence of crime in PNG is due to the fact that it is highly "profitable for the individual, albeit at significant cost to society, and second, lack of employment opportunities together with the absence of a social safety net forces those without legitimate employment into illegitimate activity."¹⁰

¹ H. Buchanan-Aruwafu et al., Strategies and Framework for Targeting Youth, Milestone #37, Port Moresby: National HIV/AIDS Support project; 2005

² HELP Resources Inc., A Situational Analysis of Child Sexual Abuse and the Commercial Sexual Exploitation of Children in Papua New Guinea; 2005; pp14-15

³ C. Jenkins, Youth in Danger: AIDS and STDs among Young People in Papua New Guinea; Goroka, PNGIMR, 1997; p8

⁴ C. Freeman, P. Anderson, and G. Morgan, PNG Curriculum Reform Implementation Project: Report on the Pilot Curriculum Standards Monitoring Tests, AUSAID, June 2005

⁵ Plan Reveals Shocking Figures, The National, 13 November 2007; p6. Martin Kenehe, Chairman of the Commission on Higher Education called for an immediate review of the National Education Plan 2002-2014. Out of the 125,345 students enrolled in Grade 3 in 2005, only 9,777 students are projected to be in Grade 12 by 2014.

⁶ United Nations Human Development Report 2004

⁷ Scores of Children are not in school, The National, 18 October 2007, p5

⁸ Jenkins, Youth in Danger, p8

⁹ C. Kidu, Reflections on Change, Ethnicity and Conflict: Family and Ethnic Violence in Papua New Guinea, Development Bulletin 53, November 2000, p31

¹⁰ National Centre for Development Studies, A Big Push to Curb Crime in Papua New Guinea, Briefing Paper #1, July 1997, p2

The means of survival in the cities and towns, particularly in the crowded settlements and shanty towns was difficult. The rising costs of goods and services caused by the economic crisis in most of the top world economies had further negatively affected the income earning capacity of many individuals and families in the informal sector and the settlements. The present “PNG minimum wage is not adequate to support a family on largely imported, store-bought foods, let alone other living expenses.”¹¹ It can safely be assumed that such a crisis contributed to an atmosphere conducive to child labour. Sometimes these children worked in very harsh conditions and circumstances in order to feed their families. Work that children do can also be of a criminal nature such as pick pocketing or even stealing for others.

1.1.1 Introduction of research area

The National Capital District (NCD) is the largest urban centre in PNG with an estimated population of over 500,000 (2009 estimate). It is a microcosm of PNG where people from each of the 800 ethno-linguistic groups reside, either as workers in the public and the private sectors or as settlers in the burgeoning settlements. The majority appear to be from the most populated Highlands Region and the Gulf and Western Provinces of the Southern Region. It is estimated that more than half of the population of NCD live in poor settlements, many located in some of the wastelands of the NCD such as hillsides, rubbish dump yards or along main drains. These settlements more often than not were based on provincial, tribal or clan affiliations. The living standards in these settlements was usually poor and comprised make-shift residences of cardboard boxes and discarded material. These settlements lacked clean water supply and sanitation facilities, social facilities and other basic services.

Poverty and the extremely high cost of housing in the NCD have made these settlements heavily populated with a range of salary/wage earners (range USD62-156 per month) although the majority were clearly low income earners and non-formal sector workers and the unemployed. The average age of those in these settlements was also relatively young with about 60% below the age of 25 years, of which well over half were estimated to be below 18 years of age. This population is increasing rapidly both through high birth rates and internal migration. Studies in 1997 and 2000 revealed

that there were more street children in the capital than in other centers; more male children (95%) were engaged in street activities than females (5%). Even very young children (five-years old) were involved in street activities. Most street children were originally from centers other than the ones in which they were living. Studies show that the main push factors for street children were domestic violence, all forms of abuse, family breakdown, parental unemployment, political and social instability of the government, negative impact of structural adjustment programs, and peer influences or peer pressure. Law and order problems resulting from cultural transitions also contributed to the number of street children. There were also cases where children were forced or bullied by older children to commit crimes.¹²

1.2 Background of the research

In the last twenty years, numerous efforts have been made at a global level to ensure that children were protected from work that harmed their development. Much of this work has relied heavily on information gathered at the local or national level. Information about working children is often scattered across many departments and organisations working either with or for children, providing no central location for all information concerning children who work and child labour.

National stakeholders involved in sectors of work involving children have for a number of years highlighted the need to carry out child labour research studies and baseline surveys to assess the child labour situation in PNG and in the Pacific. Although there were no official statistics available on the scale of child labour at a regional or national level, given the numbers of children who were not attending school, it is likely that the child labour problem is significant.

The availability of detailed data on the various aspects of working children and their analysis on a continuous basis are essential to establish targets, to formulate and implement interventions and to monitor policies, regulations and programmes aimed not only at minimising the negative consequences of child labour in the short-term but, more importantly, contributing to the elimination of the practice. Statistical information can also be used to mobilise and raise public concern and interest on child labour.

¹¹ Ibid, p12

¹² I. Salatiel and L. Dawanicura, Information About Street Children- PNG, UNICEF, Port Moresby, in A Civil Society Forum for East and South- East Asia on Promoting and Protecting the Rights of Street Children, Bangkok, Thailand March 12-14, 2003

1.3 Objectives of the research

The general objective of the Child Labour Research Survey was to obtain constructive information on the extent of child labour in PNG. The Child Labour Research Survey was initiated with the following specific objectives:

- To examine the extent of child labour and the nature of children's work in two sectors of the economy and of society:
 - * Children in commercial sexual exploitation
 - * Children working on the street
- To identify the factors that contributed to child labour (causes and pathways) and the impacts of child labour through:
 - * Asking the children
 - * Interviewing Stakeholders
 - * Conducting focus group discussions
 - * Observations
- To identify consequences and impacts of child labour on working children and examine the attitudes and perceptions of children and stakeholders towards education and the work that children do.

1.4 Organisation of the report

This report is divided into six sections.

- Section 1: Outlines the overall purpose, and provides a brief background of the Child Labour Research Survey in PNG;
- Section 2: Provides a global perspective of child labour and legislative frameworks, and presents a literature review on the nature and causes of child labour in PNG;
- Section 3: Explains the research process including methodology, sampling, research ethics, research tools, data processing and analysis;
- Section 4: Examines the key findings from the CSEC survey. The findings from the commercial sexual exploitation of children survey is discussed in detail.
- Section 5: Examines the key findings from the survey on Children working on the street.
- Section 6: Presents concluding remarks and recommendations based on research findings addressing child labour in PNG.

The child labour research tools that were used for the survey are annexed to this report.

Background of Child Labour in Papua New Guinea



2. Background of child labour in Papua New Guinea

2.1 Global perspective

Child Labour is considered work that deprives children of their childhood, their potential and their dignity; it is harmful to their physical and mental development; it interferes with their schooling by depriving them of the opportunity to attend school; it obliges them to leave school prematurely; or requiring them to combine school with excessively long and heavy work.¹³ In its most extreme forms, child labour includes children who are enslaved, separated from their families, exposed to serious hazards and illnesses and/or left to fend for themselves, often at a very early age.

Child Labour is detrimental for children since it deprives them of access to education and threatens their growth and social development¹⁴. Children who spend their time at work could reduce the quality time spent with their loved ones. In addition, a child's social development may be hampered, given that the time spent on working may threaten them physically, emotionally or mentally, especially when children are coerced into the act.

The ILO Conventions of child labour provide the universally recognised legal framework which helps distinguish between child labour and acceptable children's work. The ILO Convention No. 138 on Minimum Age and Convention No. 182 which seeks to eliminate the Worst Forms of Child Labour, have been ratified by many countries. The United Nations Convention on the Rights of the Child "protects the civil, political, economic, social, health and cultural rights of children." It also defines a child as being under the age of 18, and includes under Article 32, the right of children to be protected from economic exploitation.

2.2 Causes and nature of child labour in PNG

According to a report by the International Trade Union Confederation (ITUC)¹⁵, child labour is outlawed in PNG given that the country has ratified ILO Conventions No. 138 and No.182, however there are still some gaps in its implementation. The report states that the minimum working age is 16 years, while children from 11 – 17 years are allowed to be employed only within the confines of family businesses; provided that they do not skip school. Child labour in PNG can be found in subsistence

agriculture, in rural sections of urban areas, in street vending, tourism and entertainment. The report mentions that sometimes children (especially girls) are involved in domestic servitude in order to pay off their family debts to their lenders. In addition, adopted children are exploited within a household as they "usually work long hours, they lack freedom of mobility or medical treatment, and they do not attend school." Moreover, the report states that some young girls work in domestic service and are overworked and underpaid.

According to Singh¹⁶, it is estimated that child workers make up about 19% of the labour market in PNG. Singh states that poverty is the major cause of child labor in Papua New Guinea, compelling many children to look for work to support their families. This is supported in an article by Joku¹⁷ who reported the opinions given by PNG children during the World Day Against Child Labour 2009 celebrations; where these children attributed social issues such as poverty, lack of formal education and the rising standards of living as a cause for child labor in PNG. The article further mentioned that while these children were against child labour, they also believed that urban children must work in order to survive. In addition, Joku,¹⁸ reported that children in urban centres in PNG, "particularly Port Moresby and Lae were being hired to perform tasks and chores to earn a living and that these centres have all the breeding grounds of unscrupulous employers and practices such as child labour."

While many have attributed the basic need to survive as a cause of child labour, Simon¹⁹ mentioned that many critics of child labour blamed the government for not providing free education, resulting in children being forced to work in plantations. In terms of subsistence agriculture; the copra, cocoa, coffee and rubber plantations in the Highlands and Southern regions have engaged children as cheap labourers' without considering the consequences on their well-being.²⁰ Most children worked in plantations due to poverty or labour shortage, and were exploited and likely to be manipulated by adults and influenced into smoking or drinking alcohol; thus children's behaviour and social development were altered. The article by Simon²¹ observed that it was evident in copra plantations that children were exploited and manipulated by their employers as cheap labourers, required to work long hours and carried out

¹³ ILO; 2004; Child labour: A textbook for university students; p16

¹⁴ UNICEF, 2001

¹⁵ International Trade Union Confederation: 2010; p5

¹⁶ Singh.S(2009) "Poverty Breeds Child Labour and Sex Tourism in the South Pacific" in ILO Office for Pacific Island Countries – NEWSLETTER, no.1 Retrieved on 09/06/2011 from URL website: <http://www.ilo.org/public/english/region/asro/suva/pdfs/newsletter0409.pdf>, p4

¹⁷ Joku, H. (2011) February 15. "Child labour on the rise" Papua New Guinea Post - Courier. Port Moresby.

¹⁸ Ibid

¹⁹ Simon, A., A. (2009) August 19. "Child labour in PNG." Papua New Guinea Post - Courier. Port Moresby:

²⁰ ibid

²¹ ibid

intensive work unsuitable for children. Spending a lot of time in plantations deprives a child from receiving education as well as their childhood.

In relation to urban areas, many of the activities engaged in by children were street vending and illicit activities. These were often a result of social problems, modernisation and the high standard of living facing the children. As evident from the works by Kari,²² the desire by many families for a better standard of living resulted in many girls being forced to drop out of school and go into child labour. Kari illustrated the case of a 16 year old girl who, as a result of the marriage breakdown of her parents, resorted to selling homebrew in order to support her mother and siblings. The young girl, who was academically bright, had to drop out from school as they could not afford the fees. As the eldest in her family, she realised the plight of her siblings to get a decent education, and became the sole breadwinner in her family. Kari further stated that there was anecdotal evidence that young girls who dropped out from school became engaged in child pornography as they were lured into the act for large sums of money by pornographic cartels. Moreover, Kari²³ stressed that the influence of modernisation, such as the modern ways of living and doing things as portrayed in advertisements, resulted in young girls engaging in child labour in order to purchase these modern goods.

From the issues raised above, there are beliefs that child labour in PNG must be well defined between the traditional and urban settings²⁴. Children in rural areas performed chores that were acceptable in the traditional context while in urban areas children performed tasks or chores to earn money. There are arguments as to whether or not the traditional roles of children helping out in domestic or farm work could be classified as child labour in PNG. An article by Sea²⁵, expressed the views of a Rural Council Chairman who believed that in rural or traditional settings, children performing their chores or helping with farm work or domestic work were not considered as child labourers.

In line with international commitments, the government has implemented new legislation to protect children from exploitation. The Lukautim Pikinini Act, 2009, prohibits the engagement or employment of a child in any situation that is or may be harmful to his health, education, mental, physical or moral development or well-being. In addition, there are suggestions by Mr. Malabag as reported

by Joku²⁶, that in order to counter child labour, the government should introduce free education for all children at primary level so that children are able to complete their primary education. A similar view was suggested by Simon²⁷ that government needed to introduce frameworks for children who were working in plantations; these frameworks would include equipping these children with technical skills for their future or enrolling them in formal schools where the education was free or the fees were subsidised by government or provincial funds. These statements are in line with work by the ILO which recommends education strengthening, poverty reduction and youth employment as a basis for tackling child labour in PNG and Fiji.

2.2.1 National legislation in PNG on child labour

Papua New Guinea ratified all eight core ILO Conventions. The Minimum Age Convention (No.138) and Convention No.182 on the Worst forms of Child labour were both ratified by PNG in 2000. The Minimum age for entry into work in PNG is 16 years of age, therefore anyone below the age of 16 years is prohibited to perform hazardous work, night work and work in mines. Children between the age of 11 to 16 are allowed to work in a family business provided it does not interfere with school attendance. PNG does not have a list of hazardous work that children should not do. As a result, both the definition and guidelines for hazardous work are very vague and subject to individual discretion.

Education in PNG is not free and compulsory. In the 2000 census the literacy rate was 57%. Schools are not readily available in rural areas, while in urban areas school fees are expensive, so the poor often cannot afford to send their children to school.

The ITUC for the WTO General Council on trade policies in PNG stated that although child labour was outlawed in PNG, there were legislative gaps leaving children unprotected by the law. The report stated that child labour does exist in PNG and three of the common places highlighted were on farms, on the street as vendors and in domestic servitude.

Although laws do exist on child labour, the legislative review highlighted that these laws were usually silent and that the implementation of these laws was unsatisfactory, even though there was a structure in place for implementation. There are other legislatures that relate to child labour laws, some of which include

²² Kari, A. (2009) June 5. "What do girl drop-outs do?" Papua New Guinea Post - Courier. Port Moresby.

²³ ibid

²⁴ Joku, H. (2011) February 15. "Child labour on the rise" Papua New Guinea Post - Courier. Port Moresby.

²⁵ Sea, P (2009) August 25. "Child labour not used in PNG: Bai" Papua New Guinea Post - Courier. Port Moresby.

²⁶ Joku, H. (2011) February 15. "Child labour on the rise" Papua New Guinea Post - Courier. Port Moresby.

²⁷ Ibid.

the Lukautim Pikinini Act 2009; the Apprenticeship and Trade Testing Act 1986, that sets the minimum age for apprenticeship at 15 years; the Mining Act that sets the minimum working age at 16 but does not allow females to work underground; and the Defence Act that sets the minimum enlistment age at 18 years. The review noted that most of the laws and policies in place did not harmonise, resulting in inconsistency and issues when it came to implementing the policies and enforcing any laws addressing child labour.

2.3 Commercial sexual exploitation of children

The commercial sexual exploitation of children (CSEC) constitutes a form of coercion and violence against children that amounts to forced labour and a contemporary form of slavery.²⁸ Much more investigation remains to be done regarding CSEC. As with other “low visibility” crimes, there is a lurking “dark figure” of unreported cases. Research has revealed that CSEC takes place at three levels: local exploitation by one or a few individuals, small regional networks involving multiple adults and children, and large national or international sex crime networks where children are traded and sold as commodities²⁹. Moreover, little reliable information exists about the types of people who exploit children in this way. This report attempts to review the issue of CSEC in Papua New Guinea.

2.3.1 Prostitution

Prostitution takes so many forms globally and that it is difficult to agree on a simple definition. However, some commonalities may be observed. Prostitution usually involves:

- the exchange of sex for money or other items or services of value;
- multiple sex partners and a high rate of acquisition of new partners;
- discrete sexual transactions which imply no commitment to future relationships;
- in urban settings, it may be socially institutionalised and spatially localised

2.3.2 History of prostitution in PNG

In PNG, before colonialism and the introduction of a cash economy, there was no such thing as commercial sex in the strict sense of the term. Even if it were possible to discover a true record of pre-contact social

organisation and sexual practices, which is unlikely, it is still impossible to generalise about PNG’s highly diverse range of cultures. However, some ethnography indicates that ransom or exchange sex was not unknown in certain societies in pre-contact times. For example, for some ethnic groups, notably in the upper Papuan Gulf, the selling of sex seems to have developed over time from the customary practice of wife-giving in exchange for traditional objects of value such as shell armbands or dog teeth³⁰ to the exchange of sex for imported trade commodities in the colonial era, to the exchange of sex for cash today.

2.3.3 Types of prostitution in PNG

Surveys conducted under the Institute of Medical research in the 1990s³¹ identified several types of female prostitution in PNG. Other studies have used the following categories:

- the *tu kina meri* (‘two-kina girl’) street walkers who work the streets, usually in daytime;
- the *disko meri* (‘disco girls’) who find their partners at discos, clubs and hotels, usually at night, and are paid more than the *tu kina meri*;
- escorts kept in high-class houses;
- housewives or working women who sell sex occasionally to top up their incomes or meet sudden cash calls;
- women who are not motivated by economic need, but who deliberately live promiscuously and sell sex as revenge against the perceived wrongdoing of husbands or male kin³²; and
- the *pasindia meri* (‘passenger girls’), formerly known as *haiwei meri* (‘highway girls’), who have left home and travel extensively, receiving transport, subsistence and temporary protection in return for sex.³³

Within these categories, there may be a range of local variations as, for example, the varying categories noted in Daru in the early 1990s³⁴ and the increase in class ranking in the *disko meri* category which sees the emergence of those at the lower end of the scale who are more likely to frequent guesthouses during daytime. A considerable amount of prostitution also targets specific areas such as major ports and the truck stops along the Highland Highway.³⁵ The number of women in the country selling sex, whether consistently or on a casual basis, is large in PNG and growing.

²⁸ Joku, H. (2011) February 15. “Child labour on the rise” Papua New Guinea Post - Courier. Port Moresby.

²⁹ Ibid.

³⁰ Ibid.

³¹ Jenkins C, (1997) Youth in Danger: AIDS and STDs among Young People in Papua New Guinea; Goroka, PNGIMR,

³² Jenkin, 1997

³³ ibid

³⁴ Jenkins, C. (1994) Situational Assessment of Commercial Sex Workers in Urban Papua New Guinea, Final Report submitted to Global Programme on AIDS, World Health Organization, Institute of Medical Research, Goroka, PNG.

³⁵ ibid

2.3.4 Commercial sexual exploitation of children (CSEC) in PNG

Child prostitution has also become an important means of economic survival in PNG's urban centres and in the rural areas where large resource exploitation projects are in operation (mining, logging, fishing, etc.). CSEC was also widespread during colonial times, when many girls were trafficked among the colonial administrators and the business personnel, even in the remote rural areas³⁶. CSEC has always been visible but was tolerated and there has been little systematic state intervention or sanctions. Prostitution by young women is now obvious in the urban centres and camps associated with mining and logging enclaves. In the capital, there are many allegations of abduction, rape and other abuses of young prostitutes by police. Child prostitution attracted attention in the 1990's because of the awareness of AIDS and concerns about its transmission.³⁷

The Institute of Medical Research Studies, which began its initial intervention research in 1996, stated that many young commercial sex workers plied their trade in the urban areas of PNG. 30% of the 350 involved in the research had been beaten³⁸). They were in the 13 to 19 year age category. These young girls were considered to have high value with little experience in the sex trade. Their risks included beatings from clients who disregarded safe sex. Most did not intend to become prostitutes originally, but were encouraged through peer pressure after running away from home, sometimes because they had been raped at home and had associated with older friends. Many were young school leavers seeking a job, who followed their friends and were accidentally drawn into prostitution. Others were cast out from homes where they were staying with relatives rather than with their own parents. Some even claimed abuse from their stepfathers³⁹.

The report also stated that child prostitutes were at high risk of rape and sexual assault and claimed that the police department did not take their complaints of rape seriously. This discouraged them from reporting cases of abuse. As a result, young prostitutes moved around and stayed together to protect themselves. They were at a high risk of abuse after dances and in settlements where men waited in cars to abduct them. They were abused by young men who deceived them into consensual sex, and then initiated gang rapes. There have also been reports of murders while others have been injured after jumping from cars. They were constantly harassed by the police and frequently

picked up by the police for loitering. Others operated out of private houses and paid a part of their earnings to the owners. These houses have been raided constantly and the girls have been paraded in public, although prosecution was rare.⁴⁰

Islands Business⁴¹ reported in 1999 that children as young as 11 years of age in PNG were being forced into prostitution and trafficked as child brides. In a similar article, Islands Business highlighted the findings in 2006 by Help Resources and People Against Child Sexual Exploitation⁴² by stating that many people were involved in prostitution as a means of escaping poverty or as a result of previous sexual abuse. Also, an increased demand for young girls has also contributed to the increased prevalence of child prostitutes in PNG. Furthermore, an earlier report in 2004 stated that another common form of exploitation was the sale and trafficking of young girls as child brides and domestic servants within PNG and across the Indonesian border. It reported that girls were also sometimes sold to foreigners working at the work camps and offered as repayment for debts.

According to Radio New Zealand⁴³, school children in Madang province were turning to prostitution and other illicit activities to raise funds for school fees. The news daily, Post Courier, reported that this was revealed in a recent survey conducted by the Madang provincial AIDS Committee. The report stated that children who were selling themselves for sex and homebrew to raise school fees were mostly those who were marginalised. The survey showed that prostitution was the fastest growing industry in Madang. Furthermore, the survey found that those likely to turn to these illicit activities were children who were brought to town from the village.

It is safe to state that CSEC is rampant in the urban areas of PNG and is likely to increase in rural areas with the growth of public resource projects such as mining and other commercial activities. There have not been many studies conducted solely on addressing the problems of CSEC because studies have generally been conducted in a way that overlaps these issues with other social issues.

2.4 Children working on the street in PNG

Studies have indicated that children do work on the street. The type of work children do on the street depends on the environment and the economic activities that society is engaged in. The work children

³⁶ Jenkins C, (1997) Youth in Danger: AIDS and STDs among Young People in Papua New Guinea; Goroka, PNGIMR.

³⁷ Jenkins, C. (1994) Situational Assessment of Commercial Sex Workers in Urban Papua New Guinea, Final Report submitted to Global Programme on AIDS, World Health Organization, Institute of Medical Research, Goroka, PNG.

³⁸ *ibid*

³⁹ Jenkins C, (1997) Youth in Danger: AIDS and STDs among Young People in Papua New Guinea; Goroka, PNGIMR.

⁴⁰ *ibid*

⁴¹ Islands Business, 22 December, 2009 PNG Children Forced Into Prostitution, Trafficked as Child Brides Too.

⁴² HELP Resources Inc., A Situational Analysis of Child Sexual Abuse and the Commercial Sexual Exploitation of Children In Papua New Guinea; 2005

⁴³ Radio New Zealand, 14 the March 2008. PNG's Madang Province Faced with Prostitution.

do on the street ranges from begging, stealing, and sex work to scavenging, collecting bottles, street selling, and street cleaning. The definition of street children varies. The definition of 'street children' used in this study includes all children who work on the streets, whether they are living on the streets or not.

The Department of Community Development completed three studies (1993, 2000, 2010) on Street Children in PNG highlighting the issue of street children as an emerging social issue. Sali (2010) identified four categories of street children in PNG. These were:

- (1) children who join their peers during the day and return home in the evening;
- (2) children who work on the streets and return home
- (3) children who work and live on the streets
- (4) sex workers (young girls who engage in prostitution).

All of the above categories were visible on the streets of Port Moresby. The Department of Community Development defined street children as children and youth involved in some activity on the streets or public venues in towns. The two urban areas where street children exist are in Port Moresby and Lae.

The three studies conducted by the Department of Community Development identified the following reasons why children became street kids: violence at home; both parents left without informing the children so the children were abandoned; the parents had died; overcrowding at home; children were sometimes sent out by their parents to look for money, so they worked on the streets of Port Moresby. The work the children did on the street included begging, parking cars, street vending, selling stolen goods, stealing and prostitution. Some children were sent by their parents, guardian, and/or senior peers.

Some organisations have assisted street children in many ways. These include assistance provided by the Tembari Children's Centre at 7 miles, who provided them early education and served the children food and provided money. The Save the Children Fund also assisted children who had unwanted pregnancies, such as single mothers and those who were sent away from home. Another organisation that assisted street children was the Institute of Mercy in Australia. It supported people living on the edge such as those living in poverty. It should be noted that the existence

of street children is viewed as a "social evil" and it is likely that the number of street children will continue to increase.

2.5 International labour legislation regarding children

2.5.1 Minimum age for admission to employment

The **ILO Minimum Age Convention, 1973 (No. 138)** continues to be the fundamental international standard on child labour which requires ratifying states to:

"undertake to pursue a national policy designed to ensure the effective abolition of child labour and to raise progressively the minimum age for admission to employment or work to a level consistent with the fullest physical and mental development of young persons".

Recommendation No. 146 provides guidance on a wide range of necessary measures to be taken to achieve this.

The Convention applies to all sectors of economic activity, whether or not the children are employed for wages. It is a flexible instrument allowing for progressive improvement, and most importantly to allow developing countries to set lower ages for employment. Exceptions are allowed for certain sectors (e.g. non-commercial agriculture in developing countries), for limited categories of work, for education and training, and for artistic performances

Fixing the minimum age for admission to employment is a basic obligation of ratifying member States, and the Convention establishes three categories for this:

- The minimum age should not be less than the age of completing compulsory schooling, and in no event less than 15 years of age. Countries whose economy and educational facilities are insufficiently developed may initially fix the age of admission to employment at 14.
- A higher minimum age of 18 is set for hazardous work "which by its nature or the circumstances in which it is carried out is likely to jeopardise the health, safety or morals of young persons". It is left to the individual countries to determine which these are, after

consultation with employers' and workers' organisations. The Recommendation gives guidance on the criteria that should be applied in determining what hazardous work is.

- A lower minimum age for light work, i.e. work which is not likely to be harmful to children's health or development or to prejudice their attendance at school may be set at 13. For a country that initially sets a minimum age of 14, the minimum age for light work may be set at 12.

2.5.2 Light work

In general, girls and boys aged 13-15 are permitted to carry out "light work" under the Minimum Age Convention No. 138 (Article 7) which states that: National laws or regulations may permit the employment or work of persons 13 to 15 years of age on light work which is:

- (a) Not likely to be harmful to their health or development; and
- (b) not such as to prejudice their attendance at school, their participation in vocational orientation or training programmes approved by the competent authority or their capacity to benefit from the instruction received.

The Minimum Age Convention does not forbid all child work. Age appropriate work that does not affect a child's health and development or interfere with schooling is generally regarded as positive, e.g. helping parents care for the home and the family, or earning pocket money outside of school hours and during school holidays is not considered child labour.

2.5.3 Worst forms of child labour Convention No. 182

The Worst forms of child labour Convention No. 182, calls for "**immediate and effective measures** to secure the prohibition and elimination of the worst forms of child labour as **a matter of urgency.**" The Convention applies to everyone under the age of 18 years. Effective, time-bound preventative action is demanded of ratifying states, including the identification of children at special risk and taking into account the special situation of girls. Children in the worst forms of child labour must be removed and rehabilitated, and have access to free basic education or vocational training.

The Worst forms of child labour are listed as:

- a. **All forms of slavery or practices similar to slavery**, such as the sale and trafficking of children, debt bondage and serfdom, as well as forced labour, including forced or compulsory recruitment of children for use in armed conflict;
- b. The use, procurement or offering of a child for **prostitution**, for the production of **pornography** or for pornographic performances;
- c. The use, procurement or offering of a child for **illicit activities**, in particular for the production and trafficking of drugs as defined in relevant international treaties;
- d. Work, which by its nature or circumstances in which it is carried out, is likely to **harm the health, safety or morals of children**, such harmful work to be determined by national authorities.

The types or conditions of work that are likely to be harmful or hazardous must be identified at the national level in close consultation with employers, workers organisations and other stakeholders. ILO Recommendation 190, which accompanies Convention No. 182, provides a list of broad categories of hazardous work, which can be used as a basis for consultation, including:

- Work which exposes children to physical, psychological or sexual abuse;
- Work underground, underwater, at dangerous heights, and in confined spaces;
- Work with dangerous machinery, equipment, and tools, or which involves the manual handling or transport of heavy loads;
- Work in an unhealthy environment which may, for example, expose children to hazardous substances, agents or processes, or to temperatures, noise levels, or vibrations damaging to their health; and
- Work under particularly dangerous conditions including long hours, night work, or work where the child is unreasonably confined to the premises of the employer.



Research Methodology



3. Research methodology

This section of the report outlines the research methodology and the research tools used. The research was conducted in accordance with the research guidelines provided by the IPEC's Statistical Information and Monitoring Programme on Child Labour (SIMPOC) Below is a detailed explanation of the research coverage, the research tools used, how quality control was ensured, and the important ethical considerations guiding the research process.

3.1 Research coverage

The research was aimed at ensuring that the two areas of focus were well covered. These two areas of focus were the commercial sexual exploitation of children and children working on the street. A total of 404 children participated in the research. Tables 3.1, 3.2, and 3.3 provide a detailed breakdown of the different classifications of data collected and the number of children participating in each of the survey tools used. It also provides a gender and age breakdown of the children participating in the research.

3.1.1 Areas researched

The research was conducted in the capital city of Port Moresby. Anecdotal evidence and a pilot study on street kids conducted in July 2010 showed clear evidence that children were involved in sex work and also working on the streets of Port Moresby. Port Moresby is the capital of PNG. Over the last two decades the city has experienced a vast increase in internal migration from other parts of the country. The population has grown at a disproportional rate compared to the national growth rate. A country rich in natural resources compared to other Pacific Island countries, PNG has greatly improved its economic situation over the last decade and, as a result, the nation's capital has attracted rural to urban migration. Port Moresby is therefore the melting pot for people from all over PNG. This has resulted in social problems and social ills such as teenage pregnancy and ethnic fighting which has escalated in the nation's capital. As a result, poverty has been on the rise and children involved in child labour are more frequently visible. This child labour research was therefore conducted in the above selected area to try to examine the depth of the problem in PNG.

3.1.2 Target groups

The main target groups were children between the ages of 5 to 17 years. The age of child respondents was measured in *complete years*, for example, a child is 17 years old until her/his 18th birthday. The target group was street children, that is children who were working on the streets of Port Moresby, and children who were involved in commercial sexual exploitation, especially child sex workers (that is the children who are involved in child prostitution). Other research participants included civil society and other key informants and stakeholders.

3.2 Sampling

Non-probability snowball sampling was the only effective method used to identify the children involved and secure interviews with targeted children. This technique provided the researchers with an effective means of identifying children who were engaged in commercial sexual activities and those who worked on the street. Identifying commercial child sex workers was not easy due to its illegal practice and its sensitive and hidden nature. The research team identified the respondents when they were working on the street and also through establishing contact with local personnel in the selected sites to gain information and to be able to access the communities, blend into the community and follow some leads. The team also visited guest houses where sex workers met their clients and visited night spots to identify respondents.

3.3 Research tools used

Both qualitative and quantitative data collection methods were used. Each survey report details the different research tools used and how the tools were used. Below is a list of data collection methods used during the survey:

- Two questionnaires for children (one for CSEC and the other for street children- see Appendix 3 and Appendix 5)
- In-depth interviews with key informants and stakeholders
- Focus group discussions (FGDs)
- Observations/research notes
- Case studies
- Informal discussions/interviews (these were conducted through general discussions and discourse on the situations observed on the ground).

Below is a breakdown of the survey data collection methods used to gather information and the data needed.

Table 3.1: *Number of quantitative research tools (questionnaires) administered*

| Questionnaires | Sector | Number of children |
|----------------|-------------|--------------------|
| | CSEC | 161 |
| | Street Kids | 213 |
| | TOTAL | 374 |

The table below shows the number of children who participated in the questionnaire surveys. These were conducted with children working on the street and those involved in CSEC. The table below also highlights that children working on the street were predominantly male while child sex workers were most commonly female. It also highlights that children from as young as six were involved in street work while child sex workers were engaged in the activity at an older age, that is from 12 years and over.

Table 3.2: *Number of child respondents 5- 17 years old from the two questionnaires used*

| Sector/ Age & Gender | | Street | CSEC | Total |
|----------------------|---------------------|------------|------------|------------|
| Age group | 6 | 5 | ---- | 5 |
| | 7 | 7 | ---- | 7 |
| | 8 | 5 | ---- | 5 |
| | 9 | 9 | ---- | 9 |
| | 10 | 18 | ---- | 18 |
| | 11 | 23 | ---- | 23 |
| | 12 | 22 | 3 | 25 |
| | 13 | 31 | 1 | 32 |
| | 14 | 30 | 3 | 33 |
| | 15 | 28 | 20 | 48 |
| | 16 | 17 | 55 | 72 |
| | 17 | 18 | 77 | 95 |
| | Refused/do not know | ---- | 2 | 2 |
| | TOTAL | 213 | 161 | 374 |
| Gender | Male | 188 | 14 | 202 |
| | Female | 25 | 145 | 170 |
| | Transgender | ---- | 2 | 2 |
| | TOTAL | 213 | 161 | 374 |

Table 3.3: *Number of qualitative research tools administered*

| Tools/ Sector | Key Informant Interviews | FGD | Case Study | Observation | Research Diaries |
|---------------|-----------------------------|---|------------|--|------------------|
| Street Kids | 20 (17 adults & 3 children) | 2 (10 children) | 6 children | Daily during the fieldwork and reported during debriefing sessions | 12 |
| | | 2 (one with 5 child sex workers & the other with 5 adult sex workers) | 6 children | | |

3.4 The research team

The research team included ten research assistants, one research officer from the National Research Institute (NRI) who assisted and provided advice at the beginning of the research, and a research officer from YWCA. The research team underwent two days of training on what to do in the field and to familiarise them with the terms and concepts that would be used in the field. The Research Assistants who were selected by the NRI Research Officer had already received a college education, had been previously engaged in similar social research and were youths. Two adult counselors were also part of the team. The two counselors were engaged to ensure that children and research assistants were counseled if there was a need.

3.5 Data processing & analysis

Quantitative data analysis - The quantitative data obtained from the field was processed and analyzed using the SPSS software. University of the South Pacific postgraduate students were engaged to enter all data. The Statistic Package for Social Science (SPSS) assisted in:

- Capturing all the information needed about people's attitudes and opinions;
- Predicting the outcomes of interactions before they occurred;
- Acting on insights by embedding analytic results into research processes;

Qualitative data analysis- The qualitative data collected was processed and analysed thematically. The interviews were transcribed and translated as most were conducted in Tok Pidgin. All interviews, FGDs and observations were analysed and the common emerging themes were noted. Emerging themes from the transcribed conversations obtained from the interviews, FGDs and observations showed similar patterns and were listed and crosschecked for confirmation of common trends, concerns and issues.

To ensure that the information collected was justified and cross checked, triangulation was used on the two analysis discussed above and the data collected. This was to cross check that data collected from the two approaches was consistent.

3.6 Quality control

The following steps were taken to ensure quality control of the research:

- The research design and methodology was presented to a committee represented by the tripartite partners, Department of Labour and Industrial Relations, PNG Trades Union Congress, and the Employers Federation of PNG;
- Research Assistants were trained on the use of the Research Protocol, including the research methodology and tools;
- Research tools were pilot- tested, in particular the questionnaire and issues arising from the pilot- test were addressed;
- The presence of check questions on the questionnaires allowed the research team the opportunity to check responses recorded. Questionnaires were thoroughly checked to avoid discrepancies;
- Debriefing meetings with the research assistants were held at the end of each day in the field to check questionnaires, and discuss key findings or issues;
- The initial research findings were presented to ILO constituents in PNG and the draft report was peer reviewed by IPEC/TACKLE project officers.

3.7 Ethical considerations

Each research team followed a list of research ethics, providing general guidelines on appropriate behaviour and attitudes when conducting field research and the way that the researchers must behave when working with children. In general, ethical guidelines contained in the research protocols included some of the following:

- All research members had experience in research work, and were familiar with the sites that they were conducting the research in;
- The research team received training on ethical issues for the research and also became familiar with the research protocol which they could refer to on a daily basis;
- The research team had two counselors who were available to provide counseling to both the researchers and also the children who may need counseling and referral;

- Research assistants were to greet the respondents, identify themselves as a field researcher, and outline the objectives of the research before the respondent gave consent;
- Consent from the child and parent/guardian, if available, was sought at all times by the researcher;
- The team ensured that before commencing with each interview or discussion, the child was informed about the importance of the research, confidentiality, the kind of information that would be collected, how it would be collected and how it would be used;
- The researchers were to ensure that the child was able to stop taking part in the research at any time, so that they could refuse to participate in the research at any time;
- A majority of the children interviewed wished not to be identified, therefore only age and sex were used to identify respondents;
- Two counselors were engaged as part of the research team to ensure that the children were counseled if there was a need. This was because the children could psychologically be affected when discussing sensitive issues that affected them and when providing their stories;
- The research team ensured the respondents that their identity would not be revealed; Confidentiality was maintained.
- The research team needed more time to identify informants, convince them of the positive aspects of the research and gain their trust;
- The reluctance from respondents to participate in the research due to past experiences with other research teams who had abused their trust;
- Some respondents demanded to be paid in cash for any information they gave. This was a limitation as some even demanded 50 kina, so the team opted not to interview them;
- The timing of the field research with seasonal events that made it either difficult to identify respondents or to interview relevant stakeholders as some stakeholders were on leave during the Christmas and the New Year period;
- The failure of some key informants to keep to their appointment times;
- The research was conducted during the Christmas period which was a busy time for interviewees, so some walked away from the interviews before completing the questionnaire;
- Some children working on the street were not able to finish the interviews because their team leaders or the people they worked for came and took them away, terminating the interviews.

3.8 Limitations

Some of the limitations of the research included:

- The uncertainty in some cases regarding the age of the respondents, i.e. some respondents did not know their age and therefore the researchers had to use probing techniques to ascertain their age;

Note: terminated interviews/ questionnaires were not included in the data sample

Research Findings:



4. Research findings: Commercial sexual exploitation of children

This section provides the findings from the rapid assessment on children in commercial sexual exploitation in Port Moresby. The findings from the study on the forms of exploitation of children for commercial sex purposes, the scale of the problem, the causes and consequences of children's engagement in commercial sex, their aspirations and responses from the community are reported.

4.1 Research findings: commercial sexual exploitation of children

The survey established that there were an increasing number of children involved in the worst forms of child labour – commercial sexual exploitation – in Port Moresby. 175 children were identified during the survey as being involved in child sex work (child prostitution). Below are two cases studies of the commercial sexual exploitation of children in Port Moresby.



Case Study 1:

Sharon is a 12 year old girl. She was in school but when her father left her mother the family was unable to pay her school fees so she was unable to continue at school and left in grade 6. She went to live with her mother but her mother beat her so she left home and joined other girls in drinking beer and making money from sex work. Her dad re-married and did not care for her. She did not like what she was doing but had to force herself to stay and work for money

CSEC Case Study, Port Moresby, January 2011



Case Study 2:

Lucy is 17 years old. She stated that when she became a child sex worker there were a lot of contributing factors. She was married early and her husband frequently beat her. The continuous beating she received left scars on her face. She had two children but they were with her dad back at home in the village. When she was in the village she had severe malaria and this affected her voice. She left home and came to Port Moresby and now lived with relatives. She stated that life in the city was hard and not like back home in the village. This was the main reason why she was making money through sex work. She sent money home. When she made around K200.00, she sent K150.00 to her dad who looked after her children, and kept K50.00 for herself

CSEC Case Study, Port Moresby, January 2011

Note: Names used are fictional

The above case studies show some of the factors that push a child into sex work. Some of the factors identified above include family breakdown, financial problems causing the child to leave school or forcing the child to work and bring home money for the family, and domestic violence and abuse. The 175 children interviewed had their own stories to tell which will be shared in this report.

4.2 Who are these children?

Of the 175 children in commercial sexual exploitation who participated in the survey, 161 of them were interviewed using the questionnaire. An additional 14 children were respondents in the qualitative data collected but are not discussed in the analysis below. Below is a breakdown of the socio-demographic characteristics of the children who completed the questionnaire survey. Most of the children (48%) interviewed were 17 years old. The youngest was 12 years old.

Figure 4.1: Age distribution of the children

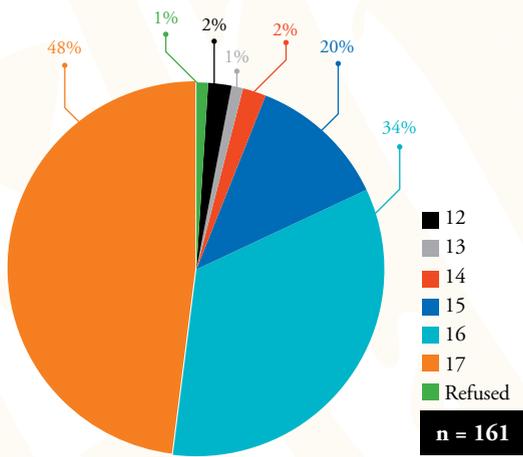
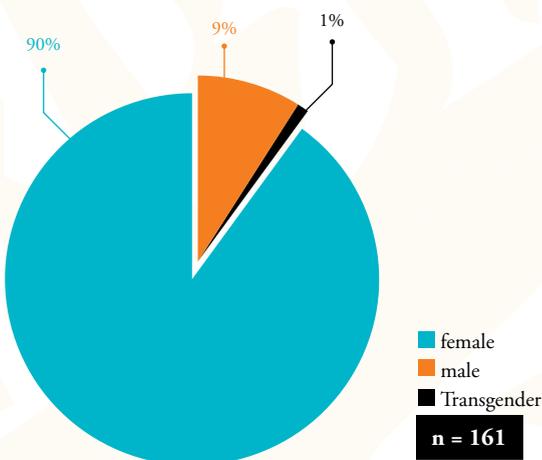


Figure 4.2: Gender distribution



90% of the children interviewed were young girls. The survey was able to capture two transgender children and 14 male children involved in sex work. Nearly 80% of the children were single. Eleven children had partners (either married or in a de-facto relationship), 8 children were separated and 3 children were divorced. The survey found that some of the children in PNG marry of at a very young age and are vulnerable to abuse and domestic violence.

Figure 4.3: Marital status of the children

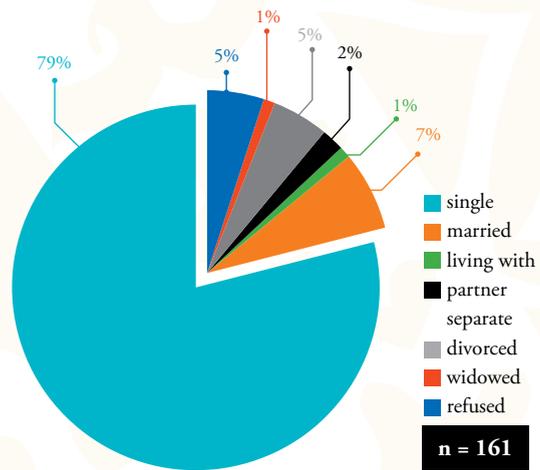
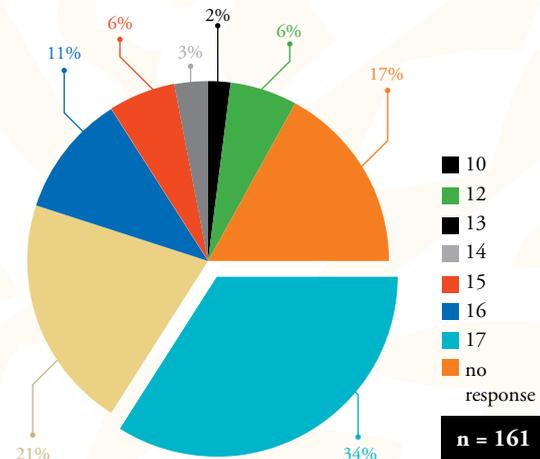


Figure 4.4: Age when they started sex work



The most common age at which the children entered sex work was 15 years (34%). Some of the children entered into commercial sexual exploitation from as young as 10 years of age. 41% of the children were sex workers before the age of 15 years. This indicates that children enter the sex trade from a very young age.

4.3 Where do they live?

61% of the children involved in commercial sexual exploitation were living with their families. 20% stated that they lived on their own, while 7% resided with friends. The families these children lived with included extended families and relatives. Others included uncles, aunts, guardians and grandparents. Two children stated that they either lived on the street or slept in a hostel. As shown in Figure 4.6, most of the children always lived in the same place. Most of those who had changed residential address had one address in Port Moresby and another address outside Port Moresby (mostly their village of origin). Most of the 55 children who had moved to a new place lived with their parents (61.8%) before moving to their new place. More than one quarter (27.3%) lived with friends and a further 11.9% lived with relatives before moving out.

Figure 4.5: Living arrangement of the children

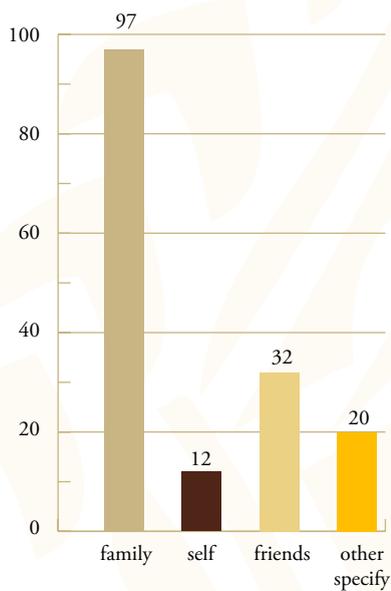


Figure 4.6: Have always lived in the same residence

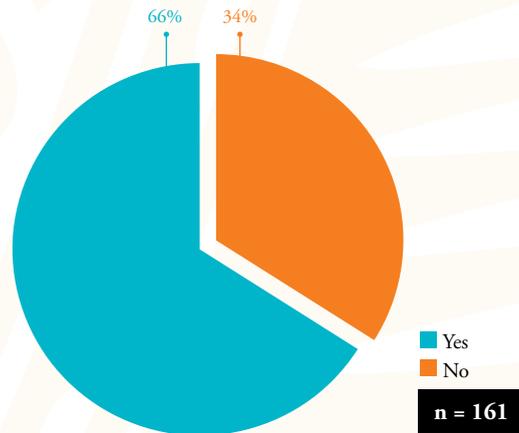
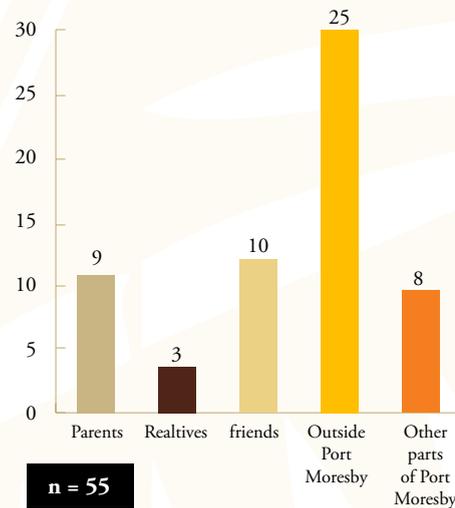


Figure 4.7: Where did they live before moving?



The most common reason for leaving the previous residence given by the 55 children who were residing in a new place was because of family problems. This was followed by coming to Port Moresby on their own or with relatives. Some left because of the need for money while others left for higher education. Most of the children aged between 12 and 13 were staying at home with their family or with relatives. It was mainly the older children (aged 17) who lived with others, including partners, and on their own or in hostels.

Figure 4.8: Reasons for leaving home

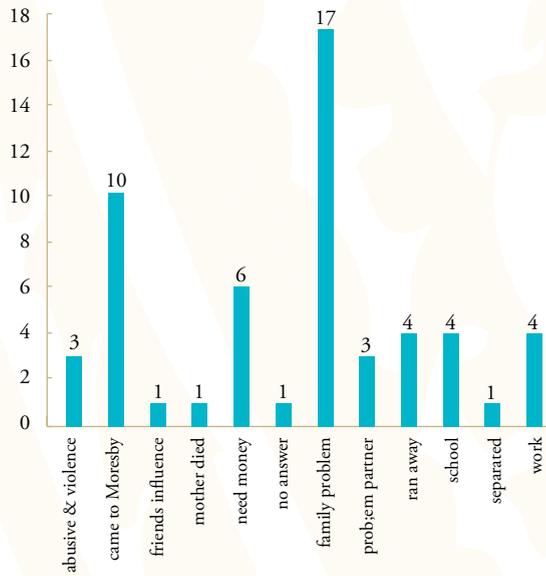
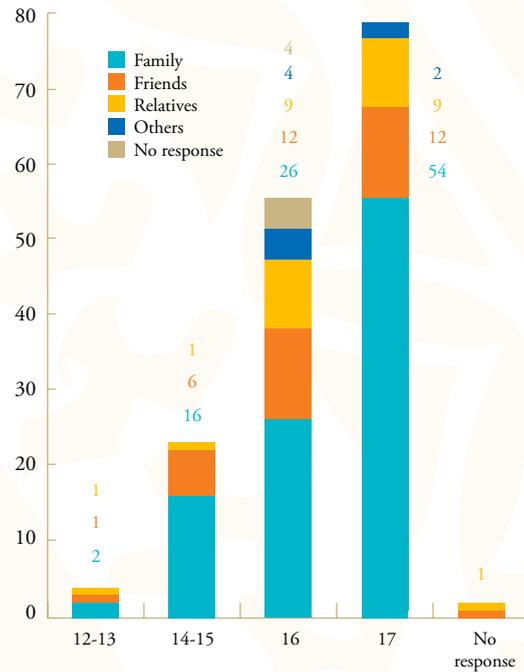


Figure 4.9: Who they live with by age?



The survey also found that some children were living in guest houses and operating as sex workers from these places. Below is a case related by a guest house

attendant regarding the living arrangement of child sex workers in brothels.

Case study 3: Visit to the guest house

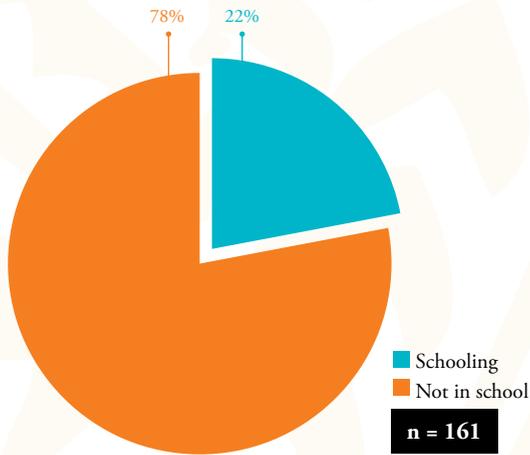
The research team was allowed by the guest house owner to visit the guest house and observe the activities going on at the guest house. The guest house had four rooms that were rented by a group of girls who shared a room (4-5 girls to a room). Three of the girls were below 18 years of age. One of the girls was there since early childhood. Her mother was a sex worker who also lived there but had passed away in 2008. The girls paid their rent through sex work. The guest house was open almost 24 hours a day and men come in to drink and play pool whenever they wanted. All the men who came in and out of the guesthouse during the visit were local men. The girls referred to the attendant as Mama and, when asked why, the attendant stated that she made them feel at home and created a homely and family environment for the girls who were mostly rejected from their own homes.

Key Informant Interview, Port Moresby, January 2011



4.4 Children's education status

Figure 4.10: Education status of the children



Education is a major strategy that can be used to get children out of child labour. Children have the right to education. Children engaged in the worst forms of child labour need education and skill-based training programmes to enable them to obtain jobs that earn good income.

Figure 4.10 shows that 127 child sex workers (78%) were not in school, or had dropped out of school as early as 6 years old. 10% (12 children) had never attended school. 22% of the child sex workers interviewed were still in school. The main reasons for dropping out of school identified by the children are listed in Table 4.1 below:

Table 4.1: Main reasons for leaving school

| | |
|----------------------------------|----------------------------|
| Financial problem | Got married |
| Family problems | Pregnant |
| Boring | Peer pressure |
| Unable to pay for school | Personal problems |
| No offer for secondary education | Sex work |
| Got a job | Problem at school |
| Failed exams at school | No support from the family |

Figure 4.11: Age children left school

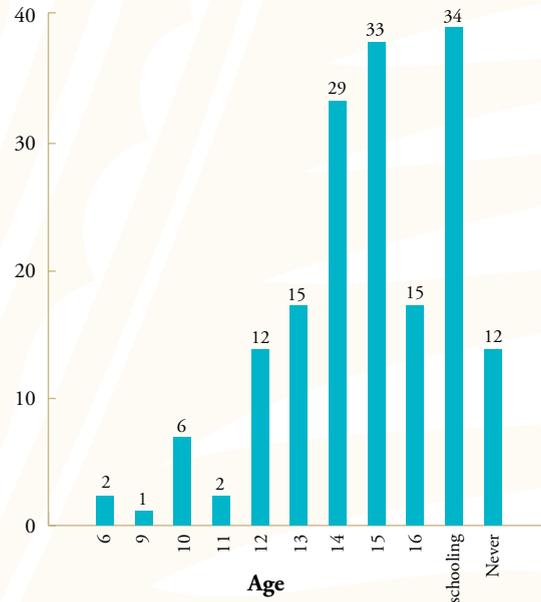


Table 4.1 shows that the most common reasons for dropping out of school as stated by the children were financial problems and family problems. Many children cited financial problems or poverty as a main reason for dropping out of school and going to work. Family problems was the other main reason, which included parental separation and neglect of the child; disagreement within the family; the child being neglected by the family; mothers and fathers getting another spouse/ partner and the child being ill-treated by the second partner; and being chased out of the family home by the parents and dropping out of school because of a lack of support.

Figure 4.12: Religious denomination of respondents

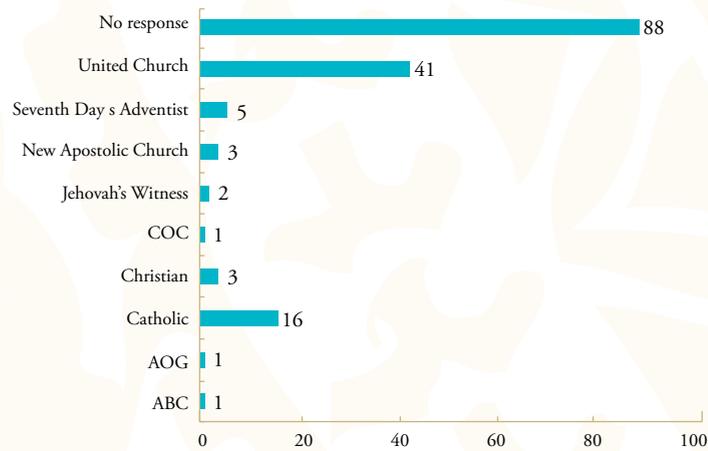
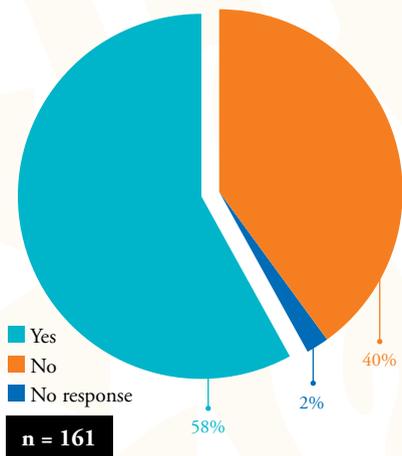


Figure 4.13: Are they practicing their religion?



Stakeholders indicated that spiritual counseling and guidance could assist the children and discourage them from being involved in sex work. Although 58% of the respondents stated that they do practice their religion, many did not identify the religious group they belonged to.

4.5 Type of work they do

The children were asked to identify the types of work they were engaged in. The majority identified themselves as sex workers, casual workers or unemployed. Some of the types of sex work they identified were stripper, hostess, waitress, and exchange sex workers. It is noted that some nightclub workers and waiter/waitress also engaged in sex work.

Table 4.2: Types of work the children engage in

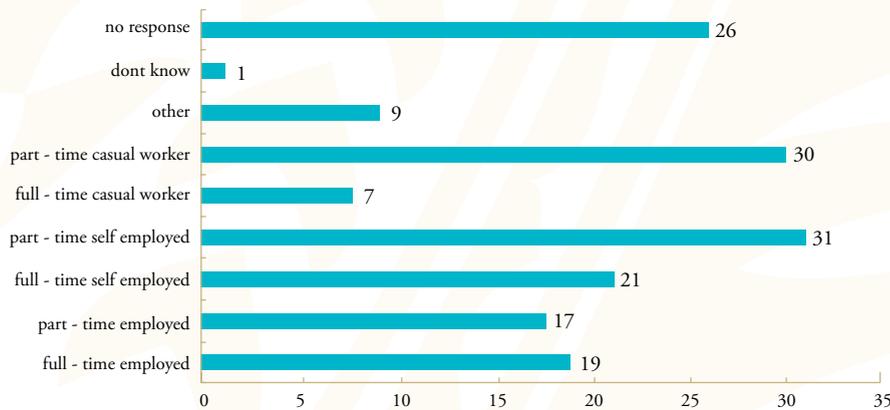
| Type of work (Not sex work) | Number | Type of work (Sex work) | Number |
|-----------------------------|--------|-------------------------|--------|
| Casual | 27 | Exchange sex worker | 3 |
| Employed | 3 | Gay prostitute | 2 |
| Part time Waitress | 1 | Hostess | 8 |
| Self employed | 3 | Sex worker | 76 |
| Shop keeper/Cashier | 4 | Stripper | 2 |
| Street seller | 1 | Waiter/Waitress | 11 |
| Student | 1 | Night club worker | 2 |
| Unemployed | 20 | Middle person | 1 |

Hostesses were young girls aged between 14 and 17 who played hostess to men who drank at some of the 'night spots'. From observations in these night spots, the girls ordered one particular type of alcohol drink and received commissions by the employers for every drink their host bought for them. Informal discussions with these girls showed that they received good commissions if they were able to attract and be a hostess to a man who had a lot to spend. One of the respondents stated that at times they were vulnerable

to sexual exploitation and this added an additional cost to their service. In one particular nightclub there were rooms available for the young waitresses to provide paid sexual services to their clients. They risked losing their job if they did not agree to participate.

The survey attempted to gain some information on the extent of the children's involvement in CSEC. More than half of the children identified themselves as self-employed or casual workers.

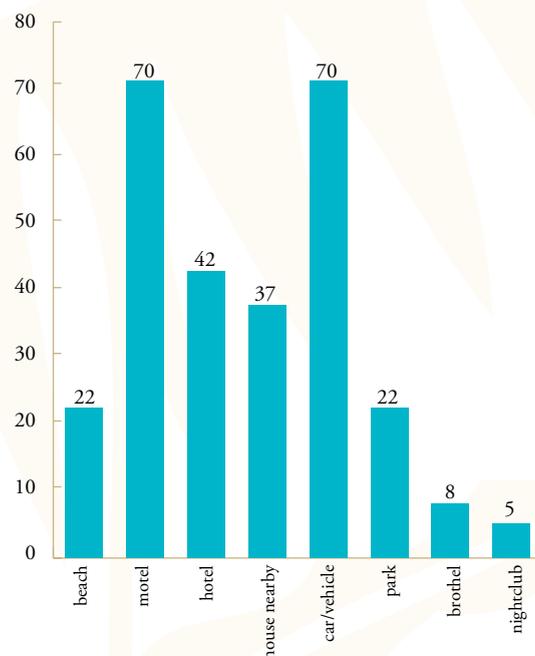
Figure 4.14: Employment status of the children



4.6 Nature of sexual activity

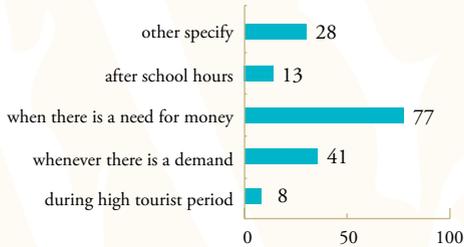
The above case study shows that in Port Moresby there were systems in place that encouraged the commercial sexual exploitation of children in society. The night clubs, guest houses or brothels and pimps or middle-men facilitated the exploitation of children. The public who visited the facilities knew of the existence of those who resided on the premises and of the availability of child sex workers. A discussion with key informants also revealed the 'credit system' in place whereby client-exploiters accessed child sex workers on a credit basis, paying the middlemen for the service at a later date. Questions raised by the informant included 'is there a credit limit and do the children even get paid?'

Figure 4.15: Places where child sex workers 'work'



Eight places were identified by the children as places where they 'worked'. The most common places identified were motels (43.2%), cars/vehicles (43.2%), hotels and nearby houses.

Figure 4.16: When do they get involved in sex work?



Most of the respondents (46%) stated that they got involved in sex work when there was a need for money. Financial assistance and monetary gain were the main reasons for children to be involved in sex work. Figure 4.16 shows that some children engaged in sex work after school.

Figure 4.17 shows that the average number of clients the children serviced per day. It is noted that more than half (52%) of the children received an average of 1 to 3 clients per day; 36% had 4-6 clients a day and 12% had 7 or more clients per day. At one of the guest houses that the research team visited it was observed that sex work was a 24 hour activity (See Case Study 3, p37).

Figure 4.18 above shows that the younger child sex workers had between one and two clients per day while the older sex workers, those between 16 and 17 years of age, could have a maximum of 9-10 clients a day.

Figure 4.17: Average number of clients in a day

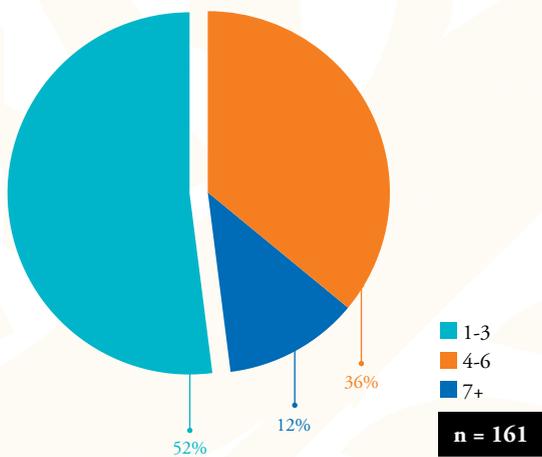


Figure 4.18: Maximum number of clients by Age

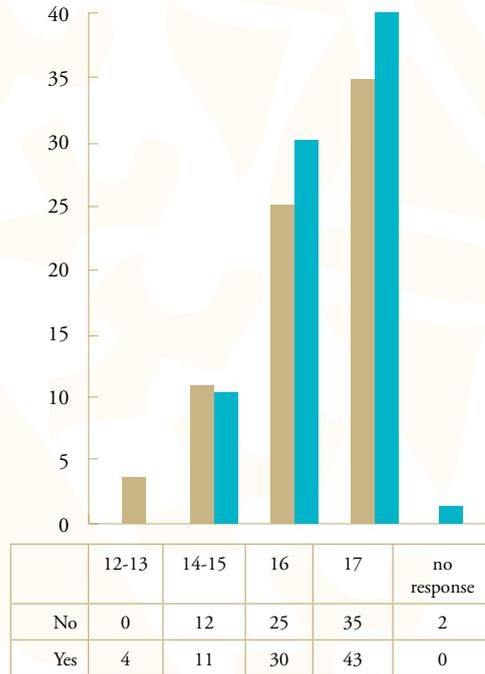
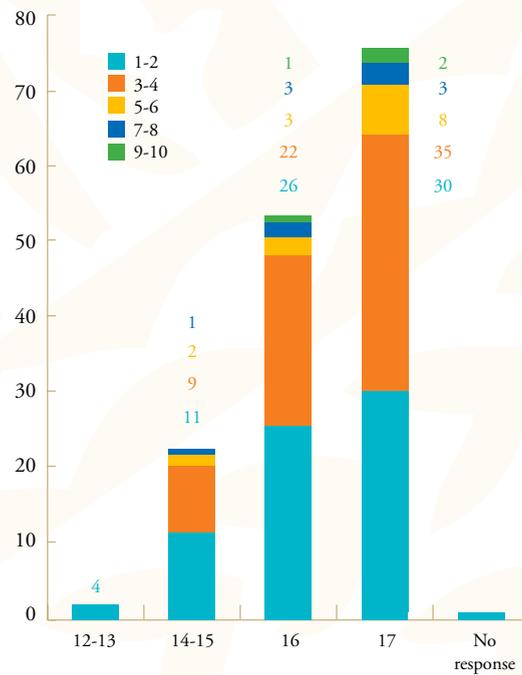


Figure 4.19: Travel to place of activity by age



Most of the children, for example all children aged 12-13 years, traveled to their area of activity (Figure 4.19). A number of older children (16-17 years old) did not travel to their clients. From discussion with pimps and through observation it was noted that some girls had pick up points where cars picked them and dropped them off after an hour or two. Most of the girls who were picked up, worked through pimps or had regular clients who called for their services.

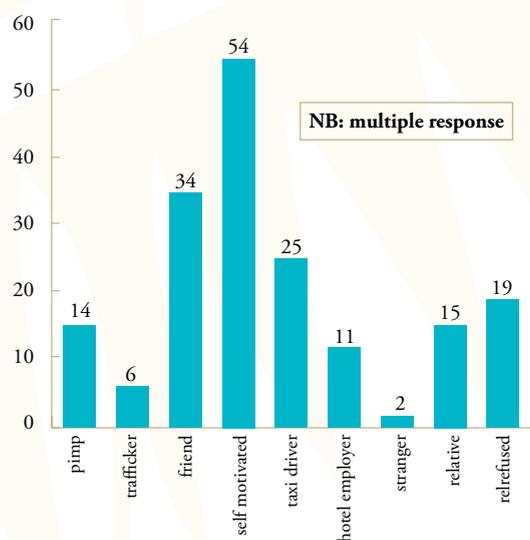
Table 4.3: *How the children get their clients*

| How clients are accessed? | Frequency | Percent |
|--|-----------|---------|
| stand on street | 20 | 12.3 |
| middle-person | 36 | 22.8 |
| work at brothel/motel | 19 | 11.7 |
| go to bars/clubs | 40 | 24.7 |
| others specify | 14 | 8.6 |
| stand on street/middle men | 7 | 4.3 |
| stand on street/ work at brothel or motel | 1 | .6 |
| stand on street/ go to bar or clubs | 10 | 6.2 |
| stand on street/ others | 1 | .6 |
| middle-person/go to bars & clubs | 6 | 3.7 |
| work at brothel/motel/ go to bars and clubs | 1 | .6 |
| stand on street/middle men/ and go to bars and clubs | 6 | 3.7 |
| Total | 161 | 100.0 |

The children who participated in the research were identified from different places. Some children operated from one area only while others obtained their clients from many different sources. The children stated that they were able to get their clients from the bars and clubs, from brothels, guest houses or motels, from the streets, or from middle-persons. Informal interviews also revealed that some motels/guesthouses, and night club operators allowed and encouraged this activity.

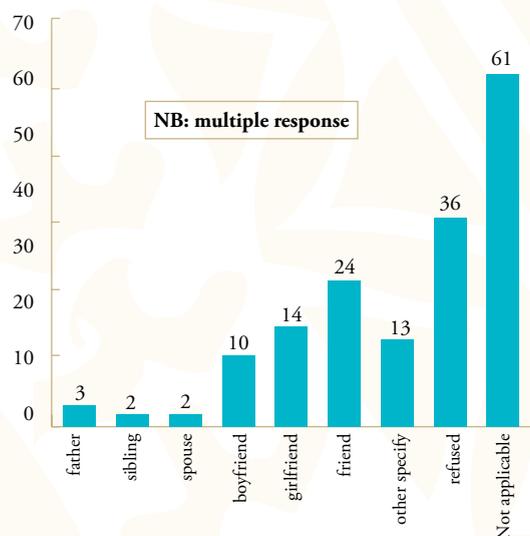
The existence of middle-persons was common knowledge to the respondents. This was obtained from informal discussions with the street sellers and with night club attendants. They identified middle-persons to the research team and explained how these middle-persons conducted their business. One particular middle-person in the CBD arranged transport for the children who were picked up from their operation area. When they were dropped off, the middle person paid the girls. Some girls could not negotiate their situation and were even more vulnerable to exploitation and abuse.

Figure 4.20: *How the children got involved?*



Peers were also influential in getting the children involved in sex work. Taxi drivers and pimps were involved in arranging and being the “go between” for the child and the client. Below is a case of two girls and their mother who used a pimp to arrange for clients.

Figure 4.21: Relationship to pimp/trafficker/friend



Case Study 4: A mother who takes her daughters to be engaged in sex work

Sarah has two daughters, one aged 16 and the other 12. She normally brought her two daughters to town where a pimp organised a pick up point and the girls were picked up to be taken to their client. The pimp collected the money and gave the girls their share. Their mother waited around for the girls to return and the family did their shopping and returned to the settlement. In an informal discussion with the mother, she informed the research assistant that she had to do this to allow her daughters to be involved in sex work, to be able to get food for her family and feed the younger children.

Key Informant Interview, Port Moresby, January 2011

The table below (Table 4.4) shows that most of the children were engaged in sex work when there was a need for money. The second most common reason for being involved was when there was a demand for commercial sex with children. The other times when children engaged in sex work were listed as after work, during a party, during school holidays, when they sneaked out in the evening, when they were called to be picked up and during government pay days.

Table 4.4: When the children engage in sex work

| When children get their clients | Frequency | Percent |
|---|-----------|---------|
| During high tourist period | 7 | 4.3 |
| Whenever there is a demand | 36 | 22.8 |
| When there is a need for money | 75 | 46.3 |
| After school hours | 12 | 7.4 |
| Others times | 25 | 15.4 |
| During high tourist period/ whenever there is a demand | 1 | .6 |
| Whenever there is a demand/when there is a need for money | 2 | 1.2 |
| Whenever there is a demand/others | 1 | .6 |
| When there is a need for money/others | 1 | .6 |
| After school hours/others | 1 | .6 |
| Total | 161 | 100.0 |

The question to ask is *'who are these clients?'* The survey, through informal and formal discussions, showed that the clients or perpetrators were mostly local indigenous men. In an interview with one of the room attendants at a guest house, she stated that local men with money or in authority came around wanting young girls aged between 12 to 15 years. These girls frequented the guesthouse because of the demand for young girls. As shown in Figure 4.15, most of the respondents were engaged in sex work before the age of 15 years.

One respondent stated that she engaged in sex work when her aunt arranged with loggers and landowners when they were in town. Some students were only engaged in sex work during the school holidays while others worked after school hours. About 5% of the respondents (7 children) stated that they were involved during a high tourism period. This indicated that there was a likelihood that child sex work tourism existed in PNG.

4.7 Why are they involved in sex work?

To be able to address CSEC and stop children from being exploited, it is important to know the factors that push or pull children to become sex workers. Some of the pull factors were parents who influenced them to become sex workers, or their older sisters who encouraged them, peer pressure, the feeling of being free and having the freedom they wanted, getting free accommodation, being able to travel in flashy cars, receiving gifts, and the money they are paid.

Some push factors were the fact that parents had passed away; sexual abuse, for example in some cases the child had been raped and was not accepted in the community; family problems and misunderstanding such as beatings by the parents or the husband; and the need for money to support themselves, a child or the extended family. Some children had been married at an early age and had been divorced as shown in the case study given below.



Case Study 5 – Family Problem

Grace is 17 years old. She left school at grade 7 and got married. She had a child in her first year of marriage but the marriage did not last. Her husband took in another woman so she had to look after her child alone. This was hard and so she resorted to sex work to enable her to provide for her child.

CSEC Case Study, Port Moresby, January 2011

The children interviewed gave different reasons for their involvement in commercial sex work which is shown below:

Table 4.5: *List of factors that contribute to children's involvement in sex work*

| Push Factors: Reasons for sex work | Freq | Push factors: Reasons for sex work | Freq |
|--|------|---|------|
| Being a single parent and it is very hard | 1 | Money and friends | 25 |
| Boredom | 1 | Shame and guilt pushed me out | 1 |
| Death of parents | 2 | Nothing but to escape from my uncle | 1 |
| Drinking | 5 | High cost of living | 7 |
| Due to violent relationships | 4 | Gifts and money | 1 |
| Expected a child from my father | 1 | Higher earnings | 5 |
| Family problem | 1 | I need money to buy food | 25 |
| I had nothing to do so I had to do this | 3 | School fees problem | 5 |
| I was raped | 1 | Poverty | 11 |
| Influence from my older sister | 3 | Hunger | 1 |
| Influences and parents | 1 | To get a job promotion | 1 |
| Land too dry to cultivate | 1 | No education | 1 |
| Parent's marriage problems | 2 | No one working in the family | 1 |
| Peer pressure | 24 | For modern technology | 1 |
| Problems with the husband, having an affair and physically abusing her | 1 | Get involve with my fellow gays to earn money | 1 |
| Personal reasons | 6 | Being out of school | 1 |
| Running away from parents | 2 | Don't know/ Cannot state | 4 |
| Sense of freedom/ Too strict in the house | 2 | Support family | 7 |

Table 4.6: *Factors that attracted the children to sex work*

| Pull Factors | Freq | Pull Factors | Freq |
|--|------|--|------|
| Alcohol and money especially | 5 | Gifts/ Nice things/ Fancy stuff | 4 |
| My aunty does all the arrangements | 2 | Free money and travelling in flashy cars | 1 |
| Big money earnings/ Highly paid | 5 | Have freedom | 1 |
| Easy money | 17 | Good looking man wearing fancy clothes | 2 |
| Money | 69 | Living and enjoying an expensive life | 1 |
| Freedom and easy money | 2 | Modern technology | 1 |
| Friends coming home with cash and kind | 1 | Peer pressure | 9 |
| Getting married to a man with money | 1 | Personal reasons | 3 |
| Money and goods/gifts | 14 | Nature itself | 1 |
| Money, peers | 3 | Free accommodation offered and money | 1 |
| Girlfriends with lots of money | 1 | Nothing, I just do it for my family | 1 |
| Wealthy people/ Young men with money | 3 | Something like handsome guys | 1 |
| My family are living in a poor life style | 1 | Unemployment | 1 |
| Mobile phones and cash | 1 | Don't know/ Refused/ Cannot state | 8 |
| My friends had good things like MP3, phone and I wanted one too. | | | 1 |

The children were also asked to state their family's economic status (Figure 4.22). 7% of the children stated that they were from well off families, while almost one third (31.5%) stated that they were from poor or very poor families. Although most of the children stated that they were from families whose economic status was 'OK', from observations and discussions with some key informants, it was noted

that many children were engaged in sex work to enable them to provide food for the family. According to key informants, parents knew that their children were in commercial sex work and allowed them to be engaged in this activity. Most of these children also assisted the family with the income they received as sex workers. This indicates that poverty was a main factor that pushes children into commercial sex work.

Figure 4.22: Family's Economic Status

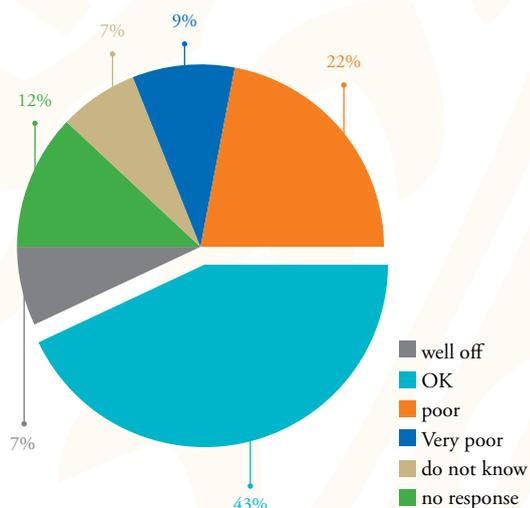


Figure 4.23: What children receive from sex work?

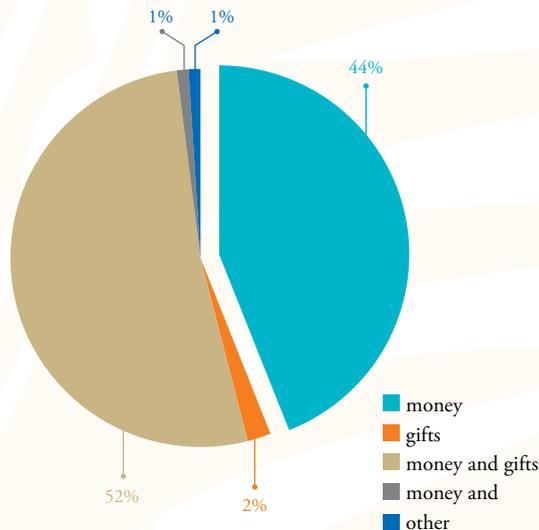


Table 4.7 What the children get in exchange for sex?

| Payment | Freq | Payment | Freq |
|--|------|---------------------------------------|------|
| A gold necklace | 1 | Golden necklace and blackberry mobile | 1 |
| A gold ring | 2 | Headphones | 1 |
| A gold watch | 11 | I got belted by a client | 1 |
| A golden watch and a necklace | 1 | Laptop | 2 |
| A handbag | 1 | Mobile phone/cell phone | 51 |
| A house and a car | 1 | Mobile phone & camera | 1 |
| A pair of expansive earring | 2 | Money | 6 |
| A plane ticket to go to Lae | 1 | MP3 player | 6 |
| A purse | 1 | Gold ear rings | 1 |
| A trip to Loloata Island for the weekend | 1 | Watch | 5 |
| Buy food and clothes for the family | 2 | Refused | 2 |
| Digital camera | 2 | Nothing | 47 |
| Gold watch and earrings | 1 | Cannot remember | 11 |

Clients give children money and gifts. Some children stated that at times they were given fatherly love that they had missed out on from home because they were from broken families. According to key informants, some PNG groups practice polygamous relationships where men have more than one wife, and in some of these families the children were not well looked after and resorted to sex work for survival. The children stated (and it was observed) that their clients were local men who spent a lot of money on the services the child sex workers provided.

4.8 Impacts of child sex work identified by the children

There are a lot of negative consequences of child sex work. These children are vulnerable to abuses that can have lasting impact on their lives. In order to examine if the children understand and know the consequences of child sex work, they were asked to identify some negative impacts.

Below are some of the negative impacts identified by the children:-

- Getting pregnant and having an abortion
- Being beaten up, assaulted, or verbally abused
- Isolated from the family
- Not getting paid for the service they provide
- Shame, guilt and fear from being found out
- Client not wanting to leave
- Getting Sexually transmitted infections (STIs) including HIV
- Condemned and rejected by their community or family
- Getting involved in other illegal activities such as trafficking drugs.

The negative impacts the children identified above indicate that the children knew of these impacts, however they continued to be engaged in sex work and take the risks. This raises the question of how children can be withdrawn from commercial sexual exploitation and what are the rehabilitation measures required.

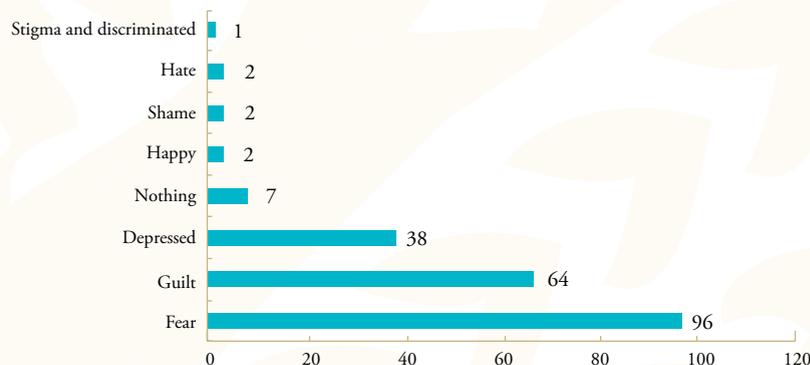
The children were asked to identify the emotional impact of being involved in sex work. Most of the respondents experience fear, guilt, depression, shame and hate. Only seven children stated that their work had no emotional impact on them. This shows that children in commercial sexual exploitation are emotionally and psychologically affected as a result of the activities they were involved in.

31 children or 19.1% of the children surveyed stated that they had been condemned by their family because of their engagement in sex work. The following are some of the ways these children have been condemned by their family members:-

- *Disowned by the family members*
- *Being abused sexually including raped and molested*
- *Being abused physically including beaten and punched by their brothers*
- *Being abused verbally, including being sworn at, called names, scolded at or ignored by family members*

Some (11.7%) children were also condemned by their community members because of their involvement in sex work. They were abused both verbally and sexually including being raped and disgraced by the community. Some community members thought the child was dirty/not clean. Some thought the child was asking for sex and wanted to be raped or molested. Also, the child was perceived to be an evil child.

Figure 4.24: Emotional experiences during involvement in sex work



Many children stated that they experienced some physical abuse as sex workers. Physical abuse is common for child sex workers. These include the following:-

- *Getting a black eye when punched by a drunkard*
- *Getting belted by married men or by drunk men and women*
- *Being slapped on the face by some clients*
- *Forced by the client when sex was refused*
- *Being hit by the client*
- *Abused by drunk clients*
- *Having hair pulled*
- *Beaten by pimps for not giving them money*
- *Belted by the wife of a client*

It is not only the clients who physically abuse these children but also law enforcement officers who sometimes physically abuse them. Some of the children stated that they had been physically punished by the police or other authorities. The study also found that about 15% of the children in the survey on children in commercial sexual exploitation have had sexually transmitted infections or STIs. 13 children also stated that they had been tested for STIs and were found to be HIV positive. The risk of child sex workers getting cervical cancer or STIs in the future as a direct result of the activity they are engaged in is also very high. Children in sex work also get involved in other activities increasing their vulnerability to exploitation

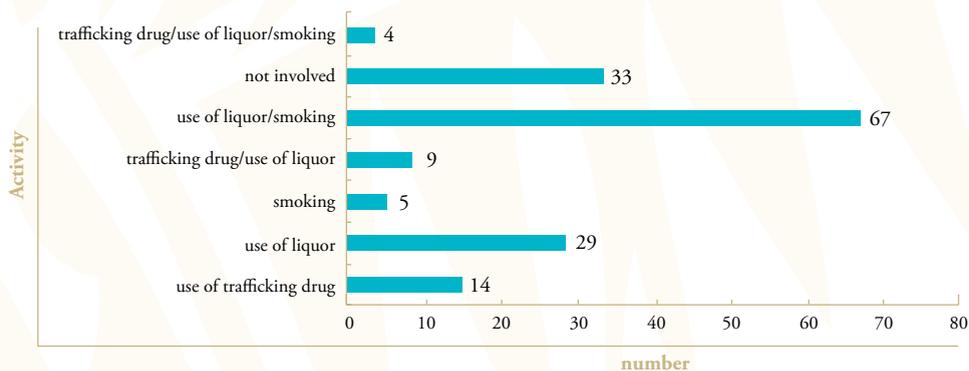
and abuse. Figure 4.25 shows that consuming alcohol and smoking was the most common activity children identified that was influenced by or associated with their involvement in sex work. Some children became involved in trafficking drugs and others had to drink alcohol to be able to engage in sex or because it was normal for sex workers to consume alcohol. Some children stated that they had to drink alcohol to forget the guilt, fear and depression that accompanied their activities and some said they were forced by their friends.

Some of the children stated that they had to drink alcohol to enable them to forget what they were doing. Some comments made by child sex workers were:

- *"I block my mind out to have sex"*
- *"I do not want to think about what the person is doing to me"*
- *"I drink and smoke because men like me that way".*

The survey found that 27 child sex workers either used or trafficked drugs. This is another worst form of child labour and it is a major concern that one leads to the other. Only 33 children (20%) stated that they were not involved in drinking alcohol or using or trafficking drugs. It is noted that there is a very small proportion of children who do sex work that are not influenced to take alcohol or drugs.

Figure 4.25: Involvement in other activities



4.9 What are the children's aspirations?

It is generally assumed that children involved in sex work will not be able to remove themselves from the activity they are involved in. The children were therefore asked if they had some aspirations and dreams about their future. Most of the children aspired for a better life in the future and understood

the importance of education in enabling them to have better opportunities. Some children dreamed of getting good jobs or white-collar jobs; others wanted to have a family and live a happy life in the future; some wanted to make a lot of money and earn a good salary. The list below shows the aspirations of the children in sex work who were interviewed:

Table 4.8: *List of the children's aspirations*

| Aspiration | Freq | Aspiration | Freq |
|--|------|--|------|
| A hotel owner | 1 | A receptionist at a big hotel | 1 |
| Be a businesswoman and run my own business | 2 | Accountant | 8 |
| Become a women's rep | 1 | Air hostess | 2 |
| Build a trade store | 1 | Army | 1 |
| To be a softball star | | Get a job/office job | 8 |
| To run my father's business | 1 | Get a better job and care for my younger sister | 1 |
| Get married and live a good life | 4 | I want to be a IT specialist | 1 |
| Go back home and care for my family | 13 | I want to be a lawyer | 1 |
| Go back home to start a new life | 1 | I want to do a good job and earn good money | 6 |
| Have a better place to live in | 3 | Pilot | 1 |
| Have a good life, good husband, settle down and have children. | 3 | Finish my education and get a good job/ marry, have children and settle down | 4 |
| I want my family and I should have a better living | 2 | Store keeper | 1 |
| Study hard and go to the university | 1 | Street seller | 2 |
| I want to live longer | 2 | To be a teacher | 1 |
| Stop immediately and do something better | 4 | To become a nurse | 2 |
| To marry a business man and have an easy life | 1 | To be a successful woman in life | 8 |
| To become a good person in the future | 5 | Tour guide | 1 |
| Self employed | 1 | To be a sportswoman and travel the world | 1 |
| To go back home to my parents/ look after my parents | 12 | Educated / get a good work, earn money and live a good life in future | 12 |
| To live my own life/ independent | 1 | Make enough money to look for my family | 4 |
| Go overseas | 1 | To be a doctor | 2 |
| To become a popular sugar daddy | 2 | See that my siblings are properly educated | 1 |
| To be promoted in my current job | 2 | Not sure/no response | 22 |

The above table clearly indicates that most of these children were engaged in sex work for survival and because they had no other alternatives offered to them. Some of them wanted to leave the activity they were involved in and lead a better life. Some wanted to go back to their families, while others wanted to be away from their family. Some children perceived that by getting married they could leave or escape sex work and have a good life. Some wanted to get into white collar jobs. This did not seem realistic though as most of the children were school drop-outs and were not well educated. Some children wanted to be educated and get a good job.

83% of the children interviewed stated that they would not encourage or allow their siblings to be involved in sex work. Although figure 4.27 shows that 44% of the children stated that sex work affected their education, it should be noted that many were already school dropouts before becoming involved in sex work and some of them had never been to school. 61% (100 children) stated that they would like to spend more time in school if given a chance.

Most of the children (63.6%) felt that sex work was dangerous for the following reasons: *they could get aggressive clients; they were at risk of getting HIV/AIDS; they were at risk of being raped; they could get STIs; they could be killed; they were too young; because it was unlawful; and they never knew who their next client would be. A large number of children stated that they were at risk of being killed by relatives or by a stranger who were their clients.*

33 children or 20.4% of the children stated that they were not free to stop working as child sex workers for the following reasons: *the job paid well; they needed money; it was their only source of income; it was part of their life; they were addicted to it; they could not afford to be disowned by their friends.* As some children stated, *“it is in my blood”.*

4.10 Summary overview

Children in commercial sexual exploitation (CSE) are children whose rights have been violated. Perpetrators of CSEC seek out children and adolescents who are vulnerable by means of their economic situation or through their inability to stand up to intermediaries or pimps facilitating the CSEC. Children in CSE suffer cruel violations of their personal safety, development, honour and freedom. In most cases, the children have usually already experienced sexual and physical abuse

Figure 4.26: Allow siblings to be involved in sex work

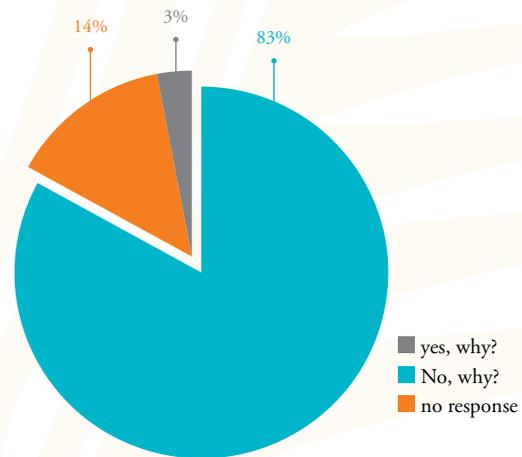
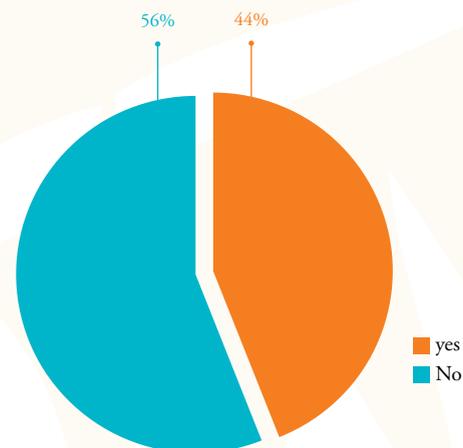


Figure 4.27: Has sex work affected education?



earlier in their childhood, which has caused them to see their bodies as objects and to have deep rooted self-esteem issues. As a result, children were easy prey for perpetrators looking for someone who was already emotionally and psychologically damaged to participate in sexual activities. Perhaps they could not get other persons to do this. This usually means that, children in CSE are often subject to humiliation, physical attack, emotional aggression and forced to participate in unsafe sexual acts by perpetrators.⁴⁴

⁴⁴ Shaw, D; 2008; Belize Protocol: How to Care for Child and Adolescent Victims of Commercial Sexual Exploitation; International Labour Organization

Commercial sexual exploitation of children (CSEC) is clearly visible in Port Moresby, PNG. To address and stop this worst form of child labour or sexual abuse and exploitation of children, the demand for child sex workers must be stopped. When there is a demand the service will be supplied. The clients are local men who have money to spend, including resource land owners, loggers, well-to-do local businessmen and miners. No research has been conducted on the demand side of sex work in PNG. It is therefore recommended that a study be conducted on the reasons for the demand for child sex workers.

The study also shows that parents and family members in some cases are responsible for engaging children in commercial sexual activities to get money. Some key informants stated that although they tried to assist the children, they could not provide sufficient financial assistance to economically sustain the children's removal from commercial sex work. The children would then have to return to where there were better financial returns. It was noted that most of the children engaged in commercial sexual activity did so because they were poor or because they needed money to provide for family needs or to assist their parents in providing food for the family.

The children knew that they were at greater risk of getting HIV because they were involved in this trade. However, they were vulnerable because they could not usually negotiate the practice of safe sex or condom use with their clients. The study found that 13 children engaged in CSEC were HIV positive. These children did not inform their clients of their HIV status, although they tried to convince the clients to use condoms. Of the three children interviewed as Case Studies, one stated that she must have become HIV positive through her sex worker mother, while the other two did not know how it was transmitted to them. They did not go for clinical check ups at the reproductive health centre or go to NGOs that provided this service. These children were at risk of spreading HIV to their clients and vice versa.

Although these children were aware of the risk, there is a need to educate all children as part of HIV prevention campaigns. At school children should be educated about the risks of getting or spreading HIV and about safe sex practices. NGOs and government departments such as Education, Health, and Community Development should be encouraged to conduct HIV education and awareness campaigns with children.

It is important that all stakeholders ensure that children are not involved in CSEC. Employees of places where sex work activities take place should report the matter to their Workers Union or to the authorities. The Employers Federation can educate their members to report suspected sex work to the federation or to law enforcers. NGOs can advocate on the ground against CSEC. Another recommendation is that heavy penalties should be placed on employers who entertain CSEC in their work place.

Places where children obtain their clients should be monitored and legal action taken against them. Some of the sex workers were below the legal working age but were employed as waitresses in nightclubs and restaurants. Motel and brothel owners had no intention to stop these children because they were getting good returns from the activity. It is noted that on most occasions these children, although under age, usually stated that they were over eighteen when asked, so it was difficult for law enforcers to take legal action. Brothel owners, middle-persons and pimps, and nightclub owners received good financial returns from exploiting children in sex work.

Widespread education and awareness campaigns are required within communities, government and non-government organisations, law enforcement agencies and the media. Education programmes should also be conducted with children so that they are aware of the situations around them and are advised of the risk factors and consequences of engaging in sex work. Some organisations, such as YWCA PNG engage children in non-formal education programmes. However, they cannot get all of the child sex workers into their programme because of limited resources.

The breakdown of the family social safety net is also a major contributing factor to children being involved in sex work. Some children were involved because their relatives introduced them to the trade. Some mothers also allowed their children to be sex workers so that they could have food on the table. Some fathers even forced their children into sex work because the children had been sexually abused by their father at home and, as a result, they ran away from home.

The commercial sexual exploitation of children is a practice that needs to be stopped. The breakdown of the social communal structure and the effect of the capitalist market system have resulted in a growing number of locals who have become wealthy and powerful in this capitalist society. As a result, they exercise their power and exploit the poor and vulnerable including young children.



Research Findings:

5. Research findings: Children working on the streets

This section provides the findings from the survey on children working on the streets of Port Moresby. It reports on the findings from the rapid assessment in regards to children working on the street, reporting on the characteristics, the trends and patterns, the types of work that children do, the causes and consequences of such child labour, children's aspirations and responses from the community.

This section presents the findings from the 'street kids' survey, which targeted children aged between 5 years to 17 years old working on the street. The definition of 'street kids' adopted in this study includes children who were working on the street regardless of where they lived. These children could be living at home with their parents, guardians, relatives, and others, or they can be sleeping on the street, as long as these children identified are working on the streets.

5.1 Who are these children?

213 street children were interviewed using the street children questionnaire. Most of the children working on the street that took part in the survey were male (88 %) and 12% were female. The survey included many young street children; the youngest interviewed was 6 years old. The majority of children interviewed as street workers or 'street kids' though were between 11 to 15 years of age.

Figure 5.1: Gender distribution of working street children

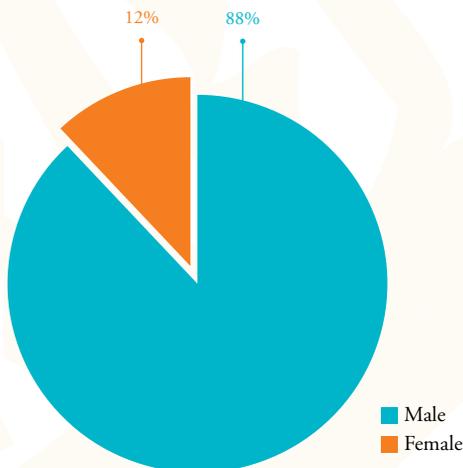


Figure 5.2: Age Distribution of working street children

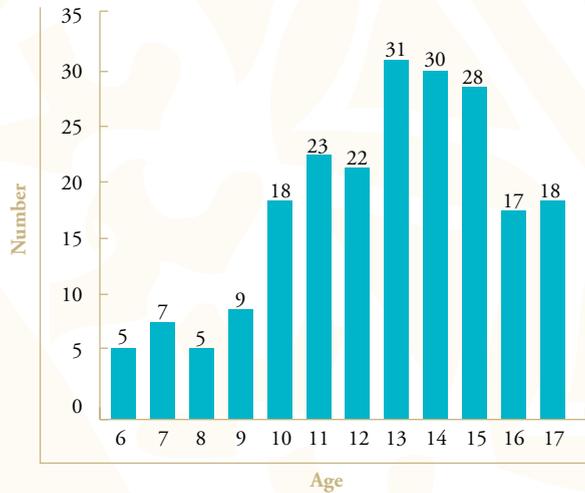


Figure 5.3: Where are their parents

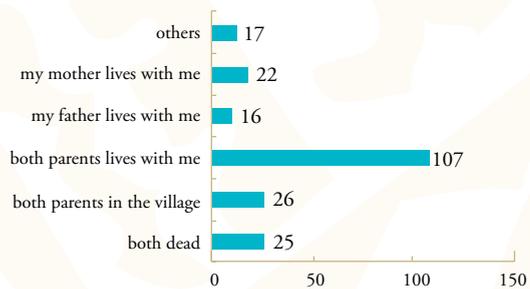
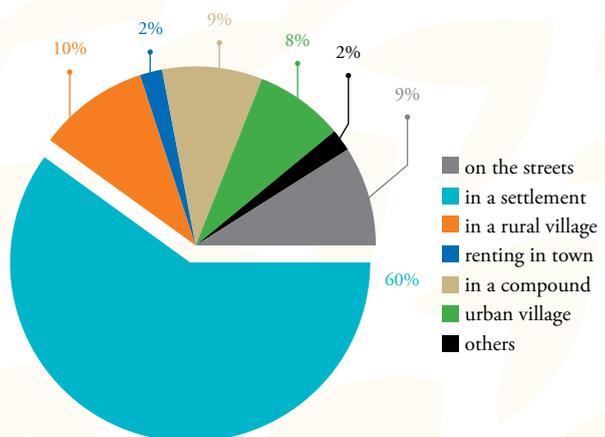


Figure 5.4: Where the children reside



The children were asked to state where their parents were. As shown in Figure 5.3, most (50.2%) stated that both parents were living with them. One child stated that she did not know where her parents were and she lived with a guardian, while some stated that their parents were divorced so they lived with relatives. Figure 5.4 above shows that most of the children working on the street were from 'settlements'. These settlements are informal squatter settlements in different parts of Port Moresby. Twenty children (9%) stated that they lived on the street. The children who slept on the street moved around and did not have a specific sleeping area. One stated that he slept in the park while another slept at the house beside the netball court. Some stated "we sleep anywhere on the streets when night falls", and "somewhere on the street that is comfortable to me and my friends".

Most of the children (77.5%) slept at the same place every night, however 22.5% (48) of the children did not, indicating that almost one quarter of the children working on the street did not have a regular place to reside and sleep. Some slept at a friends' house and some slept on the street on certain days. While some of the children had a comfortable sleeping place, others did not. This was particularly true for those who did not have a regular sleeping place. Some of the ways these children described the living condition of the places that they slept include:

- "it is in the market so it is dirty and there is rubbish everywhere",
- "I use empty boxes and cartons as a bed",
- "I sleep on the ground with many homeless people",
- "I sleep on the cement using an empty carton".

This indicates the poor sleeping conditions of the children who do not have a home to go to. This can have negative health implications on these children in the future. Not all of the children who had a shelter had a comfortable and clean place to sleep. Some stated "the living condition is very poor; the bed is very old; I sleep on an old mattress; I sleep on an old blanket; the house is small, crowded and there is no good ventilation; I sleep on the floor".

Figure 5.5 and 45.6 show the children's access to a water source and sanitation facilities. Water was not readily available in all of the areas where the children resided. This was common in the settlements around Port Moresby which did not have access to a clean water supply. 33% or 71 children did not have a clean source of water. Some went to the market

to fetch water, while some used the drain or river water and some asked for water from those in the community who had a regular water supply. 31% or 67 children stated that their residence did not have a toilet so they used the sea, rivers, the bush, or public toilets. The poor sanitation condition observed in these settlements indicates that most of the children working on the street come from poor families.

Figure 5.5: Source of water

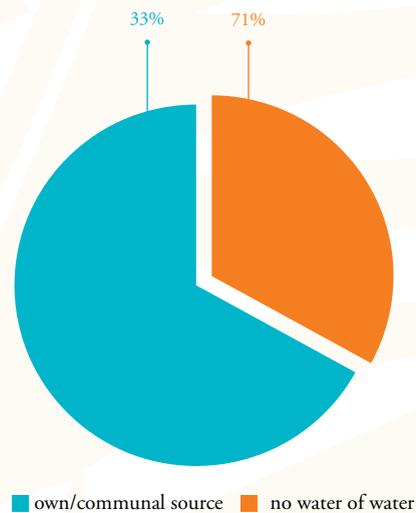
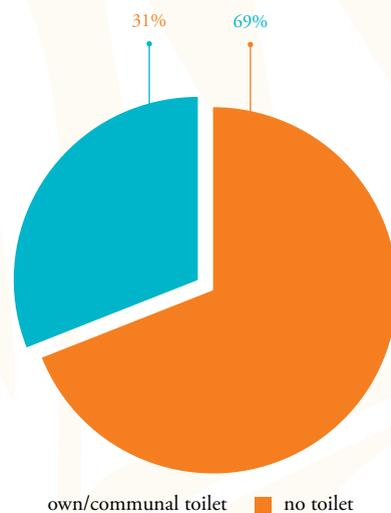


Figure 5.6: Available toilet facilities



5.2 Educational background

Education can play a major role in encouraging and ensuring that children are not involved and do not participate in child labour. Education is also a major factor that can enable the children to be lifted out of child labour and poverty. The analysis below outlines the education status of the children working on the streets.

Figure 5.7: Ever been to school

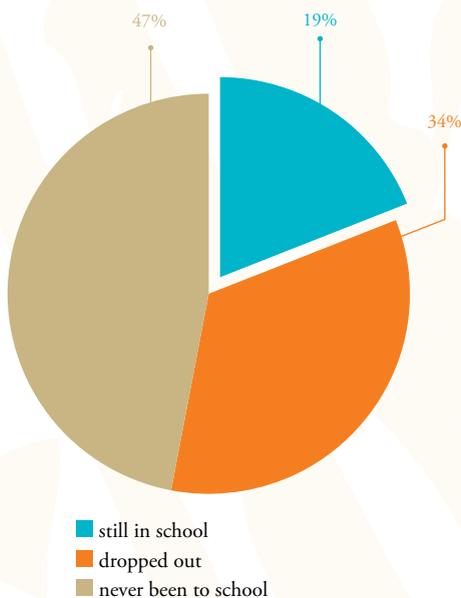
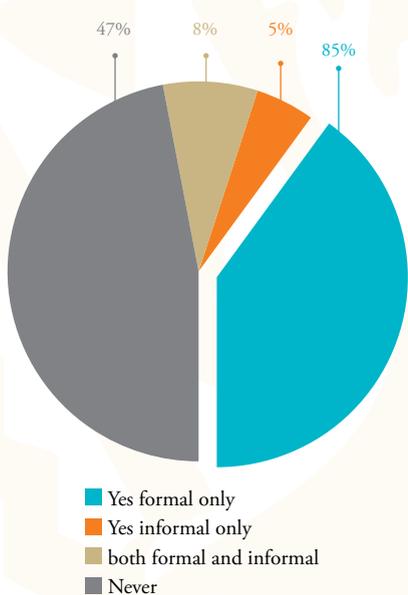


Figure 5.8: Current education status



Figures 5.7 and 5.8, show that most of the children, that is 47% or 101 children, have never been to school. Most of the children who had never been to school were between 12- 14 years of age (40 children), 15-17

years (29 children) and 9-12 years (20 children) See figure 4.37 below. A further 34% (72 children) had dropped out of school.

40% had been through the formal education system and a further 5% had received some informal education while others (8%) have had some formal and informal education. For those who had received some formal education, most of them dropped out of school at a very early age (see Figure 4.36). These children also received some informal education including elementary education and basic education, provided by vocational training centres, church groups and NGOs.

17 children or less than 10%, have had both formal and informal education. Less than 20% (40 children) were still in school. Of the children who had dropped out, they left school at the primary school level. Only 4% of those who had dropped out had attended secondary school.

Figure 5.9: Education level children been to school

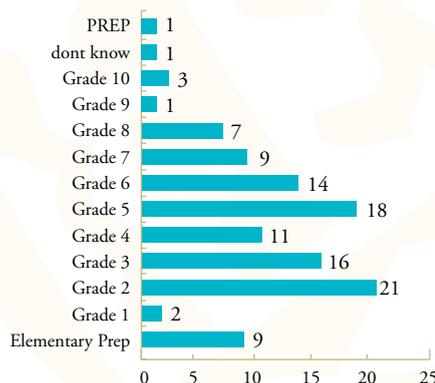
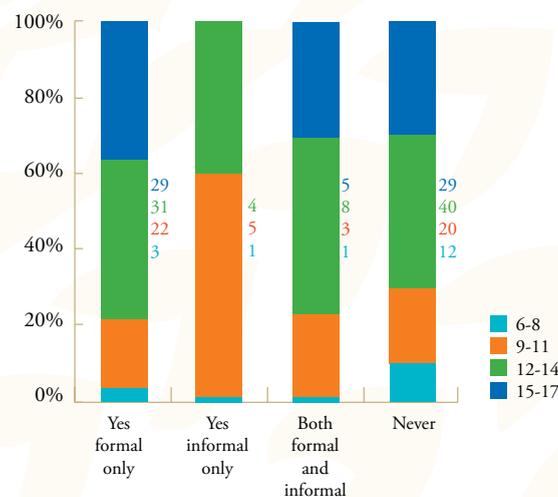


Figure 5.10: Distribution by age been to school



Many children had to stop school in order to start working. The educational status and qualifications of the children could ensure that they would be better off in the future and enable them to lift themselves out of poverty. During a focus group discussion session it was observed that some of the children did not know their dates of birth and had no knowledge of how old they were. The team leader of the group was asked to give the ages of the children who were between 8 and 12 years of age (as stated by the leader). None of the children in this focus group had ever been to school.

Figure 5.11: Percentage that can read

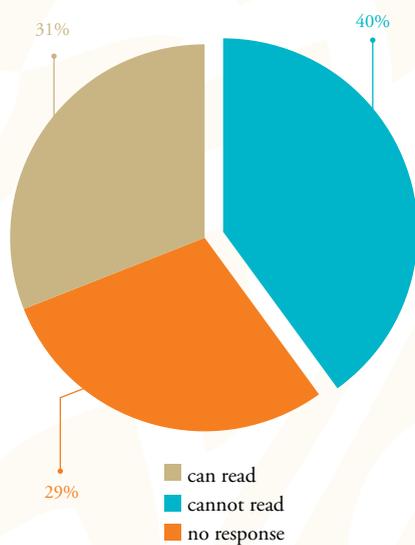
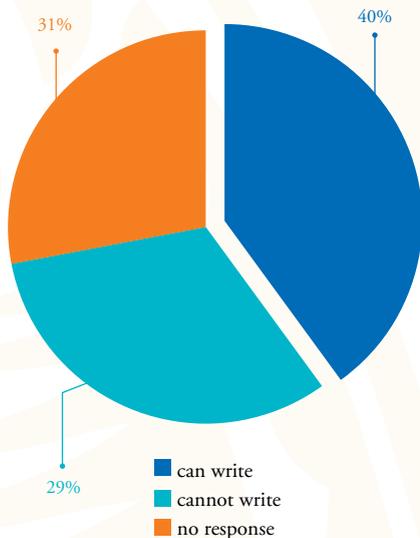


Figure 5.12: Percentage that can write



The literacy rate of the children working on the streets of Port Moresby is low. Less than one third (31%) of the children could read. A slightly higher proportion (40%) could write.

Most of the children (77) who had dropped out of school left at grade 5. The reasons why these children dropped out of school can be categorised into four groups.

Table 5.1: Reasons for dropping out of school

| Reasons for not schooling | Number |
|---------------------------|--------|
| Financial problem | 49 |
| Personal Reasons | 15 |
| Family problem | 6 |
| Others | 2 |

Of the 72 children who gave reasons for dropping out of school, most identified financial problems as the main reason for leaving school. This included school fee problems, the need to get money, the need to earn money and inability to buy a school uniform. Personal reasons identified were: not wanting to go to school; not liking the school; dropping out of the education system; being a bad boy at school; and running away from school. The family reasons were that their parents had separated or one or both parents had passed away so there was no one to look after the children.

Some other reasons for dropping out of school included discipline problems, running away from school, being sick, having to work, not getting enrolled, sick parents, not staying with parents, village school was closed, and parents not wanting to spend money on the child. Some children felt that their parents did not want to send them to school, although they had the money. This was what one child stated: "Mum and Dad did not want to send me to school because they do not want to spend money on school fees." (10 year old boy)

Almost one quarter (24.4%) of the children stated that they would return to school if given a chance. The three main reasons the children gave for wanting to return to school were to have a good future; secondly to enable them to help their families and thirdly to get a good job. Those who did not want to return to school stated that they had given up schooling. The survey found that poverty was a major contributing factor to a child leaving school and getting into the work force. To address the issue of street children not going to school, poverty at the community and

family level must be addressed. Poverty is not the only reason why children are not given a chance to be educated. Below is a case where a child was deprived

of the right to education because his parents had both passed away. Social support is weak for those who have lost both parents.

Case Study 6

“I was not able to go to school because my parents both died when I was 6 years old. It was difficult for me to be admitted into a school because there was no one to pay my school fees and lunch money. No-one was there to arrange and look for a school for me.”

Street Children Survey, 12 year old boy
Port Moresby, PNG, December 2010



Of the 40 children who were still in school, 37 of them are in primary school, 2 in secondary school and one in preparatory school. Most of these children have missed schooling to work on the street. Only 5 out of the 40 children stated that they had never missed school and that the street work they do has little effect on their school work.

5.3 Children’s work status

All of the children interviewed during the street children survey were working. The graphs used in this section illustrate the activities of the 213 children interviewed.

Figure 5.13 show that most of the children started working less than a year before. These children obtained their jobs in many different ways including getting them through friends, relatives or their parents. The most common way of getting a job was through networking with friends or peers.

Most children (31.4%) started working on the street between the ages of 9 to 11 years (Figure 5.15) and 12 to 14 years. It must be noted that children start work on the street from as young as 6 years of age. Figure 5.16 shows that most of the children (43%) worked for 5-8 hours a day and 37% of children worked between 8-12 hours per day.

Figure 5.13: When children start working on the street



Figure 5.14: Who helped them obtain the job



Figure 5.15; Distribution by age when started working

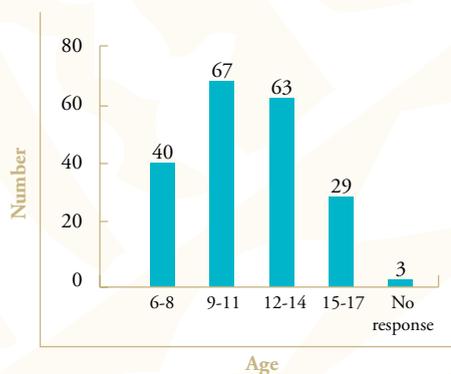
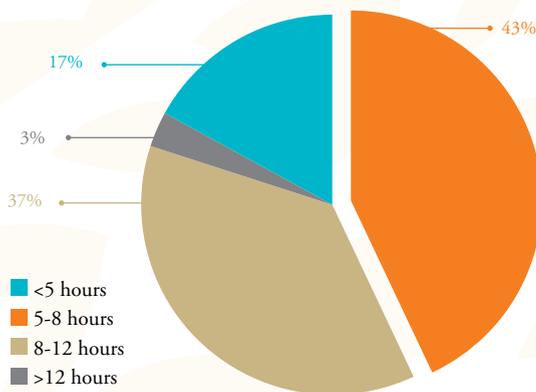


Figure 5.16: Number of hours work per day



5.4 Types of work children do on the streets

Children working on the street are involved in different types of work. The most common types of work was as street vendors or selling on the street (42.8%), controlling traffic and scavenging.

The **street vendors** had an organised system in place when they worked on the street. Older children, aged 16 and 17 years, had less chance of becoming street vendors because at this age they were the ones who supplied the goods to the younger children. According to children in the focus group discussion, children aged between 12-15 years were the main group who sold on the street. Children who were street vendors had different working environments and working conditions depending on the type of product they sold. They performed different classifications of work according to the types of goods they sold. Some of the goods these children sold included mobiles, electronic appliances, sweets, cigarettes, betel nuts, food, DVD's and CDs, and balloons.

Other work on the street included traffic controllers, domestic work, working in a club, messenger, fishing, gardening, packaging, and pushing trolleys and cargo

for shoppers. Some children had small stalls set up and were stationed in one place, while others walked the street and had allocated streets or areas in which to sell. They usually did not go into other zones, which were allocated to other street vendors who were very protective of their territories.

Children were also engaged in **scavenging**. This included collecting empty bottles, cans, tins, water containers and scrap metal. This was followed by those who controlled traffic (9%). Those who controlled traffic did so in parking areas. They assisted drivers in identifying available parking areas and these traffic controllers also guided and directed traffic when leaving the parking area. The traffic controllers were useful to car owners and drivers as they could keep watch while parking cars which was useful during peak hours. Drivers gave money to these children as a token of appreciation. Below is the information gathered from a group of children who controlled traffic daily which illustrates how the street children were organised, and how they had team leaders who controlled and took charge of the group, including the money saving scheme that they had in place. It is noted that about 6% of the children stated that stealing was the work they did on the street.



Case Study 6 -Street Organisation

We have two team leaders and we always work as a team. The team leaders are not of the same age - one is older because when he leaves we have a replacement. James is a better leader because he does not bully us. We give the team leader 50 toya every day after work. The leader keeps this money for rainy days when we do not get enough to feed ourselves. This money is given back to us when the need arises. This is the first stage of work we do, which is controlling traffic and selling on the street. At times we work for older boys and sell their products for them. This work is done by children aged between six and thirteen. When a boy turns 14 he graduates from controlling traffic to become a professional pickpocket and he steals on the street. At this stage he can still sell on the street but at 16 years of age the younger children sell for them

(FGD with 6 children who control traffic and sell on the street)

5.5 How the children found their job

Figure 5.17 shows that most of the children found their jobs through friends (85 children). 16.4% of the children had their parents assist them in looking

for their jobs. This indicates that parents were also instrumental in getting their children work to earn money for the family.

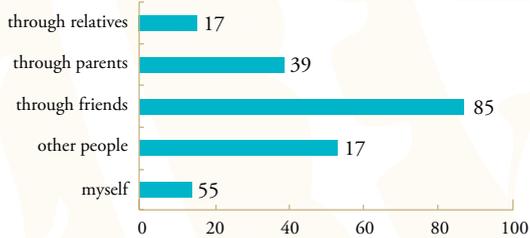
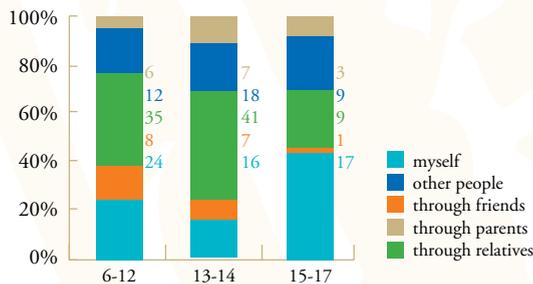
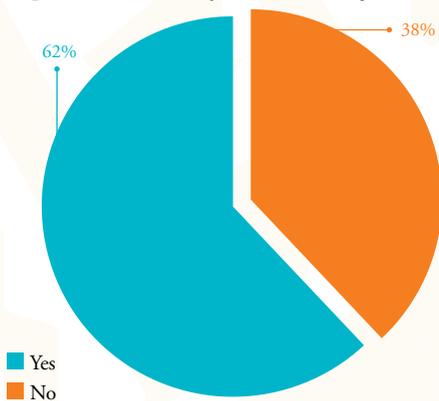
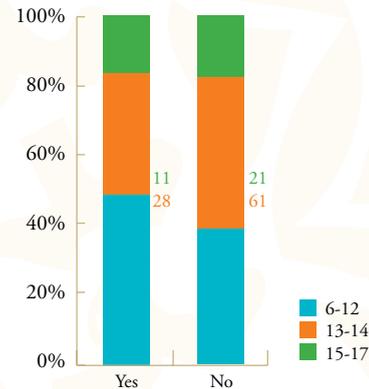
Figure 5.17: How did they find their job**Figure 5.18: How they find jobs by age**

Figure 5.18 shows that most of those aged between 6 and 12 years found the job they were doing through their friends. They also played a major role in finding the job for themselves. A similar trend is observed in the 13 to 14 year olds group where the friends played a major role in getting jobs for them. The older children however were more likely to find their own jobs.

Figure 5.19: Do they move around for work**Figure 5.20: Move around as part of work by age**

The above figures (figures 5.19 and 5.20) show that 38% of the children working on the street moved around and some came into the city to work and then returned to their villages or settlements in the evenings. Most of those who stated that they moved around were the younger ones, aged six to twelve years. While most of those who did not move around were in the older age groups, a good proportion of those in the youngest age group also did not move around. The reasons for moving around as stated by the children were:-

- They moved to where there was a demand for the product they were selling.
- They moved around in order to sell the products more quickly
- Some children came to town to sell; this included the betel-nut sellers and fish sellers
- They went to where the bottles were, so they moved around looking for bottles
- Some were chased by the older children so they moved to other places

Below are some quotations that show the situations to which children working on the street had to adapt. The younger children were also in danger of being bullied or ill-treated by the older boys.

- "because if in one particular area my things (the things I sell) are not sold I move to another area to try and make sales" (Sells electronic gadgets);
- "after collecting at one place I move to the next" (Bottle collector);
- "I get chased by big boys so I move to other areas to sell" (sells accessories);
- "I work in one place because I am afraid to go to other areas, as they might kill me."

5.6 Returns from the work the children do

The children received either cash or in-kind payment while others received both as a payment for the work they provided. Some of the children received a high income while others received money or things with which they could barely survive.

Figure 5.21: Type of return by age

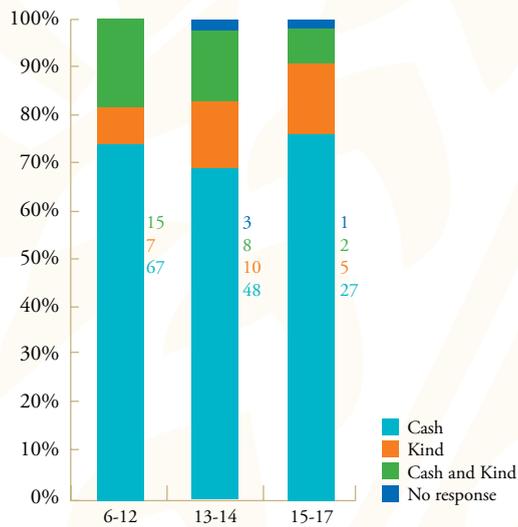
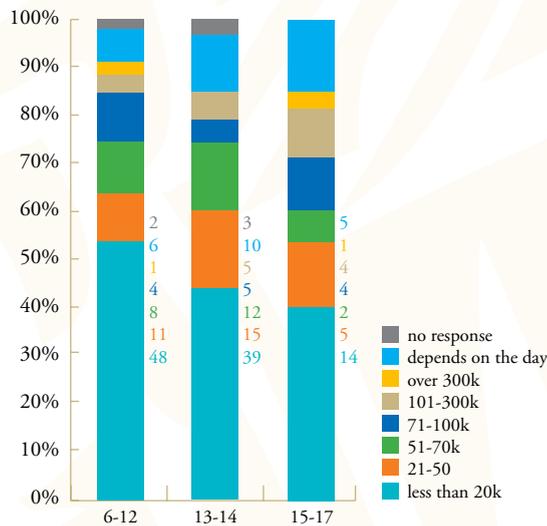


Figure 5.22: Amount of return in Cash by age



The above figure (figure 5.21) shows that most of the children who received cash and those who received cash and in kind were those aged between six and twelve years, while those aged between 13 and 14 were

more likely to be paid in kind. Most of the children who received cash and in kind stated that what they received in kind was mostly food. More than half of the children aged below 13 received less than 20 kina per day. Some children stated that they could not estimate the amount they received in a day because their takings depended on the day's success and the returns were determined by the market supply and demand. If they made good sales or if they collected a lot of bottles or scrap metals, they could get good returns.

The children stated that their money was used on many things including the following: -

- buying food for self and family
- buying clothes for themselves
- purchasing more goods for sales
- buying goods for the home
- giving cash to parents/auntie/older brother/ other relatives
- paying for education
- paying rent
- giving to family to use
- Buying food and sharing with others
- Buying cigarettes and betel nuts for others
- Sharing the money with other friends because they helped

This indicates that some children were working to assist the family to put bread on the table. Some children shared their money by buying food and shared with friends; some used it for the family; while others used their earnings on themselves.

Figure 5.23: Do they enjoy the work they are doing

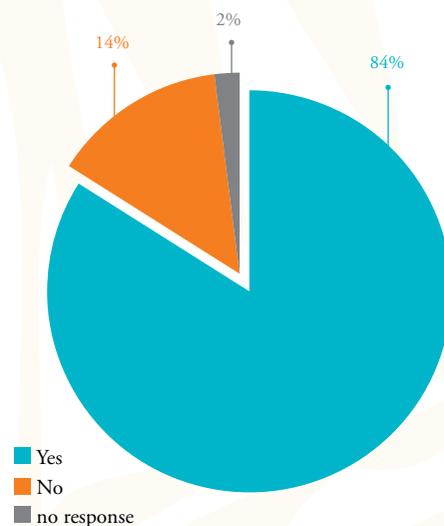
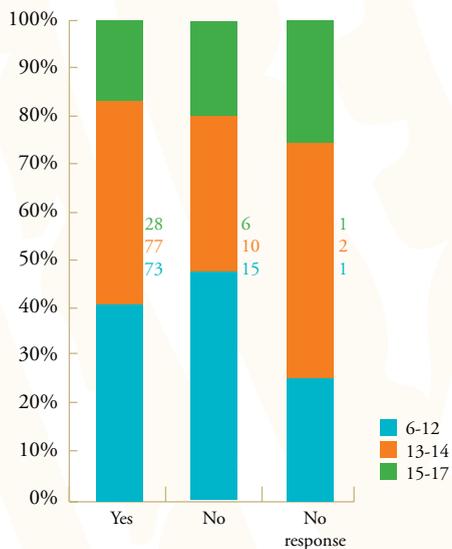


Figure 5.24: Proportion that enjoy work by age



More than 80% of the children enjoyed the work they were doing. Most of those who enjoyed working were between 13 and 14 years of age. The most common reason for enjoying their work was because they were able to get money and they were paid in cash. Secondly, they were able to buy food for the friends and family. Some children gave the reason that when they worked they were able to get free food (food was available in the work place). Other reasons included:-

- *Enjoyed it because they are able to meet and talk to "big" people.*
- *Worked with their friends and met new friends*
- *Could take a shower at the work place*
- *It was the only way they could get money*
- *Enjoyed walking around the place and selling to people*

The reasons given for not enjoying the work they did were as follows:-

- *They had to carry heavy weight*
- *It was immoral (stealing)*
- *Sometimes they had to miss school in order to work*
- *At times it made them sick*
- *They were very tired or weak at the end of the day*
- *Their mother used all their money when the need arose – e.g. a death in the family*
- *They were forced by their mother to work*

The different reasons given by the children for not enjoying the work they did were mostly personal. This shows that some of them did not like what they were doing because it affected their schooling, while others were forced into doing the job. Some of these children were exploited and forced to work.

5.7 Who the children work for and the safety of the work

Most of the children who worked on the street were self-employed (56%) others had an employer (6%), some worked for their family (25%), while some worked for other relatives (7%) or worked for their friends (3%). Most of the self-employed were children between 6 and 12 years of age. However it was the older children, between 13 and 14 years of age, and those between 15 and 17 years of age, that predominantly worked for employers and for their family.

Figure 5.25: Who the children work for

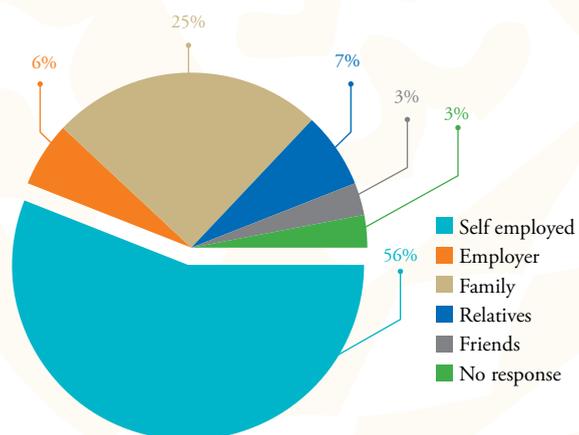
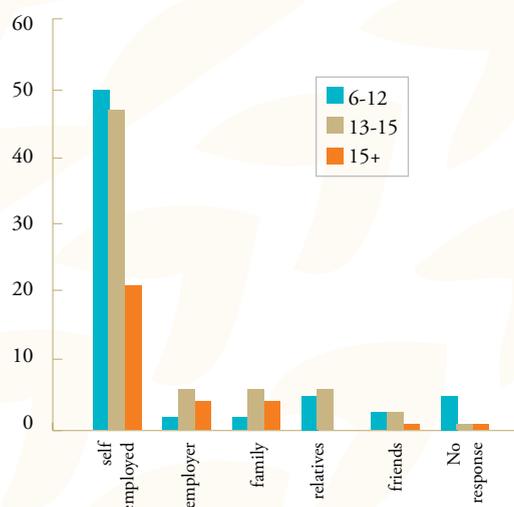


Figure 5.26: Who they work for by age



More than half (52.1 %) of the children stated that they had other types of work. Some of these other types of work are listed below:-

- *Baby sitting*
- *Washing clothes*
- *Washing dishes*
- *Collecting and chopping firewood*
- *Fetching water*
- *Fishing*
- *Cooking*
- *Helping in the garden (eg. planting peanuts)*
- *Cleaning the house*
- *Cutting grass*
- *Collecting empty bottles*
- *Helping uncle in the garage*
- *Helping mother*

The three most common other activities were collecting and chopping firewood, fetching water and doing household chores.

About one quarter (23.5%) of the children did not feel safe at their work place. The following are some of the reasons given by the children - :

- *“boys (drug addicts and alcoholics) belt me when they see me doing my work/business”*
- *“I am risking my life in the early hours and also collect stuff in a very bad environment”*
- *“Because police chase us and get all our goods and beat us”*
- *“When I do not want to work my parents threaten me to work every day”*
- *“Boys older than me can hit me and get my money”*

Some of the reason given by the children who stated that their work environment was safe include:-

- *“because I am walking around with friends”*
- *“I have wantoks and friends around when I am selling at the market”*
- *“It is safe because I grew up here and it is comfortable”*

Most of the children felt safe because they had friends around when they were working and they worked in groups with their friends. Some of them had family members working with them, while others were in a secure working area.

About one quarter (25.4%) of the children were self-motivated to work for the first time. 16% were motivated by their parents, and a further 13.1% were motivated by their friends. This indicates that parents encouraged their children to work to assist with providing for the family necessities. 47.7% identified the need for income for the family as a major reason for working. This indicates that poverty is a major contributing factor to child labour and to children working on the streets of Port Moresby. Some children (9.2%) stated that they ran away from home so they had to work to make a living.

About 9% of the children stated that they had to work because their parents had debts to pay and a further 3.1% stated that they were sold. These two responses indicate the presence of some forms of child trafficking and debt bondage in PNG.

5.8 Classifications of child labour activities on the streets

The data collected through the street children questionnaire was analysed according to the following criteria: child's age; type of work they did; whether they were in school; hours of work; work environment; when the work was carried out; whether the work had a negative effect on their education, health, and development. Children were also asked questions relating to hazards in their working conditions. These hazards were also considered.

According to the analysis, 80.3% or 171 of the children interviewed in the street children survey were children in child labour, either in the worst forms of child labour, hazardous work or working below the minimum legal employment age (in this analysis the minimum ages of 15 years and 12-14 years for light work was used). The remaining 19.7% were working children who were at-risk of engaging in child labour.

According to the child labour analysis, most of the child labourers working on the street were male (90%), while females made up only 10%. Most of the children in child labour were below the minimum employment age of 15 years. These were children between 12-14 years (43%) and 6-11 years (38%).

Most of the children working on the streets worked full time and were not going to school. 13% of working street children who were in school were identified as child labourers. These were students who worked in hazardous work, or were below the minimum age, or worked in conditions which negatively impacted on their schooling and health. The survey found that the majority of children aged 6-14 years in child labour had started working between two to four years before.

In identifying the street children classified as those in child labour many factors were taken into consideration. The PNG government did not have in place a hazardous work list, so the classification below was made taking into account the condition of work the children were involved in, the type of work done, the hours spent at work, the educational status of the children, their age, and the work environment.

Figure 5.27: Gender distribution of child labourers

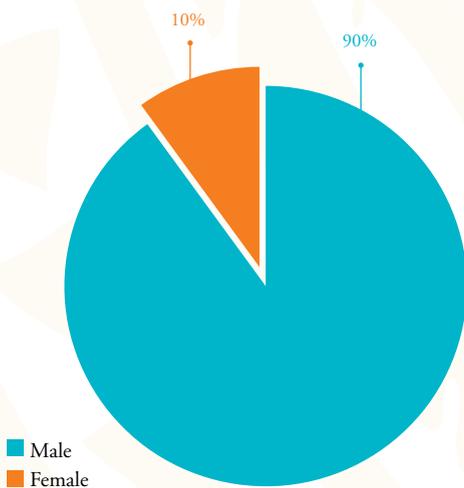


Figure 5.28: Age distribution of child labourers

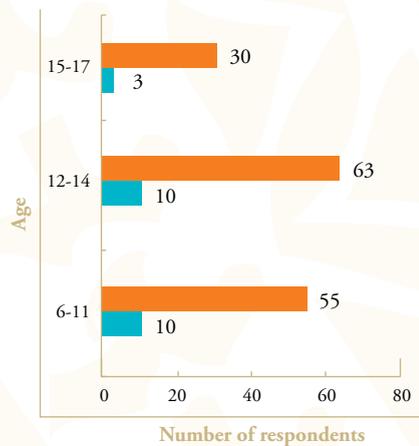


Figure 5.29: Education status of child labourers

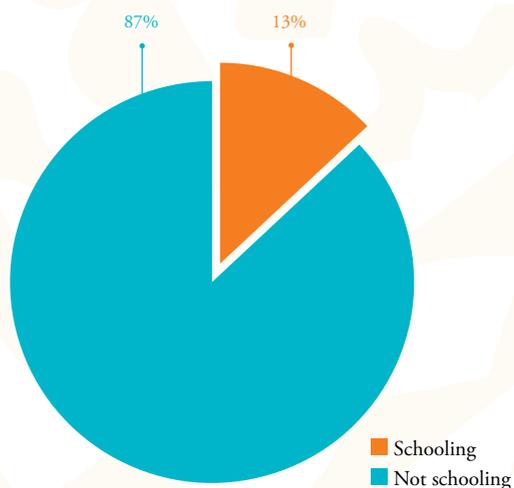


Table 5.2: Distribution of street children in child labour

| Classification | Category of Children | Age Category | | | Total |
|---|----------------------|--------------|-------|-------|-------|
| | | 6-11 | 12-14 | 15-17 | |
| Street Children in Child Labour | Worst forms | 3 | 2 | 5 | 10 |
| | Hazardous work | 58 | 62 | 28 | 148 |
| | Non-Hazardous work | 4 | 9 | --- | 13 |
| Total Number of working street children in child labour | | 65 | 73 | 33 | 171 |
| Working Street Children not in Child Labour but at-risk | Non-Hazardous work | --- | --- | 30 | 30 |
| | Light work | --- | 10 | - | 10 |
| | Household chores | 2 | - | - | 3 |
| Total Number of working street children at-risk | | 2 | 10 | 30 | 42 |

The survey shows that 10 working street children were involved in the worst forms of child labour (WFCL). These children were begging, engaged in sex work and stealing. It is interesting to observe that some children openly declared that they stole from one another. As stated in Case Study 6, children at the age of 14 changed the work they did on the street from controlling traffic to stealing. This was identified by the younger boys as acceptable work and they did it for survival. The children looked forward to changing the activity they did on the street once they would turn 14 years.

The tasks classified as light work was work that the children aged between 12-14 years could do outside of school hours. These tasks were assessed according to the time children were engaged in the activity, the number of hours they spent doing the activity and the work environment. It was therefore noted above that 10 children were doing light work, which did not have a negative impact on their education or development.

Most of the children working on the street were doing hazardous work. The survey found that more than half (52.3%) of the children worked under hazardous conditions on the street. The description of work classified as hazardous work is listed in the three tables below, which also show the type of work done by street children and the hours of work involved. based on three age groups, 6-11 years (below 12 years), 12-14 years and 15-17 years. In the questionnaire the children identified the hazards they faced when working on the street, such as exposure to fumes from the vehicles around them, handling axes or chainsaws, working very long hours, carrying loads above 30-50kg, and being verbally and physically abused by older boys, the general public and the authorities.

Table 5.3: Street children in child labour under 12 years old by category, type of work and hours of work

| Categories of work | Types of work | Schooling | Daily working hours | | | | Total (n) |
|-----------------------------|--|-----------|---------------------|-----------|------------|------------|-----------|
| | | | < 5 hours | 5-8 hours | 8-12 hours | > 12 hours | |
| WFCL | Begging | Yes | | | 1 | - | 1 |
| | | No | 1 | | | | 1 |
| | Stealing | No | | | 1 | | 1 |
| Hazardous work | Town sweeper | No | 1 | - | - | - | 1 |
| | Collecting bottles, tins, cans, water containers, etc. | Yes | - | - | 1 | - | 1 |
| | | No | 3 | 10 | 5 | - | 18 |
| | Scrap metal scavenger | No | - | - | - | 1 | 1 |
| | Control traffic | Yes | | 1 | 1 | | 2 |
| | | No | | 7 | 2 | | 9 |
| | Lifting heavy iron rod | No | 1 | | | | 1 |
| | Street Vendor | Yes | 1 | 3 | 2 | - | 6 |
| No | | 3 | 7 | 8 | 1 | 19 | |
| Non- hazardous child labour | Domestic work | No | 2 | | - | - | 2 |
| | Working for other people | No | 1 | | | | 1 |
| | Packaging | Yes | | 1 | | | 1 |
| Total (n) | | | 12 | 29 | 22 | 2 | 65 |

NB: The child that does packaging does not go to school 2 days a week to be able to work and get money to the family,

Table 5.4: *Street children in child labour 12-14 years old by category, type of work and hours of work*

| Categories of work | Types of work | Schooling | Daily working hours | | | | Total (n) |
|-----------------------------|--|-----------|---------------------|-----------|------------|------------|-----------|
| | | | < 5 hours | 5-8 hours | 8-12 hours | > 12 hours | |
| UWFCL | Begging | No | 1 | - | - | - | 1 |
| | Stealing | No | - | 1 | - | - | 1 |
| Hazardous work | Washing cars | Yes | - | - | 2 | - | 2 |
| | Controlling traffic | Yes | - | - | 1 | - | 1 |
| | | No | - | 2 | 2 | - | 4 |
| | Street vendor | Yes | - | - | 2 | - | 2 |
| | | No | 2 | 8 | 16 | 2 | 28 |
| | Scrap metal scavenger | Yes | - | 1 | 2 | - | 3 |
| | | No | - | 1 | 2 | 1 | 4 |
| | Collecting bottles, cans, tins, containers, etc. | Yes | - | - | 1 | - | 1 |
| | | No | 3 | 6 | 4 | - | 13 |
| | Moving furniture | Yes | - | 1 | - | - | 1 |
| | Carrying cargo from truck to the shop | No | - | - | 1 | - | 1 |
| | Chopping firewood | No | 2 | - | - | - | 2 |
| Non- hazardous child labour | Cutting grass | No | 2 | - | - | - | 2 |
| | Digging toilet hole/cutting grass | No | - | 1 | - | - | 1 |
| | Domestic Work | No | 4 | - | - | - | 4 |
| | Fishing | No | - | 1 | - | - | 1 |
| | Market vendor | No | - | - | 1 | - | 1 |
| Total (n) | | | 14 | 22 | 24 | 3 | 73 |

Table.5.5: *Street children in child labour 15-17 years old (<18) by category, type of work and hours of work*

| Categories of work | Types of work | Schooling | Daily working hours | | | | Total (n) |
|--------------------|--|-----------|---------------------|-----------|------------|------------|-----------|
| | | | < 5 hours | 5-8 hours | 8-12 hours | > 12 hours | |
| UWFCL | Sex worker | No | | 1 | 1 | | 2 |
| | Begging | No | 1 | | | | 1 |
| | Stealing | No | | 1 | 1 | | 2 |
| Hazardous work | Car wash | No | | | 1 | | 1 |
| | Street Vendor | No | | 2 | 1 | | 3 |
| | Chop firewood | No | 1 | | | | 1 |
| | Loading/ unloading boxes from containers | No | | | 1 | | 1 |
| | Collect bottles, tins, cans, empty water containers and sell | Yes | | | 1 | | 1 |
| | | No | | 9 | 1 | | 10 |
| | Scrap metal scavenger | No | | 2 | | | 2 |
| | Control traffic | Yes | | | 1 | | 1 |
| | | No | | | 2 | 1 | 3 |
| | Move furniture | No | | | 3 | | 3 |
| | Push trolleys | Yes | | | 1 | | 1 |
| | Fishing and selfish | No | 1 | | | | 1 |
| | Total (n) | | | 3 | 17 | 12 | 0 |

It was concluded from the interviews that the children working on the street were well organised. A group of boys selling on the street informed the research team that they were schooling. After the New Year, the regular street sellers had a break to allow school children to work on the street to make money to pay for their education. The children also had their own 'turf' and different groups had different working areas. Others could not come and make money in areas that did not belong to them.

It was observed that some young men acted as agents on the street by obtaining products from shops and distributing these products to the children. These children sold the products and returned the money to the agent. They received a commission and this was how they earned a living. The agents knew that the children could be abused by the agent if they tried to return unsold items that belonged to other agents. The research team witnessed a situation where a young boy was slapped by the agent because he returned a product that did not belong to that agent. One reason for the above is because the children who sold the products could be selling for two or three agents at one time. Products that these children sold included mobile phones, mobile chargers, multi-chargers, earphones, jewellery such as ear rings, gold rings, watches, sun glasses, recharge cards and key rings.

5.9 Reasons for working

Most of the children working were not educated or had dropped out of school. The children were asked if they enjoyed working on the street. Some enjoyed it while others did not. For those who did not enjoy working on the street the following were some of the reasons they gave:

- *It is hard work*
- *Have to carry heavy loads*
- *No time to rest and I get very tired*
- *We are prevented from going to school*
- *Forced or punished by mother or other relatives if we do not work.*
- *Mother uses all the money*
- *We often go hungry*
- *Our food or money gets stolen by others*

Those who enjoyed working gave the following reasons:

- *Able to get money to buy food*
- *Get paid for working*
- *Meet friends and people at work*
- *Do not have to go to school*
- *Get money and free food*
- *Enjoy walking around on the street*
- *No one tells me what to do*
- *Good fun*
- *Nothing else for me to do*

Discussions with the children showed that most of them had no other choices available to them. It was noted that some of the children working on the street did not know their date of birth or their age. The main reason for working was to be able to get money to support themselves and their family. During informal discussions, some children stated that their sisters waited at home when they came out to work and it was their responsibility to get food for their sisters. Some had to give money to their parents to assist with looking after their siblings. Below is a case of a brother and his sister who had to work while their parents played cards and socialised with their friends.

Case study 7:

John and Serah are brother and sister. They collect fees from every individual who attends the game arena, (Playing cards - gambling). While they collect the entry fees, their parents enjoy playing cards in the arena. The takings these children get are given to their parents at the end of each working day. The game is held every day and the two children accompany their parents to the game area. Their main task is to collect the fees. They take turns collecting the money.



5.10 Issues and Support Services

Working on the street is not always enjoyable and the children face a lot of risks. The children identified the following as some of the worst moments they experienced while working on the street:-

- *“I was beaten by the Police. They took my money and the goods I sell and put me in jail for one night”*
- *“I was threatened at knife point by an older street boy who took my income for the day and went away”*
- *“I have a scar on my eyebrow. An alcoholic man belted me and left the scar”*

Other experiences that the children had included fighting, feeling very hungry and weak, being chased by town rangers, older kids, drunkards, the Police and security officers, being bullied, getting arrested by the police, getting raped, getting pregnant and getting involved in an accident such as getting hit by a passing vehicle. These children revealed that there were some unforgettable experiences they had and these could have a lifelong impact on them.

Figure 5.30: Ever in contact with the law

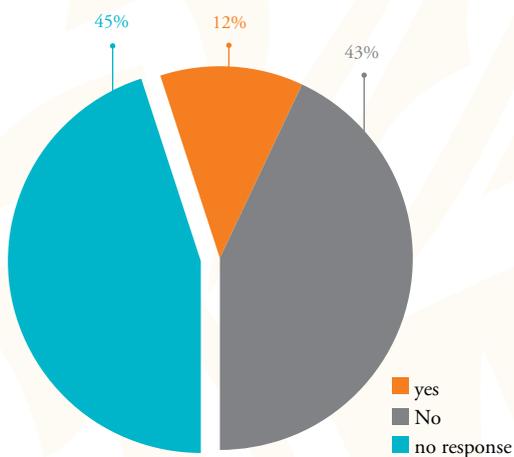
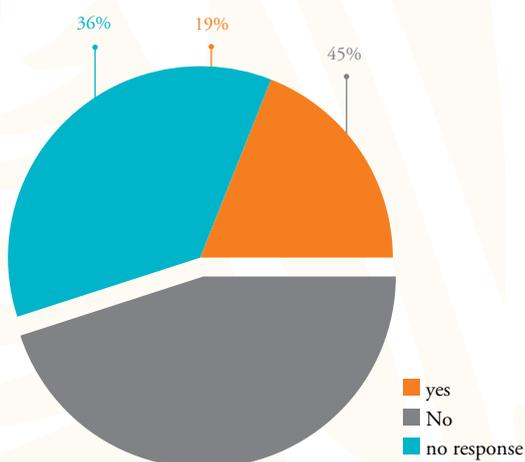


Figure 5.31: Available support service children know



Over 10% of the children had some contact with the law, such as being taken in by the police for questioning or being cautioned. The following are the reasons why the children have been in the hands of the law:-

- *Stealing and selling stolen items*
- *Stealing from others and from shops*
- *Walking the street at night*
- *Selling drugs*
- *Street vendor*
- *Throwing stones at a passing vehicle*
- *Stealing a car*
- *Suspected as a thief*
- *Having possession of a knife on the street*

Some of the boys who were apprehended by the law for stealing were as young as 9 years of age. The boy who was interviewed was taken in by the police for selling drugs. He is 13 years old. Most of the children were warned and cautioned by law enforcers. Five of the children were charged. The youngest charged was a 10 year old boy.

Knowledge of available support services for children working on the street is very low amongst the children. Only 18.3 percent of the children knew of any available support service. The following were some of the support services identified by the children:-

- *Catholic Church*
- *Delstar Ministry*
- *Department of Education*
- *Groups that cater for the homeless*
- *Hope Worldwide*
- *Save the Children Fund*

Less than 10% (9.4%) of the children have approached a group for support. This shows that there is a low proportion of those seeking assistance. Those seeking assistance go to the support group for food, financial assistance, school fees and to ask for clothes.

Although efforts have been made by some NGOs to provide informal or non-formal education for the street kids, the lack of resources and funding assistance is a major obstacle. The St. Mary's Catholic Church in downtown Port Moresby had been instrumental in providing informal education to a group of 25 street children. These children attended classes two days a week (Monday and Tuesday from 9am to 11:30am. As an incentive, lunch was provided for the children. When interviewed, the children stated that they enjoyed the classes and were looking forward to the new education year. The classes were literacy and numeracy classes taught by three volunteers from World Vision PNG.

In a focus group discussion with 6 children who were part of the St Mary's Education Project, the children stated that they really wanted to go back to school. One of the 25 children in the 2010 class had entered the formal education system and was assisted by the Catholic Church. This type of community support is beneficial to help children who work on the streets of Port Moresby to move out of child labour and into schools and better job opportunities.

5.11 What are the children's aspirations?

The majority of children interviewed wanted a better and brighter future. Some wanted good jobs that would bring them good money. Some identified white collar jobs that they hoped and dreamed to have in the future. For some children, getting back into the education system and becoming well-educated was their dream. Some stated that having a good and happy family was their dream. To most of the children, getting a good job was what they hoped to get in the future. To most of these children this could only be a dream because they had been deprived of their education and a good education is the key to getting a good job. A few of the children had not thought about what they wanted to become in the future and did not have any dreams for the future.

Below are lists of things that the children hoped and dreamed for:

List of work the children wanted and dreamed to do in the near future:-

- *Bus driver*
- *Army*
- *Air hostess*
- *Taxi driver*
- *Ship captain*
- *Teacher*
- *Doctor*
- *Driver*
- *Aircraft engineer*
- *Scientist*
- *Businessman*
- *Lawyer*
- *Operations Manager*
- *Prime Minister*
- *Pilot*
- *Mechanic*
- *Police Officer*
- *Bank Teller*
- *Shop keeper*
- *Manager*

- *Marine Biologist*
- *Musician*
- *Nurse*
- *Architect*
- *Accountant*
- *Soccer Star*
- *Rugby Star*
- *Seafarer*
- *Gold miner*
- *Basketball star*

List of hopes the children had for the future:-

- *Becoming a good and humble person*
- *Becoming somebody who would not beg for food and money*
- *Becoming somebody in life*
- *Finding a good job and getting paid to help my parents*
- *Going back to school*
- *Having a good future*
- *Never thinking of any good thing in my life*
- *Wanting a truck*
- *Getting easy work and earning more money*
- *Becoming a proper and disciplined child and living a good life*
- *Finding a good job and feeding mum*
- *Getting good money*
- *Working in an office environment*
- *Becoming Working class*
- *Becoming a working man*

The two lists above show that different aspirations included in the children's hopes and dreams for the future. Some of the children identified their hopes and dreams with the work they dreamed about doing in the future while other children hoped for a better future in a morally acceptable society.

5.12 Stakeholders response

Some stakeholders are taking action to try and assist children on the street. Some are assisting children by offering them the opportunity for formal education and at the same time empowering parents to assist and financially support their children. Some organisations such as Caritas PNG and Training Centre get children and youth off the street and provide vocational and technical education (skills-based) for boys. Some of these young men have successfully secured jobs for themselves. Another organisation is assisting a nearby settlement by funding and managing a chicken project to financially assist the children's education. For over five years, this project has been a success, as children from the settlement are now going to school.

Some non-governmental organisations like the City Mission and St. Mary's Catholic Church are instrumental in assisting children who work on the street to receive non-formal educational training and skills training. In a focus group discussion with some boys from the City Mission Training Centre, the boys stated that they were privileged and lucky to be part of the training centre and given the opportunity to go back to school and get skills-based training. Three young men stated that through the training they were able to get a job, have a family and be able to look after their family.

Although little is known about the extent of child labour in PNG, most of the stakeholders are concerned about the large number of children visibly working on the street. Most of these children are not in school and, as commented on by many stakeholders, some resort to illegal activities to earn income or just to pass the time.

5.13 Summary overview

Children working on the streets of Port Moresby are clearly visible. Children as young as six and five years of age can be seen selling or controlling traffic when one walks or drives down the streets of the city. Most of these children are uneducated or have never been to school. They live in the settlements and are mostly working in groups to earn a living and to get something to eat or to take food home to their siblings. Some of the young boys working on the streets who control traffic were asked if they would allow their sisters to come and work on the street. They stated that they were working so that their sisters could be fed and did not have to come to the street and work to earn a living.

This study has shown that children working on the street are well organised. They have leaders who hold the groups together and also control the group's finances. They also have their own working areas and children that do not belong to a particular group can get into trouble and beaten up if they work in an area that they are not associated with.

The working children have a well-structured and organised system. The work they do on the street depends on their age group. The youngest group (those below 14 years of age) are traffic controllers, street vendors and work for older children. Those 14 years and above do work such as stealing from shops and from the public. The older street children (those between 16-17 years of age) usually sell stolen goods and steal from the shops or from the public. Older

children also engage the younger children in selling products such as electronic gadgets on the street.

The youngest child interviewed while working on the street was six years old. This six year old had been deprived of their education. It was sad to observe that many of the children did not know their date of birth and could not count and were illiterate. According to these children, their parents did not encourage them to attend school and did not see educating their children as a priority.

The main reason why many children were not schooling and were working on the street was because their parents did not send them to school. Some parents did not know how to arrange for their children to be admitted to school, while others did not see education as important for the future of their children. Other parents were too poor to pay for their children's education.

A significant number of street children in the study were neglected and this was why they started working on the street. For some, it was financial problems and difficulties that forced them to work on the street. Most of the children were able to get work through peers and through children who also lived in the same community. Peer influence was a major contributing factor, as their peers introduced them to street activities. Having peer groups also reduced the risk and likelihood of being attacked as a stranger.

Most of the working groups were made up of children from the same settlement. Their working 'turf' and area was usually the one nearest to their settlement. This clearly indicates that the children learned from the older children in the community and followed them to work on the street. Through peer influence and through observations, working street children were able to earn money for themselves and to assist their families financially.

To reduce the number of children working on the street, stakeholders need to assist each other by working together and taking a holistic approach to address this issue in totality. The PNG government, including the Department of Education, the school communities, the Department of Community Service, NGOs, the Department of Health, health clinics, the town council, town rangers, nightclub owners, police and all other stakeholders need to work together to address the needs of these children, their parents and their siblings. To assist these children and get them into education, they must be removed from the street and be provided with better and more attractive opportunities.

Conclusions And Recommendation



6. Conclusions and recommendations

The study clearly shows that child labour is an issue in Port Moresby, the capital of Papua New Guinea. The proportion of children identified as being involved in child labour was very high considering the limited number of weeks allowed for conducting the fieldwork and data collection. There is a clear indication that the commercial sexual exploitation of children is an existing business and that the government should ensure that the rights of women and children are protected.

The following general conclusions can be drawn from the rapid assessment:

- Children engaged in CSEC are involved in the worst form of child labour. Most of the children are engaged in this activity because of poverty and there is a need for both clients and perpetrators to be prosecuted in order to reduce this activity. The clients are generally local men.
- Some adults condone CSEC and encourage children to be involved in sex work. It is important to note that some parents and relatives knew of their child's involvement in sex work but did not advise them to stop as they also benefitted from it.
- The need for money and poverty are two major reasons and factors that push children into sex work. The children are pushed into the activity because they do not have enough money for food for their families.
- Most of the children want to get out of sex work but there are no alternatives to provide for their needs.
- Children working on the street are clearly visible in Port Moresby. They are selling goods on the street, scavenging, or controlling traffic. These are three of the main activities in which they engage.
- Of the 213 children interviewed, over 171 are engaged in the worst forms of child labour including hazardous work, or are working below the minimum age for light work and employment.
- Most of the street children in child labour are not in school, with a significant number of them never having attended school.

The following recommendations may be drawn from the study through information provided by key informants and the children interviewed:

- The government should penalise and take to court any person who is involved in sexually exploiting children, including guesthouse owners, the middle person or pimp and the clients;
- Strict regulations should be put in place to prevent further practice of CSEC;
- Law enforcers should become instrumental in bringing to justice those who exploit children, including perpetrators, pimps and nightclub and guesthouse owners who encourage the activity;
- More informal education centres should be built and made available to educate young children who are working on the street and are not attending school;
- Universal Basic Education should be provided free to all children and should be made compulsory;
- Parents should be advised on the importance of education to the child;
- A national child labour survey should be conducted because the characteristics of child labour activities vary across different parts of PNG;
- NGOs and civil society organisations should assist these children and encourage them to go back to school, or set up informal education system for the children; There are a few educational opportunities being provided, but they cannot help all the children;
- Social security assistance could be an alternative that the government can explore to reduce the need for financial assistance in a poor society;

Children and adolescents are still developing a sense of identity and still shaping their ability to make decisions based on their understanding of the long term impact on their own personal growth and development. This process is referred to as the

evolving capacity of the child. It means that a 10 year old is not as emotionally developed or as physically developed as a 16 year old and a 16 year old is not as emotionally or as physically developed as a 22 year old. A child's emotions are therefore, capable of being manipulated and exploited by an adult. This underscores the vulnerability of children to pressure from older or more influential persons in their social group.⁴⁵

This evolving capacity of the child also means that the child or adolescent victim is not thinking of the long term physical consequences to them such as the risk of HIV/AIDS or STIs or the risk of cervical cancer or infertility later on in life.

Children in commercial sexual exploitation (CSE) are children whose rights have been violated. Perpetrators of CSEC seek out children and adolescents who are vulnerable by means of their economic situation or their inability to stand up to the intermediaries or pimps who facilitate the CSEC. Children in CSE suffer cruel violations of their personal safety, development, honour and freedom. In most cases these children have already experienced sexual and physical abuse earlier in their childhood which may

cause them to see their bodies as objects. They may also have deep rooted self-esteem issues. As a result they are easy prey for perpetrators looking for those who are already emotionally and psychologically vulnerable to participate in sexual activities that the perpetrators may not be able to get other persons to participate in. This usually means that children in CSE are often subject to humiliation, physical attack, emotional aggression and forced to participate in unsafe sexual acts by perpetrators.⁴⁶

Children working on the street are also subject to abuse. These children are often beaten or harassed by older children, drunks, law enforcers and the public. They are subject to poor diets, often going hungry for long periods of time, have little or no access to proper water and sanitation facilities and sleep in unsafe and often uncomfortable, unhealthy conditions.

These situations not only erode the child's sense of dignity and honour, but also constitute serious violations of the child's human rights that are enshrined in the Convention on the Rights of the Child (CRC) and ILO Child Labour Conventions, the Papua New Guinea constitution and Lukautim Pikinini Act.

⁴⁵ Shaw, D; 2008; Belize Protocol: How to Care for Child and Adolescent Victims of Commercial Sexual Exploitation; International Labour Organization

⁴⁶ *ibid*

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Appendices

Appendix 1: List of Key Informant Interviews & Focus Group Discussions

| | Stakeholder |
|----|--|
| 1 | National AIDS Council - |
| 2 | Hope Worldwide |
| 3 | City Mission PNG |
| 4 | YWCA |
| 5 | Poro Project (Save the Children Fund) |
| 6 | French Franchipani |
| 7 | Child Fund |
| 8 | LGL New Life skills Training Centre - Mirigini |
| 9 | World Vision |
| 10 | Caritas PNG |
| 11 | Caritas - Education center - College |
| 12 | Guest House 1 Mama |
| 13 | Guest House 2 Mummy |
| 14 | Shoe repairer on the street |
| 15 | St Mary Catholic Church – Literacy Education |
| 16 | Literacy Education Volunteers |

List focus Group Discussions

| No | Group | Participants |
|----|------------------------------------|--|
| 1 | Sex workers focus group discussion | 12 individuals 9 adult sex workers and 3 youths aged 16-17 |
| 2 | Child sex workers | 7 young girls aged 11 – 17 |
| 3 | Former street kids | 10 adults and 5 children |
| 4 | Street kids | 6 street children |
| 5 | Security guards (informal) | 4 adult security guards |

Appendix 2: Some applicable definitions

In the context of the international ILO research framework for Child Labour, as well as ratified Conventions, the following definitions have been used in conducting the Child Labour research in Papua New Guinea.

Bonded labour - The relationship of debt slavery, where labour is pledged (mortgaged) against debt (same as debt bondage). A bonded labourer has to work until all debts have been paid off. Some forms of debt slavery keep labourers bonded for life or even for generations.

Child - Human being less than 18 years of age (this is the age given for 'child' according to the Child Labour Conventions and the CRC)

Child domestic labour - Domestic work undertaken by children under the legal minimum working age, as well as by children above the legal minimum age but under the age of eighteen, under slavery-like, hazardous, or other exploitative conditions – a form of “child labour to be eliminated” as defined in international treaties. – is this identified in the research? Did you have to use this definition to identify whether children are involved in domestic child labour?

Child domestic workers (CDWs) - Children who carry out either child domestic labour, as explained above or permissible domestic work.

Children at Risk – children aged between 5 and 17 who are at risk of entering into child labour.

Conceptual definition of child labour- Work undertaken by children under the legal minimum working age, and includes work that:

- is mentally, physically, socially, or morally dangerous and harmful to children;
- interferes with their schooling by depriving them of the opportunity to attend school, obliging them to leave school prematurely;
- or requires them to attempt to combine school attendance with excessively long hours and heavy work.

Whether or not particular forms of work can fairly be termed child labour depends on the child's age, the type of work performed, the time at which it is carried out, the conditions under which it is performed, and the national objectives pursued by individual countries.

CSEC- Commercial sexual exploitation of children- is the exploitation by an adult with respect to a child or an adolescent – female or male – under 18 years old accompanied by a payment in money or in kind to the child or adolescent (male or female) or to one or more third parties. Commercial sexual exploitation in children includes all of the following:

- The use of girls and boys in sexual activities remunerated in cash or in kind (commonly known as child prostitution) on the street or indoors, in such places as brothels, discotheques, massage parlours, bars, hotels, restaurants, etc;
- The trafficking of girls and boys and adolescents for the sex trade;
- Child sex tourism;
- The production, promotion and distribution of pornography involving children;
- The use of children in sex shows (public or private).

Domestic work - Household tasks performed in the household of a third person. Usually excludes domestic chores carried out by members of the family.

Economic activity - an activity in which the child is engaged for pay, profit or family gain. A child could be engaged in an economic activity while also attending an educational institution and/or engaged in housekeeping activities. *A child is considered to be engaged in educational activities if the child is attending school or any other educational establishment which provides regular education, technical or vocational training.*

Focus group discussion - A method of information collection on a particular topic involving a carefully planned discussion among a small group led by a trained facilitator (or moderator). The members of a focus group usually share common characteristics, such as the same age and sex, or the same socio-economic background

Hazardous work - Where a worker may be required to –

- (a) Have access to or work in an area where there is a risk to the health or safety of the worker by virtue of the nature of the hazard within the area
- (b) perform work in places where there is a risk to health and safety of the worker or non- worker by virtue of the nature of the hazard associated with the plant, the employer shall develop and institute procedures to protect the health and safety of the worker in the space or area, or when performing the work;

Key informants - People who are believed to have in-depth knowledge and understanding of an issue.

Light work - Work permitted by law for children of at least twelve or thirteen years of age. The law may allow for specific activities that are not harmful to a child's health and development and do not prejudice attendance at school and participation in vocational training, nor "the capacity to benefit from the instruction received." For statistical purposes, ILO defines this as work which does not exceed fourteen hours per week.

Perpetrator - Refers to persons who facilitate and are involved in the exchange of either cash, goods or in kind payment for the exploitation of someone below age 18 for sexual purposes.

Sex workers - A non-judgmental term that avoids negative connotations and recognises that people sell their bodies as a means of survival, or to earn a living

School drop-out - children aged between 5 and 17 who have dropped out or prematurely left the formal schooling system.

Trafficking - The recruitment and/or transportation for labour exploitation by means of violence, threat, deception or debt-bondage. **Child trafficking** (children under 18 years of age) is a combination or series of events that may take place in the child's home community, at transit points and at final destinations. The recruitment and movement may appear voluntary initially but then take on aspects of coercion by a third person or a group. The relocation may be across borders or within a country. Exploitation may occur at the beginning, middle or end of the trafficking process or indeed at several points. Those who contribute to it with the intent to exploit – recruiters, intermediaries, document providers, transporters, corrupt officials, service providers and employers – are traffickers, even when they take part only in a small fragment of the whole process.

Elements of child trafficking:

- A child - a person under the age of 18 years;
- Recruitment, transportation, transfer, harbouring or receipt, whether by force or not, by a third person or group;
- The third person or group organises the recruitment and/or these other acts for exploitative purposes;
- Movement may not be a constituent element for trafficking in so far as law enforcement and

prosecution is concerned. However, an element of movement within a country or across borders is needed - even if minimal - in order to distinguish trafficking from other forms of slavery and slave-like practices enumerated in Art. 3 (a) of ILO Convention 182, and ensure that trafficking victims separated from their families get needed assistance;

Exploitation includes:

- a. all forms of slavery or practices similar to slavery, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict (Convention 182, Art. 3(a));
- b. the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances (Convention No. 182, Art. 3(b));
- c. the use, procuring or offering of a child for illicit activities, in particular for the production and trafficking of drugs as defined in the relevant international treaties (Convention No. 182, Art. 3(c));
- d. work which, by its nature or the circumstances in which it is carried out, is likely to harm the health, safety or morals of children (Convention No. 182, Art. 3(d) and Convention No. 138, Art 3);
- e. work done by children below the minimum age for admission to employment (Convention No. 138, Art. 2 & 7).

Threat or use of force or other forms of coercion, abduction, fraud or deception, or the abuse of power or a position of vulnerability at any point in the recruitment and movement do not need to be present in the case of children (other than with adults), but are nevertheless strong indications of child trafficking.

Working child- child aged between 5 and 17 who are engaged for 1 hour or more in the reference period of the past 7 days in an economic activity is defined as a working child.

Worst forms of child labour - Forms of hazardous child labour that are most damaging for children and that must be the priority of interventions. They include child slavery, trafficking of children, sexual exploitation of children, children involved in drug trafficking and children working in harmful conditions and are defined in ILO Convention 182 and in ILO Recommendation 190

Appendix 3: Questionnaire: Commercial Sexual Exploitation of Children in Port Moresby, PNG

Child Survey Questionnaire

[CSEC is defined as the Commercial Sexual Exploitation of Children]

PART 1:

| | | |
|---|--|--|
| A | <p>Good morning / afternoon / evening, my name is _____ . We are carrying out a survey on CSEC. The study is about children. Are you under 18 years of Age?</p> <ul style="list-style-type: none"> • Yes (>C) • No (>B) • Don't know (>B) • Refuse (>B) | |
| B | <p>Thank you for your time. I cannot continue because I can only interview children who started working under 18 years. Thank you for your help. Goodbye. However would you be able to identify: ??? identify who???</p> | |
| C | <p>Can I please interview you? Yes (>F) No-not available(>D) No – refused (>B)</p> | |
| D | <p>What would be a good time to come back to speak to you for about 30 minutes? Note the name of the respondent, address and a time to return and (> E) If the time mentioned is not possible for the interviewer, explain this and (> B)</p> | |
| E | <p>Thank you. I will come back then to speak to you. Thank you for your time. Goodbye.</p> | |
| F | <p>Good morning / afternoon / evening, my name is _____. We are carrying out an important study in PNG in partnership with ILO and USP/NRI. The study is about children and commercial sexual exploitation You have been chosen by: A. chance OR B. Referral from this area (as in a lottery/raffle) to participate in the study.</p> <p>I want to assure you that all of your answers will be kept strictly confidential. I will not keep a record of your name or address. You have the right to stop the interview at any time, or to skip any questions that you don't want to answer.</p> <p>There is no right or wrong answers. Some of the topics may be difficult to discuss, but many people have found it useful to have the opportunity to talk.</p> <p>Your participation is completely voluntary but your experiences could be very helpful to other families and children in PNG.</p> | |

| | | |
|----------|--|--|
| G | <p>The interview takes about 30 minutes to complete. Do you have any questions? Yes No</p> | |
| H | <p>Do you agree to be interviewed? Yes (> I) No (> H)</p> | |
| I | <p>To be completed by the Interviewer] I certify that I have read the above consent procedure to the Participant</p> <p>Interviewer signature: _____</p> <p>It's very important that we talk in private. Is this a good place to hold the interview, or is there somewhere else that you would like to go?</p> <p>I would be very grateful if you could answer the questions as quickly and simply as possible. If you would like to talk more about any of the issues, or give more details then please come to the group discussions we will be having later [give time and location]. The purpose of these questions now is to get some short simple answers only.</p> | |
| K | <p>Language Interview conducted in _____</p> | |

PART 2:

Child Questionnaires

Questionnaire number: _____

Location Code: _____

Name of Interviewer: _____

Location of the Interviewer: _____

Respondent information

| | |
|----------|---|
| 1 | Sex of respondent 1 Female 2 Male |
| 2 | Age of respondent: _____ yrs 98 Don't know 99 Refused |
| 8 | What is your ethnicity? |
| 4 | What is your religion? 99 Don't Know 98 Refused |
| 5 | Do you practice your religion? 1. Yes 2. No |
| 6 | What is your marital status? 1 Single 2 Married 3 Living with partner (Defacto) 4 Separated 5 Divorced 6 Widowed 7 Other 8 Don't Know 9 Refused |
| 7 | What is your status as a worker? |
| 8 | What is your job?" 1 Full-time employed 2 Part-time employed 3 Full-time self-employed 4 Part-time self-employed 5 Casual Worker Full time 6 Casual worker Part time 7 Other 8 Don't know 9 Refused |
| 9 | How do you clarify your family's economic status? 1 Well-off 2 OK 3 Poor 4 Very Poor 5 Other 6 Don't Know 7 Refused |

| Living Conditions, Family Situation and Socio-economic Status | |
|--|--|
| 10 | With Whom do you live? 1 Family 2 Self 3 Friends 4 Others : Specify |
| 11 | Have you always lived there? 1 Yes (>15) 2 No (>12) |
| 12 | If No, where did you last live? |
| 13 | Whom did you live with? |
| 14 | Why did you leave? |
| 15 | Who are the members of your current family? |
| 16 | Please tell me your relationship with your current family? 1 Good, they are nice to me 2 Bad, they are mean to me 3 Neutral 4 Other, specify |
| 17 | Please tell me about your relationship with your parents? 1. Good, they are nice to me 2. Bad, I don't talk to them 3. Neutral 4. Other, specify |
| 18 | Who are the members of your household (group of people whom you are living with) (multiple response) 1 Father 2 Mother 3 Brother 4 Sister 5 Grandparents 6 In Laws 7 Other |
| 19 | What is the educational level of your parents? |
| Schooling | |
| 20 | Do you attend school? 1 Yes (>23) 2 No (>21) |
| 21 | If no, at what age did you leave school? |
| 22 | Why did you leave school? |
| Nature of Sexual Activity | |
| 23 | When did you first become a sex worker? |
| 24 | Where do you mostly engage in commercial sexual activity? 1 Beach 2 Motel 3 Hotel 4 Houses nearby 5 Cars 6 Others, specify |

| | | |
|----------------------------------|--|--|
| 25 | When do you normally engage in this activity? 1 During high tourist period 2 Whenever there is a demand 3 When there is a need for money 4 After school hours 5 Other, specify | |
| 26 | How do you search clients? 1 Stand on Street 2 Middle-person 3 Work at Brothel/Motel 4 Go to Bars/Clubs 5 Others: Specify | |
| 27 | How many clients do you normally receive in 24 hrs? | |
| 28 | What is the maximum number that you have had in a 24hr period? | |
| 29 | Do you have to travel to engage in this activity? | |
| 30 | How many hours a day do you work? | |
| 31 | Pls there any member of your family/household subjected to work of this nature? 1. Yes (>33) 2. No (>32) | |
| 32 | If not, what factors contributed to only you being involved in this activity? | |
| 33 | Do your parents/guardians know that you were involved in commercial sexual activity? 1 Yes (>34) 2 No (>35) 3 Not Sure 4 Do Not Know | |
| 34 | If yes, what were their reactions? | |
| 35 | Do your community/friends know that you were engaged in this activity? 1 Yes (>36) 2 No (>37) 3 Not Sure 4 Do not Know | |
| 36 | If yes, what were their reactions? | |
| 37 | What are the factors that led you to get involved in these activities? | |
| 38 | What attracted you to get involved in activities of this nature? | |
| Remuneration and Earnings | | |
| 39 | Typically for commercial sexual relations, what do you receive? (multiple response) 1 Money 2 Gifts 3 Others, Specify | |
| 40 | What is your average weekly cash earnings? | |
| 41 | Do you keep all of your cash earnings? 1 Yes (>44) 2No (>42) 3 Sometimes 4 Others: Specify | |

| | | |
|---|---|--|
| 42 | If No, then who takes a share? | |
| 43 | What percent of the earnings are you allowed to keep? | |
| 44 | What do you do with the money you earn? | |
| 45 | What was the most valuable thing you ever received from a client? | |
| 46 | Do you have any other source of income? 1 Yes (>47) 2 No (>48) | |
| 47 | If yes, what and how much you earn from it? | |
| History of the sexual abuse/exploitation | | |
| 48 | Type of first sexual encounter: (multiple response) 1 Rape 2 Fondling of Private Parts (breasts/body) 3 Anal 4 Oral 5 Sexual Intercourse 6 Don't Know 7 Refused 8. Others (specify) | |
| 49 | What was your age then? 98 Refused 99 Don't know | |
| 50 | Have you been sexually abused? 1 Yes (>51) 2 No (>56) | |
| 51 | By how many people? | |
| Venue | | |
| 52 | Where did it happen? 1 Child's Home 2 Child's Relative's Home 3 Abuser's Home or abuser's friends/relative's home 4 Hotel/Motel 5 Beach 6 Cars/Vehicles 7 Other, specify | |
| The Person/s involved in the sexual abuse/exploitation | | |
| 53 | Who was the perpetrator? 1 Foreigner 2 Relative, please specify 3 Friend 4 Stranger 5 Someone I know 6 Other, specify | |
| The nature of the sexual abused/exploitation | | |
| 54 | What was the nature of the sexual abuse? 1 Forcible assault (rape, trafficked) 2 Repeated molestation 3 Others (specify) | |
| 55 | For how long did this happen? | |
| 56 | How do you get into this type of activity? 1 Pimp (>57) 2 Trafficker (>57) 3 Friend (>57) 4 Yourself (>58) 5 Taxi Driver (>58) 6 Hotel Employer (>58) 7 Other, Specify (>57) 8 Relative (>58) 9 Refused (>58) | |

| | | |
|--|---|--|
| 57 | <p>If by a pimp/trafficker/friend/other, please state your relation to the person</p> <p>1 Father 2 Mother 3 Sibling 4 Spouse 5 Boyfriend 6 Girlfriend 7 Friend 8 Other, specify 9 Refused</p> | |
| 58 | What led you to get involved in activities of this nature? | |
| 59 | What attracted you to get involved in activities of this nature? | |
| Negative Impacts of Sexual Abuse/Exploitation | | |
| 60 | <p>What emotional impact do you experience being involved in these activities? (multiple response)</p> <p>1 Fear 2 Guilt 3 Depression 4 Other, specify</p> | |
| 61 | <p>Have you ever encountered any physical abuse being involved in this activity?</p> <p>1 Yes (>62) 2 No (>63)</p> | |
| 62 | If Yes, specify | |
| 63 | <p>Have you ever contracted a Sexually Transmitted Infection/Disease (STI or STD)?</p> <p>1 Yes (>64) 2 No (>65)</p> | |
| 64 | If Yes, specify (name) | |
| 65 | <p>Have you ever been punished by the police or any authority?</p> <p>1 Yes (>66) 2. No (>67)</p> | |
| 66 | <p>If yes what type of punishment? (multiple response)</p> <p>1 Physically 2 Verbally 3 Emotionally 4 Others: Specify</p> | |
| 67 | <p>Were you ever condemned by your family members?</p> <p>1 Yes (>68) 2 No (>69)</p> | |
| 68 | If yes, specify | |
| 69 | <p>Were you ever condemned by your community?</p> <p>1 Yes (>70) 2 No (>71)</p> | |
| 70 | If yes, specify | |
| 71 | <p>Do any of the activities below influence your activity? (multiple response)</p> <p>1 Use or trafficking drugs 2 Use of Liquor 3 Smoking 4 Other, specify</p> | |
| 72 | Why do you engage in this particular activity? | |
| 73 | Are there any bad impacts you have experienced in this activity? | |

| Attitudes | | |
|-------------------------------|--|--|
| 74 | Would you prefer not to be involved in commercial sexual activities? 1 Yes (>75) 2 No (>76) | |
| 75 | If yes, what would you prefer to do? | |
| 76 | Are you absolutely free to stop working as a child sex worker if you wish? 1 Yes (>78) 2 No (>77) | |
| 77 | If No, why not? | |
| 78 | Did/Does this activity affect your education? 1 Yes (>79) 2 No (>80) | |
| 79 | Would you like to spend more time at school? 1 Yes 2 No | |
| 80 | Do you feel that this activity is dangerous at times? 1 Yes (>81) 2 No (>82) | |
| 81 | If yes, Specify | |
| 82 | What are your ambition/goals? | |
| 83 | Would you ever want your brothers/sisters to be involved an activity of this nature? 1 Yes, Why? 2 No, Why? | |
| 84 | What do you do when you have free times? | |
| 85 | What do you fear most? | |
| 86 | What do you wish for? | |
| Remarks for Researcher | | |
| 87 | How did you select the child? | |
| 88 | How did you know about the child? | |
| 89 | Who introduced you to the child? | |
| 90 | How long did the interview take? | |

Appendix 4: Guiding questions for key informant interviews and for focus group discussions for survey of commercial sexual exploitation of children

CSEC Guiding Questions

1. What are the Living Conditions, Family Situation and Socio-economic Status of boys girls involved in CSEC?
2. What do you do for a living?
3. What are the reasons (both pull and push factors) that cause children to engage in CSEC?
4. When did you become a sex work and why?
5. What level of education have the boys and girls involved in CSEC attained?
6. Is there a history of Sexual Abuse/Exploitation that could have led on to the child's involvement in CSEC?
7. Where do girls and boys engage in Commercial Sexual Activity?
8. Do they have Pimps or middle persons?
9. How much do boys and girls earn from engaging in commercial sexual activity?
10. What are the negative impacts of CSEC on boys and girls?
11. What are the attitudes towards CSEC?
12. How can they stop the activity
13. Are they willing to go back to school (formal or non formal) if given a chance.
14. What do they get in return for the sex work they do?
15. Do the members of their families and/or their community know the work they are doing?
16. If so, what is their reaction from the family members or the community?

Appendix 5: Survey Questionnaire - Children Working on the Streets in PNG

Greetings! My name is and I am working as an interviewer for a study on working children. We are looking into the children's living conditions, their work and health conditions, their educational levels, and their life goals. The aim of the study is to determine the child labour situation in PNG in order to design and develop effective interventions to improve the situation of these children.

The research is being carried out by Dr Mili Kaitani of USP, Suva, Fiji as part of an International Labour Organization study.

Your participation in this research is voluntary. Thus, you have the right to choose not to participate, and you are free to discontinue at any time. This research may include topics of a personal nature. However, all your answers and personal data will be kept strictly confidential and will be used only for the purpose of this research. Thus, we encourage you to be as honest as possible - there is no right or wrong answers. We are simply seeking to gain an accurate picture of your situation and what you think and feel about it.

You will have the opportunity, if you wish, to obtain a copy of the results of the research in which you are taking part. If you have any questions regarding this project, you may contact Dr Mili Kaitani at the TACKLE Office, Port Moresby,. We have a number of questions that would like to ask you please be assured that your responses will be kept in complete confidence. The interview will take approximately an hour during which time we will be noting down answers. Would you have the time to help us with our study?

I have understood all the information above, and give my voluntary consent to participate in this research. I understand that I can withdraw my consent at any time.

_____ Signature

_____ Date

| | | |
|-----------|--|--|
| F1 | Research Team: | |
| F2 | Area Location: | |
| F3 | Respondent Number: | |
| F4 | Location of Interview: | |
| F5 | Data Collection Name of Interviewer: Date: Time Started: Time Ended: Supervisor's Name: Date Checked: | |

| This section to be answered by all child respondents (5-17years only) on general information and living conditions | | |
|---|--|--|
| 1. | Name of interviewee: Contact Details: | |
| 2. | How old are you?years | |
| 3. | Gender: 1. Male 2. Female 3. | |
| 4. | Where is your family originally from? 1. Village: 2. District: 3. Province: 4. Region: 5. Other: | |
| 5. | Where are your parents? 1. Both parents dead 2. Both parents live in my original hometown/village 3. Both parents live with me 4. My father lives with me 5. My mother lives with me 6. Others, specify | |

| | | |
|-----|---|--|
| 6. | <p>Who do you live with?</p> <ol style="list-style-type: none"> 1. No one, I am on my own 2. With friends (who are other street children) 3. With friends (who are NOT other street children) 4. With parents 5. With brothers/sisters 6. With other relatives 7. Others, specify | |
| 7. | <p>Where do you live?</p> <ol style="list-style-type: none"> 1. On the street 2. Renting in town area 3. Live in a settlement 4. Live in a compound 5. Live in a rural village 6. Live in an urban village 7. Other: please clarify: | |
| 8. | How many people live with you? | |
| 9. | How many are there in your nuclear family? | |
| 10. | What is your position in your nuclear family? i.e. eldest, youngest etc | |
| 11. | <p>How many people living with you are working?</p> <p>Note: work or working refers to any form of work to earn an income or to be paid in cash or in kind; whether formal, informal, subsistence farming, fishing, street vendors etc.</p> | |
| 12. | Where do they work? | |
| 13. | Where do you sleep every night? | |
| 14. | <p>Do you sleep at the same place every night?</p> <ol style="list-style-type: none"> 1. Yes 2. No | |
| 15. | If yes, how long have sleeping at this place? | |
| 16. | Where else do you sleep and why? | |
| 17. | Do you have to pay anything for where you sleep? | |
| 18. | Describe your living conditions at the place where you sleep? What do you use as a bed? | |
| 19. | In the place where you stay, where do you get your water from? | |
| 20. | Where do you access toilet and shower facilities? | |

| | | |
|--|---|--|
| 21. | <p>How often do you eat in a day?</p> <ol style="list-style-type: none"> 1. Three times a day 2. Two times a day 3. Once a day 4. Other (specify): | |
| 22. | <p>What do you usually eat?</p> | |
| 23. | <p>Have you been without food any nights last week and if so why?</p> | |
| 24. | <p>How many nights last week have you gone to bed without food?</p> <ol style="list-style-type: none"> 1. One 2. Two 3. Three 4. Others specify: | |
| <p>This section to be answered only by child respondents (5-17years only) who live on the street or do not live with their biological parents</p> | | |
| 25. | <p>Why did you leave your original home?</p> | |
| 26. | <p>Who did you come with?</p> <ol style="list-style-type: none"> 1. Parents 2. Relatives 3. Friends 4. On your own 5. Others: <p>If 2 - 5 proceed to the next question. If 1 proceed to question 28</p> | |
| 27. | <p>Did you inform your parents that you were leaving</p> <ol style="list-style-type: none"> 1. Yes 2. No 3. Parents are dead <p>If 1 & 2 then proceed to the next question If 3 then proceed to question 30</p> | |
| 28. | <p>When was the last time you visited your parents?</p> <ol style="list-style-type: none"> 1. Last week 2. Last month 3. 3 – 6 months ago 4. 6 months – 1 year ago 5. More than 1 year 6. Parents are dead 7. I don't visit them <p>If 7 proceed to the next question. If 1 – 6 proceed to question 30.</p> | |
| 29. | <p>Why haven't you visited them?</p> | |
| 30. | <p>How long ago did you leave your original home?</p> <ol style="list-style-type: none"> 1. Days 2. Months 3. Years 4. I don't remember | |

| | | |
|--|---|--|
| 31. | <p>How long have you been in this town/city?</p> <p>1. 1 – 3 months 2. 3 – 6 months 3. 1 – 2 years 4. More: Specify</p> | |
| 32. | <p>Have you lived in other towns/cities/ other villages before moving here?</p> <p>1. Yes 2. No Please Explain:</p> | |
| This section to be answered by all child respondents (5-17years old) on working conditions | | |
| 33. | <p>Do you do any form of work where you earn an income or get paid in some other form or way?</p> <p>1. Yes 2. No If 1, proceed to next question If 2, proceed to question 49</p> | |
| 34. | <p>When did you start doing this type of work?</p> <p>1. Days _____ ago 2. Months _____ ago 3. Years _____ ago 4. I don't remember</p> | |
| 35. | <p>How did you find this work?</p> <p>1. By myself 2. Other people asked me to work for them 3. Through friends 4. Through parents 5. Through relatives 6. Others - specify:</p> | |
| 36. | <p>Describe the work that you do?</p> | |
| 37. | <p>How old were you when you started doing this work?</p> <p>1. 6 – 8 years old 2. 9 – 11 years old 3. 12 – 14 years old 4. 15 – 17 years old 5. 18 years old 6. Below 6 years old (specify)</p> | |
| 38. | <p>How many hours a day do you spend doing this work?</p> <p>Time Start: Time End:</p> | |
| 39. | <p>Do you move out of your town or village boundary or area as part of the work that you do?</p> <p>1. Yes 2. No If so, please explain</p> | |
| 40. | <p>How are you paid?</p> <p>1. Cash 2. In Kind.</p> | |

| | | |
|-----|--|--|
| 41. | How much do you earn or what do you earn? | |
| 42. | What do you do with your earnings? | |
| 43. | Do you spend your earnings on yourself, others? Explain. | |
| 44. | Do you enjoy the work that you do? 1. Yes 2. No If 1, proceed to next question If 2, proceed to question 46 | |
| 45. | Why do you enjoy the work that you do? Proceed to question 47 | |
| 46. | Why do you not enjoy the work that you do? Proceed to next question | |
| 47. | Who exactly do you work for? 1. Self-employed 2. Employer 3. Family 4. Relatives 5. Friends 6. Others (specify) | |
| 48. | Do you work on your own? 1. Yes, I work on my own 2. No, I work with my family 3. No, I work with relatives 4. No, I work with other children 5. No, I work with others: Specify | |
| 49. | Are you doing any other kind of work? This may include household chores etc 1. Yes 2. No If 1, proceed to next question If 2, proceed to question 52 | |
| 50. | What is it? List all responses | |
| 51. | How many hours do you spend doing this other work? Start : End: | |
| 52. | Do you feel safe at work? 1. Yes 2. No If 1, proceed to question 54 If 2, proceed to next question. | |
| 53. | What makes you feel unsafe at work? Proceed to question 55 | |

| | | |
|-----|---|--|
| 54. | What makes you feel safe at work? | |
| 55. | Have you ever been sick or injured as a result of your work? 1. Yes 2. No If 1, proceed to the next question. If 2, proceed to question 63 | |
| 56. | What type of sickness or injury was it? | |
| 57. | Are you still sick or injured? 1. Yes 2. No | |
| 58. | During the time you were sick/ injured; did anyone take care of you? 1. Yes 2. No | |
| 59. | Did you seek medical help? 1. Yes 2. No If 1, proceed to the next question. If 2, proceed to question 61 | |
| 60. | Who did you seek this medical help from? 1. Doctor 2. Traditional Healer 3. Family 4. Relatives 5. Friends 6. Other (specify): | |
| 61. | Why didn't you seek medical help? 1. Lack of money 2. No medical centre nearby 3. Sickness or injury not serious 4. Others: | |
| 62. | Did this affect your work? 1. Yes 2. No | |
| 63. | Do you wear protective clothing or gear while working? 1. If yes, which ones? 2. No | |
| 64. | How old were you when you first started working to earn an income? | |
| 65. | Did you have to stop school in order to start work? 1. Yes 2. No | |

| | | |
|-----|--|--|
| 66. | <p>Who put you to work the first time?</p> <ol style="list-style-type: none"> 1. Parents 2. Relatives 3. Friends 4. Self 5. Others | |
| 67. | <p>Why did you have to start work?</p> <ol style="list-style-type: none"> 1. Family needed more income (poverty) 2. I was sold 3. Parents had a debt 4. I had run away from home 5. Others (specify): | |
| 68. | <p>If you work on the streets, how do you survive on the streets? List all responses.</p> | |
| 69. | <p>If you live on the streets, how do you survive on the streets? List all responses. This section to be answered by all child respondents (5-17years old) on education</p> | |
| 70. | <p>Do you know how to read?</p> <ol style="list-style-type: none"> 1. Yes 2. No <p>(Please ask him/her to read this questionnaire to verify whether he/she is able to read)</p> | |
| 71. | <p>Do you know how to write?</p> <ol style="list-style-type: none"> 1. Yes 2. No <p>(Please ask him/ her to write something).</p> | |
| 72. | <p>Have you ever been to school?</p> <ol style="list-style-type: none"> 1.yes, formal only 2.yes, informal only 3. both formal and informal 4. Never. <p>If response is 1,2,or3, go to the next question If response is 4 go to question 80</p> | |
| 73. | <p>Are you still in school?</p> <ol style="list-style-type: none"> 1. Yes 2. No <p>If 1 proceed to question 77 If 2 proceed to the next question.</p> | |
| 74. | <p>What is the highest class you have reached?</p> | |
| 75. | <p>Why did you stop going to school?</p> | |
| 76. | <p>Given the chance would you like to go back to school? Why? Proceed to question 81</p> | |
| 77. | <p>What class are you in?</p> | |

| | | |
|-----|---|--|
| 78. | <p>Have you ever been absent from school?</p> <p>1. Yes 2. No If 1, proceed to next question. If 2 proceed to question 81</p> | |
| 79. | <p>How often? Why?</p> <p>Proceed to question 81</p> | |
| 80. | <p>If not, why have you never been to school?</p> <p>This section to be answered by all child respondents (5-17years old) Proceed to question 81</p> | |
| 81. | <p>Ask questions 81-83 only to the child respondent who does not live at home.</p> <p>Why have you left home?</p> | |
| 82. | <p>If given the chance, would you go back home?</p> <p>1. Yes 2. No</p> | |
| 83. | <p>Why or why not?</p> | |
| 84. | <p>What are your hopes and dreams?</p> | |
| 85. | <p>Have you ever felt unsafe living or working on the street?</p> <p>1. Yes 2. No</p> | |
| 86. | <p>Why or why not?</p> | |
| 87. | <p>What do you enjoy most about the work that you do or what do you enjoy doing on the street?</p> | |
| 88. | <p>What was your worst moment on the street?</p> | |
| 89. | <p>Have you ever come into contact with the law?</p> <p>1. Yes 2. No</p> | |
| 90. | <p>If yes, what was the reason for the contact?</p> | |
| 91. | <p>If one your reasons was for an offence, were you:</p> <p>1. Warned 2. Cautioned 3. Charged 4. Other, specify</p> | |
| 92. | <p>Do you know of any support services available to you?</p> <p>1. Yes 2. No</p> | |

| | | |
|-----|--|--|
| 93. | If yes, can you name some of them? | |
| 94. | Have you ever approached them for assistance? 1. Yes 2. No | |
| 95. | If yes, for what reason. | |
| 96. | Have you heard of the Lukautim Pikinini Act? 1. Yes 2. No. | |
| 97. | What role do you think your community plays in getting children off the streets and out of child labor? | |
| 98. | How would you like to be helped by your government? | |

Appendix 6: Guiding questions for street children survey - Key informant interviews and Focus group discussions

1. Why are you on the streets? What do you think are the main causes?
2. How do you feel?
3. How many street children do you think are out there?
4. What do you understand by the phrase child labor (where it came from; what does it refer to; is it legal)?
5. How many street children do you think are engaged in economic activities?
6. What type of work do you do?
7. What type of work is out there for street children?
8. What are your thoughts about this/how do you feel? Is any of the work available illegal?
9. Do you know of other opportunities for employment?
10. What role do you think your community plays in getting you off the streets and out of child labor?
11. How would you like to be helped by your government?
12. Are there children from this community living on the streets (street children)?
13. Why are they on the streets?
14. What are the main causes? How do you feel?
15. How many street children out there are from this community?
16. What do you understand by the phrase child labour (where it came from; what does it refer to; is it legal)?
17. Do you know of any street children involved in child labour?
18. How many street children do you think are engaged in economic activities?
19. What type of work do they do?
20. What other types of work are out there for street children?
21. What are your thoughts about this/how do you feel? Is any of the work available illegal?
22. Do you know of other opportunities aside from employment for street children?
23. What do you think is your role in getting street children off the streets and out of child labour?
24. What role do you think the government plays in getting street children off the streets and out of child labour?



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