

DARE TO BE AWARE!



activities
and methods
for working
with young people
on the topic of
commercial sexual
exploitation
of children



This is a handbook for working with young people on the topic of commercial sexual exploitation of children. It is a compilation of activities and methods from ECPAT youth groups in Austria, Denmark, Germany, the Netherlands, Norway, Russia and Sweden.

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LIST OF ABBREVIATIONS

CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CIS	Commonwealth of Independent States
CRC	Convention on the Rights of the Children
CSEC	Commercial Sexual Exploitation of Children
CYA	Committee for Youth Action
ECPAT	End Child Prostitution, Child Pornography and Trafficking of Children for Sexual Purposes
EICYAC	ECPAT International Child and Youth Advisory Committee
EU	European Union
NGO	Non-Governmental Organization
NRM	National Referral Mechanisms
OPSC	Optional Protocol on the Sale of Children, Child Prostitution and Child Pornography
PAR.	Paragraph
P.	Page
SALTO	Support, Advanced Learning and Training Opportunities
STD	Sexually transmittable diseases
THB	Trafficking in Human Beings
UN	United Nations
UNICEF	United Nations Children’s Fund

FOREWORD

Even after 20 years of existence of the UN Convention on the Rights of the Child (1989) and three World Congresses¹, the problem of Commercial Sexual Exploitation of Children (CSEC) still exists. According to UNICEF an estimated 1.8 million children were exploited through prostitution and pornography, and 1.2 million were victims of trafficking in the year 2000.²

The **international training course „Youth Combating Sexual Exploitation”** and its subsequent outcome „Dare to be Aware - Activities and Methods for working with young people on the topic of commercial sexual exploitation of children”, were aimed at contributing to the **active participation of young people in the combat against CSEC**, as well as the protection of children from CSEC. The training course from 15th to 18th October 2009 in Vienna was initiated by the Committee for Youth Action (CYA) of ECPAT Austria and brought together 20 young people from six European ECPAT and affiliated youth groups fighting against sexual exploitation and for the promotion of children’s rights. They shared their **best practices and expertise on methods in youth work**. A selection of these best practice methods can be found in this book. The chosen methods include discussions, brainstorming, interactive games, theatrical activities, role plays, educational and creative workshops as well as evaluation methods and questionnaires on the various subjects of CSEC.

The **ECPAT network** consists of 82 groups in 75 countries, among which many have **youth groups**. In Europe and CIS³ there are twenty- five ECPAT groups, twenty of which have youth groups and /or national youth representatives⁴. There further exist several regional youth representatives, which together with a youth representative to the ECPAT International Board, form the EICYAC (ECPAT International Child and Youth Advisory Committee).

The training and its outcomes were only made possible through the past years’ involvement and cooperation within the ECPAT (End Child Prostitution, child pornography And Trafficking in children for sexual purposes) youth network. Through this experience the **youth network in Europe** was able to form and strengthen. The good collaboration is displayed in the effective training, from which **this qualitative publication is an outcome**.

Together we fight against the commercial sexual exploitation of children (CSEC) and their active participation! We hope that **this book of methods is a contribution towards involving and training even more children and young people** in an interesting, interactive and professional way on the topic of CSEC. Have fun!

*The activities and methods have been partly taken from other **sources**, in the original form, but also adapted to the specific context of CSEC and youth work. When the source was known, we made sure to include it. Unfortunately not all the sources were available; therefore we would like to apologize to anybody who feels violated in their rights as creators of a specific activity. We would be happy to mention you also as a source.*

Please contact **youth@ecpat.at** !

An **online version of the handbook** can be found on the ECPAT Austria homepage in the section «Materialien»: <http://www.ecpat.at>

¹ To find more information on the three World Congresses and their outcomes see www.ecpat.net

² See Unicef, Inter-Parliamentary Union, Eliminating Violence against children, Handbook for Parliamentarians

³ CIS= Commonwealth of Independent States

⁴ To get more information on the good practices and structure of some of these participating youth groups, as well as other youth groups and movements in the ECPAT network on combating the sexual exploitation of children in Europe and CIS see ECPAT International (2008): Booklet on the development and best practices of 10 youth movements within ECPAT groups in Western and Eastern Europe&CIS. ECPAT International, Bangkok

INTRODUCTION

This book of methods was created by young people for young people. Its content was collected, designed and adapted during a four day youth meeting (“Youth combating sexual exploitation: Best practice and information sharing”) in Vienna of young people from ECPAT groups and affiliates in Europe (for more information on the youth groups and the ECPAT network see the appendix).

It contains methods for peer to peer education (see Factbox 1) on the topic of commercial sexual exploitation of children⁶ (CSEC). The methods and activities are designed for peer trainers, who can use them to design and hold youth trainings on the topic of CSEC.

The approach is an easy into the topic approach, which means that the “hard” topic of commercial sexual exploitation and its different forms such as child prostitution⁷, child sex tourism, child pornography and child trafficking⁸ are introduced through a child rights approach. Therefore this book contains not only methods on the topics of CSEC as such, but also on broader topics like children’s rights, gender and new media.

PEER TO PEER EDUCATION

Peer education is the process whereby well-trained and motivated young people undertake informal or organized educational activities with their peers.

A peer is a person who belongs to the same social group as another person or group. The social group may be based on age, sex, sexual orientation, occupation, socio-economic or health status, and other factors.

A. CONTENTS OF THE BOOK

CHAPTER 1 focuses on Energizers, getting to know each other activities, as well as methods to do an effective pre- and after evaluation.

CHAPTER 2 contains various methods on how to introduce the topic of children’s rights. In an interactive manner the methods introduce the UN Convention on the Rights of the Child and its articles.

CHAPTER 3 introduces the topic Commercial Sexual Exploitation of Children (CSEC) in its different forms and gives facts and figures that can be seen as background knowledge to any training. It then goes on with various methods to all the forms of CSEC.

CHAPTER 4 gives some theoretical background knowledge on gender issues as well as examples of methods in order to start discussing this important topic in a group.

CHAPTER 5 contains some methods you can use for all CSEC related topics.

CHAPTER 6 is enriching our rigid thinking of how to conduct youth trainings and workshops with some methods an activism. These can be used in a workshop, but also the workshop can be used to plan further activities on the streets.

THE APPENDIX contains all longer worksheets for the methods of the book (short worksheets can be found directly after the method), a child friendly version of the CRC, many important addresses and sources for further research and support, a description of all participating youth organisations on this book, a pattern to plan a workshop session and last but not least some advice how to stay motivated in youth work.

⁵ The content of the fact box is taken from: Youth Peer Education Network (2005):Youth Peer Education Toolkit. Training of Trainers Manual. United Nations Population Fund. USA, pp. 12-13

⁶ The term child is defined as in Article 1 of the UN Convention on the Rights of the Child and refers to any person up to the age of 18.

⁷ This manual uses the term “child prostitution” as per the UN conventions’ language. Still the writing organizations feel that this term is problematic to the extent that it can blur the distinction between prostitution as a voluntary sexual service for money between two adults on the one hand, and the commercial sexual exploitation of children in prostitution on the other. The term “child prostitution” bears the danger of trivializing this serious crime, as well as of discrediting the legal sex work.








⁸ The term “Child trafficking” will include all the different forms, whether the focus lies on the exploitation, remuneration or consideration aspect.



B. SYMBOLS

To make the use of the book easier, Fact boxes, explaining important topics in a short and easy manner and Symbols have been used throughout the book.

THE SYMBOLS USED ARE:

CLOCK	The clock indicates methods that need more time (more than 20 minutes)	
BULB	The light bulb shows you very important information and facts (Factboxes)	
ECPAT	The ECPAT Logo you will find with methods that can be adapted to more than just one CSEC subject.	
BRAIN	The brain shows you methods where a lot of thinking needs to be done 😊	
MASS	The symbol with many people stands for methods which are suited for a larger number of participants (for example more than 10 participants)	
LITTLE	The symbol tells you which methods you can use (maybe with some adaptations) for smaller groups (for example groups of 5 people)	
RUN	these methods need a lot of physical activity, so be prepared	







KEY ETHICAL ISSUES ON YOUTH PARTICIPATION

Some key ethical issues have to be taken into consideration in every training/ workshop etc. where you as a child or young person are involved, or, if you organise a project/training etc. where children/young people participate you should be very aware of these things too and communicate them to the young participants. These issues are:

- The organizers of the event need to inform you of the purpose of the assessment and what will be done with the information generated
- You need to give your consent regarding your participation and no one can make this obligatory for you. Every action of yours has to be voluntary. If you are still a minor, your parents or caregivers need to give consent for your participation
- Do not forget that you are allowed to step out of the project at any moment if you feel uncomfortable/overwhelmed/etc.
- The organizations as well as the adult participants need to create an environment where you will feel pleasant and respected. If you feel uncomfortable at the training due to the participant's attitudes towards you, you should speak with the focal person or your regional youth representative and try to overcome this situation. The organizers have the obligation to provide you with psycho – social support if you need it.
- Sometimes these issues can be very hard and disturbing, so facing them in a group of professionals is not an easy thing to do. It is normal if you feel that you need support after that or any kind of debriefing and to ask for this!
- The organizers of the training have to ensure equal opportunities for children to be involved as well as ensuring that the perspectives of children are respected and treated as equally valid as other stakeholders'.
- Even if you decide not to be part of the analyzing process, you can ask the organizers of the training to share with you the impact assessments' findings.

SOURCE: Kreissl, Marion/Petrovic, Milica (2008): Child and Youth Participation (CYP) in the Trafficking IV Project 2007- 2008. Project Youth Report, Vienna/Belgrade, p.22

1. GETTING-TO-KNOW-EACH-OTHER ACTIVITIES, ENERGIZER GAMES, EVALUATION METHODS

In the following Chapter, we collected methods for energizers, getting to know each other activities and evaluation methods.



FACTBOX 3

ICEBREAKERS, ENERGIZERS, AND WARM-UPS...

The following games are very important and effective methods to get the group activities started and keep up attention.

Getting to know each other games not only help the group to strengthen their sense of unity, they can also help you to evaluate the group structure right in the beginning. **Icebreakers**, also known as **warm-ups**, can be used at the beginning of every session, however they can be used as “energizers” at different times as well.

Depending on the size and age of the group you can find many different warm-up activities. Warm-ups also encourage participation of the whole group, which can build a team spirit within the group. Whether it is an entertaining game or a concentration exercise, these exercises always fit.

Using **Energizers** between exercises avoid people from getting tired of just sitting, listening and concentrating on something. Try to do some adequate energizers once in a while, especially after (lunch-) breaks. People will often tell you, that they are not willing to move or do “stupid games” but you will see, they will have much fun and be more motivated afterwards.

A) GETTING TO KNOW EACH OTHER GAMES

«YOU TOO?»

Intention	Warming-up, getting to know each other
Duration	At least 10 minutes
Number of participants	> 7
Resources	Chairs (one chair less than the number of participants)
Activity	The facilitator stands in the middle of the circle and names one characteristic, which is true for him/her. For example: “I have blue eyes., I have a sister., I like rock music. etc.) Those who have this characteristic have to change their seats with another person, who has this characteristic. While they are changing places the facilitator tries to find a new seat for him or her. The person who stays standing suggests the new characteristic.
Variation	If the chair to the right is free, the participants, who don't have the same characteristics, have to take this place.
Source	PRESS Norway



«NEWSPAPER»

Intention	Getting to know each other
Duration	At least 10 minutes
Material	Newspaper
Number of participants	> 6
Resources	chairs, a newspaper
Activity	All participants sit in a circle and the facilitator tries to hit the person with a newspaper, whose name is called by another participant. The called-on person has to shout the name of another participant before he/she is hit: If he/she manages, the facilitator goes to the person named; if not – he/she becomes the facilitator.
Variation	Instead of the names you can also use names of i.e. fruits or stars, each participant chose before.
Source	PRESS Norway



«GORDIAN KNOT»

Intention	Getting to know each other without words
Duration	Until the knot is untied
Number of participants	> 6
Activity	All participants stand in a circle, close their eyes and go ahead to the centre of the circle with their hands outstretched, trying to find two other hands. The facilitator makes sure that no one has free hands. When everyone has found two hands the participants open their eyes and have to untie the knot without losing the hands they are holding.
Source	Source: CYA Austria



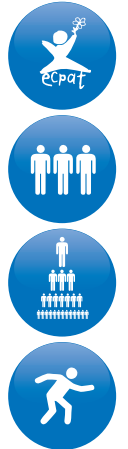
«NAME GAME»

Intention	Remembering names, getting to know each other without words
Duration	Until all balloons burst
Number of participants	> 7
Resources	Room, balloons, marker pens
Activity	Every participant writes his or her name on a balloon and lays it in the middle of the room. The facilitator chooses a balloon and tries to burst it by hugging the named person with the balloon in between the two people. When they are finished the person becomes the facilitator and chooses the next partner..
Source	CYA Austria



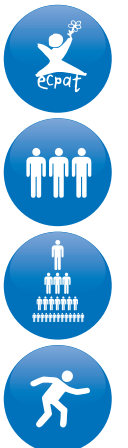
«STAND UP»

Intention	Warming-up, getting to know each other
Duration	At least 10 minutes
Number of participants	> 2
Activity	The facilitator names some characteristics or makes some statements (e.g. "I like to travel") and the participants split into two groups depending on if they agree or disagree.
Variation	People stand up or stay seated, depending on whether they agree or disagree.
Source	CYA Austria



«DRILL WITH NAMES»

Intention	Warming-up, getting to know each other
Duration	At least 10 minutes
Number of participants	> 2
Activity	The facilitator names some characteristics or makes some statements (e.g. "I like to travel") and the participants split into two groups depending on if they agree or disagree.
Variation	People stand up or stay seated, depending on whether they agree or disagree.
Source	CYA Austria



«NET OF WOOL»

Intention	Remembering names
Duration	10 minutes
Resource	Ball of wool
Number of participants	> 6
Activity	The group stands in a circle. Somebody starts by saying his/her name, holding the end of the ball of wool. Then he/she throws the ball to somebody else by calling the name of the person who he/she is throwing the ball to. First this person has to repeat the name of the person he got the ball from; then he/she has to say his/her own name and then the name of the person he/she is throwing the ball to. Every person has to repeat all the names mentioned before and continue on until all the people have been called and are holding on to the wool - a net is made in the middle of the circle. It is important that before throwing the ball, you take hold of the string of wool.
Source	www.salto-youth.net/find-a-tool/



«ROW OF CHAIRS»

Intention	Warming-up
Duration	10 minutes
Resource	One chair for each person
Number of participants	> 4
Activity	Put chairs in a long row and ask the participants to stand on one of them. Ask them to stand in a certain order, without touching the ground. E.g.: - Alphabetical order - By hair length - Size of their feet
Source	www.salto-youth.net/find-a-tool/



«BALL OF NAMES»

Intention	Getting to know each other, warming-up
Duration	10 minutes
Resource	(small) Ball
Number of participants	> 4
Activity	First of all, you form a circle with the participants. Then... 1/ everybody tells his/her own name and throws the ball to somebody else - it is very important that everybody remembers from whom he/she received the ball and to whom he/she sent it to; 2/ after 2 times doing this, there is a third round where each participant should tell the name of the person he/she is throwing the ball to (instead of telling his/her own name); 3/ then there is a fourth round where the person who throws the ball says the name of the person who receives it, runs and takes the place of this person and sits on the floor;
Source	www.salto-youth.net/find-a-tool/



B) ENERGIZERS, WARM-UPS, ICE BREAKERS

«VIKINGS»	
Intention	Warming-up
Duration	At least 10 minutes
Number of participants	> 10
Activity	<p>All participants stand in a circle and the facilitator tells one participant which activity to do out of the following list with his/her neighbours in the circle:</p> <ul style="list-style-type: none"> ● Elephant (the two neighbouring participants make a circle with their hands, holding their hands, with the named person in the middle (to build the ears of the elephant) and the named participant makes a long nose with his/her hands) ● Toaster (the two neighbouring participants make a circle again and the named participant jumps inside the circle) ● Viking (the two neighbouring participants pretend to paddle and the named participant shouts like a Viking and has to put his or her hands next to his/her ears and waggle) ● Mixer (the two neighbouring participants make a circle and the named participant has to go in circles inside the circle formed by the others) <p>The participant who makes a mistake takes the place of the facilitator.</p>
Source	CYA Austria



«SINGING SHERIFF»	
Intention	Warming-up
Duration	Until one person is left (5 to 10 minutes)
Number of participants	> 6
Activity	<p>Participants stand in a circle, the facilitator tells someone a word and the two people next to this participant have to state a song containing this word. The one who states a song last or the one who doesn't say anything is out. The person in the middle has to crouch down. If the two people can't remember anything and someone who is out can, this participant can return to the circle.</p>
Source	PRESS Norway



«CLAPPING CAR»

Intention	Warming-up
Duration	5 to 10 minutes
Setting	Standing in a circle, in an empty room
Number of participants	Minimum 5
Activity	Participants stand in a circle and let a clap go round, by clapping in each others hands looking at their neighbour, then in the next round add a zoom sound to each clap and slow down or speed up (like a car would slow down or speed up) the claps and the sound of his/her voice while saying zoom. Then introduce the break-sound to make the clap-car slow down.
Source	LeFevre, Dale: Das kleine Buch der neuen Spiele. Verlag an der Ruhr, P.30.



«TABLE-CLAP»

Intention	Turning the brain off 😊
Duration	5 to 10 minutes
Setting	circle around the table (or on the floor)
Number of participants	5 - 25
Activity	Everybody sits in a circle and places his/her hands on the table between the hands of the neighbours. Check if everybody has one hand crossed above and one hand crossed below the hand of the neighbour. The clap goes around, one hand after the other in the circle claps, everyone clapping once on the table. If a person claps twice the clap changes the direction. (If it is a good group you can add: if a person claps three times it means skipping the neighbour's hand and continuing in the same direction.) If someone claps wrong or lifts the hand without clapping, the hand has to be removed. The winner is whose hand is left at the end.
Source	Austria



«ZIPP ZAPP BOING»

Intention	Warming-up
Duration	5 to 10 minutes
Number of participants	> 6
Activity	Participants stand in a circle. There are three movements, which go around. "ZIPP" (turn your palm to your neighbour saying "ZIPP", now it is his/her turn), "ZAPP" (turn your palm to the person opposite to you saying "ZAPP", now it is his/her turn), "BOING" (turn your palm to somebody else saying "BOING" to fend the movement, which then goes back to the "sending" person who has to continue).
Source	PRESS Norway



«GUESSING PRESIDENTS»

Intention	Warming-up
Duration	10-15 minutes
Number of participants	> 6
Resources	Flipchart
Activity	There are 3 participants which act like presidents. The other participants have to find out which president they are by asking them questions. The presidents just can say yes or no and draw (e.g. his wife, his/her interests, characteristics of his/her country).
Source	Youth ECPAT Netherlands



«WHAT ME?»

Intention	Warming-up
Duration	At least 10 minutes
Number of participants	> 6
Activity	All participants stand in a circle and perform this dialog: “You!” – “What me?” – “Yes, you!” – “No, it’s not me! It’s her/him” One participant starts saying “You!” at another participant, the other says “What me?” and they continue the dialogue. Then the person who was the second person in the dialogue has to look at another person of the group and says “You!” , and so on. If a participant says something wrong, he or she receives a dot on his/her face. The important thing is to be enthusiastic, show talent for acting (like trying out different moods and pitches of the voice).
Source	CYA Austria, TdU Wien: www.tdu-wien.at



«NOW?»

Intention	Warming-up
Duration	5-10 minutes
Resources	Chair for every participant
Number of participants	> 6
Activity	All participants build a circle with their chairs and they stand behind it. The chairs only stand on their forelegs and the back is held with one hand. When the facilitator calls “now” , every participant has to unhand his or her own chair and try to catch the chair of the person next to him or her with the same hand. When somebody can’t do this, he or she is out and the chair is removed.
Source	CYA Austria



«SIT DOWN»

Intention	Group dynamic
Duration	At least 5 minutes
Number of participants	> 6
Activity	All participants are standing in a closed circle. Then they have to try to sit down on the lap of the person behind them without falling down on the floor.
Source	CYA Austria



«PENGUIN ISLANDS»

Intention	Team-building
Duration	Depends on the size of the group, at least 5 minutes
Resource	Newspaper/Paper
Number of participants	5-6
Activity	Split the group into groups of five or six people. Each group stands on an island made of newspapers. Tell this Story: Islands are icebergs; the participants are penguins - in the sea there are sharks so they have to stay on the island by all means. Then the weather starts getting warmer and the leaders start tearing off pieces of newspapers so that the islands become smaller and smaller. Continue as much as you can.
Source	www.salto-youth.net/find-a-tool/



«TURNING THE CARPET»

Intention	Team-building
Duration	Depends on the size of the group, at least 5 minutes
Resource	Carpet
Number of participants	5-6
Activity	The participants stand on a small carpet. They have to turn the carpet round with everyone standing on it. If somebody touches the ground, they have to start all over again.
Source	www.salto-youth.net/find-a-tool/



«COMMUNICATION TRAIN»

Intention	Calming down, team building
Duration	At least 2 runs
Resource	Chairs, paper, pencil
Number of participants	> 4
Activity	Line up a row of chairs behind each other, like a train. The participants take a seat so everyone is looking to the front. The person sitting in the very front, without somebody in front of him/her, has some paper and a pencil. Only the person in the back is shown a picture, which he has to draw on the back of the person in front of him. The second person draws the picture on the back of the third, the third on the back of the fourth, and so on until the person in front is reached. Now he has to draw the picture on his back on the paper. Afterwards there are three questions to focus on: How did you feel without being able to talk? Do you think feedback is important? Did you feel responsible for the group when receiving and interpreting the message?
Source	www.salto-youth.net/find-a-tool/



C) EVALUATION METHODS

«COLOUR-EVALUATION»

Intention	Reflection on the participants' feelings
Duration	10 – 15 min.
Number of participants	2 - 25
Resources	colours (crayons, balloons ...)
Activity	Make a seated circle and put crayons in the middle of the circle. Everyone chooses a colour reflecting his/her mood and explain to the others why he or she had chosen this colour.
Variation	Also possible with different toy animals, which you put in the middle of the circle.
Source	CYA Austria



«HANDS EVALUATION»

Intention	Reflection on the workshop
Duration	10 – 15 min.
Number of participants	2 -50
Resources	1 sheet of paper per person
Activity	You draw a hand on a paper. Then you ask the participants to write what they think about the workshop into the fingers on the paper. You start with the thumb: there, they should write good things about the workshop, next finger: what do you want to point out, middle finger: what was not that good, ring finger: what will I take with me home and little finger: what came short. Then collect everything and ask the participants to reflect with the others.
Source	CYA Austria



«FLOOR CONVERSATION»

Intention	Collecting feelings, ideas, notions
Duration	15 – 20 min.
Number of participants	> 2
Resources	Poster, crayons, (music)
Activity	Place a big sheet of paper and some pens in the middle of the circle. Each participant can write down his/her opinion about the activity in silence. After that, the participants can read the opinions of the others and make comments or write questions. This is a written activity, which happens in silence. Quiet background music is recommended.
Source	www.salto-youth.net/find-a-tool/



«THE NEWS»

Intention	Summarize impressions and experiences
Duration	15 – 20 min.
Number of participants	2 - 20
Resources	Poster, crayons, (music)
Activity	The group is divided into subgroups. Each group has to make a TV news report about the past activity, day, course...
Source	www.salto-youth.net/find-a-tool/



«GROUP EVALUATION»

Intention	what was good / what was bad
Duration	15 – 20 min.
Number of participants	2 - 20
Resources	Poster, crayons, (music)
Activity	Divide participants in groups of 4 people. Every group gets a green and a red card. On the green card they should collect things that were good and on the red card things they didn't DARE TO BE AWARE – Activities and Methods for working with young people on the topic of commercial sexual exploitation of children like during the workshop. Afterwards one person of each group presents their results to the others.
Source	www.salto-youth.net/find-a-tool/



2. CHILD RIGHTS

In the following chapter, you can find several activities on child rights. As already mentioned in the beginning, this manual is based on an “easy into the topic” child rights approach. This means that we start the topic of CSEC with an introduction or method on child rights, especially when working with younger groups. From our experience this is a useful start to work on a CSEC topic.

«POSTCARDS»	
Intention	Getting to know children’s rights (by the means of the CRC)
Duration	At least 10-15 minutes
Number of participants	Minimum 4
Resources	Postcards – „Children’s Rights“ (see Appendix; the postcards were made by an Eastern European ECPAT group (Ukraine) and painted by youth), 1 copy of the CRC for each group
Activity	The participants should look at the postcards and guess which right is described on the card. As soon as the team knows which right is described they should act it out for the other groups in a pantomimic way and the other teams have to guess which right is described. Alternative (if you have less time): Ask if the participants did know these rights from the CRC before and inform about the CRC.
Variation	Instead of just guessing which right is described on the card, one or two participants of each group can already act the right out for their teammates. Once the other teammates have guessed the right, they perform it for the other groups.
Source	CYA; The postcards “Our Rights” have been printed by the Ministry of Foreign Affairs of Slovenia for the Ukraine with support of the OSCE.



THE CONVENTION ON THE RIGHTS OF THE CHILD

The UN Convention on the Rights of the Child (CRC) has existed since the 20th November 1989 and was ratified by all UN member states except for USA and Somalia. There are 54 articles, which aim to guarantee a worldwide protection of all children aged 0-18. The Convention includes for example the right to health, the right to education and the right to free time.

The Three Guiding Principles of the Convention are non-discrimination (Article 2), Best interests of the child (Article 3), the right to life, survival and development (Article 6) and the respect for the views of the child (Article 12)

Two Optional Protocols to the Convention were adopted on the 25th of May 2000. The first restricts the involvement of children in military conflicts, and the second prohibits the sale of children, child prostitution and child pornography. Both protocols have been ratified by more than 120 states.

FOR MORE INFORMATION VISIT: www.crin.org-The Child Rights Information Network



FACTBOX 4

«DESIRES AND NEEDS OF CHILDREN»	
Intention	Participants explore basic needs and rights of children. Participants should realize that there is a difference between desires and basic needs.
Duration	30-40 Minutes
Number of participants	Teams of 2-4 people
Resources	24 Desire and needs-cards (See Appendix) As an alternative, the facilitators can paint the cards themselves (right to: clean water, a nutritious meal, TV, protection from discrimination, education, medical supply, to say your opinion, sweets, travelling/vacation, a bike, an own room, money as much as you can spend, an iPod, play grounds, dressy clothes, protection from maltreatment and neglect, computer, clean air, possibility to exercise your religion, an acceptable shelter)
Preparation	Desires and needs cards are copied and cut out. Each group receives a set of cards.
Introduction	In country X a new government is established. They want to fulfil the desires and basic needs of the youth. The cards represent a list of the desires and needs made by youth representatives. The participants should complete the list with their own beliefs. The group should agree on 4 additional points, which they should write on the cards.
Game	There is a sad announcement to the groups that only 16 out of 24 points from the list can be fulfilled by the new government, due to political and financial reasons. The groups have to decide which 8 points they can do without. These cards are returned. Afterwards there is another announcement that the groups need to abandon 8 other points from their list. The cards are put away.
Questions for discussion	Which desires/needs were most commonly abandoned in the first round? Why? Were the eliminations more difficult on the second time? If yes, why? Did you have disagreements concerning the elimination of the points? Concerning which points and why? Which desires/needs were maintained? Why? What is the difference between desires and needs? Which points from the list belong to desires and which belong to needs? Are needs and desires different for different people? Why? (Why not?) Further exploring the topic: The facilitator explains that the basic needs sometimes are described as „rights“. But not every need corresponds to a right. A right can be described as a matter that should be owned by a person because of fairness and justice. The person should be able to act in accordance to the right.
Source	www.salto-youth.net/find-a-tool/



WORKING IN GROUPS
For the work in small groups, the division in groups of three persons is evidentially the best composition to assure maximum involvement of everyone as well as the best mutual inspiration.v

«CONVENTION ON THE RIGHTS OF THE CHILD AS A PUZZLE»

Intention	To examine the articles of the CRC in depth, reflect on legal expressions (as they are in the CRC)
Duration	At least 15 min.
Number of participants	> 2 small groups (2-4 participants)
Resources	CRC per Person ⁹ , one pattern of the CRC per group and all articles (cut) once per group to stick them in the pattern. Glue, Marker.
Activity	Participants form small groups (2 – 4 persons each group) and are asked to read the titles of each Article of the Convention and try to find the respective texts and stick the correct titles on the paper. When every article got the text, the participants discuss in plenum what was difficult, which rights were difficult to allocate. After this every participant gets a complete Convention on the Rights of the Child.
Source	CYA Austria



«CRC CLUSTERING CARDS»

Intention	To encourage young people to examine the articles of the CRC in depth, and to reflect on the different types of rights it deals with.
Duration	at least 15 min.
Number of participants	> 10
Setting	room with possibility to move freely
Resources	Copies of the CRC, 36 Clustering cards (cut); available here: www.unicef.org/teachers/protection/only_right.htm ¹⁰
Activity	<p>Give one of the cut clustering cards of the CRC to each member of the group. (If the group is larger than 36, some participants may work in pairs. If the group is smaller than 36, eliminate an appropriate number of cards.) Make sure participants read and understand their cards.</p> <p>The participants should move around the room and meet other participants. As they do so, they should explain the right their card describes. If two participants feel that their cards have something in common or belong together, they form a 'cluster'.</p> <p>They continue walking around the room together. They may add any number of additional people to their cluster if they feel that their card describes a right of a similar type. As the activity proceeds, young people may switch to a different cluster as they refine their thinking about the categories of rights covered by the Convention. Some young people may find that they 'stand alone' and do not belong to any of the clusters. Encourage discussion and negotiation. Stress that there is no one 'correct' answer to this activity! Once the clusters are finalized, and there is no further movement around the room, ask each cluster to decide on a name for itself; for example, 'Health', 'Education', or 'Expression', etc.</p>



⁹ Please find the CRC in the Appendix.

¹⁰ As the document is quite big, it's not possible to include the cards here. If the link is not working, please use the book of Susan Fountain: (1993). It's only right: a practical guide to learning about the convention on the rights of the child. Prepared for UNICEF's Education for Development Section. UNICEF, New York

<p>Activity</p>	<p>Have the clusters sit down together. Call on one cluster at a time to tell the group its name, and summarise the articles that belong to this category. As this is being done, the teacher, group leader, or several of the participants can glue the cards onto the large sheet of paper in their appropriate clusters.</p> <p>DISCUSS THE FOLLOWING QUESTIONS:</p> <ul style="list-style-type: none"> ● Were some rights more difficult to categorise than others? Which ones and why? ● What seem to be the main types of rights protected by the Convention on the Rights of the Child? ● Do some types of rights seem to be given more emphasis than others? If so, why might this be? ● Are there some types of rights that you feel should be given more emphasis than others? If so, which ones? ● Have any rights been left out of the Convention that you feel should have been included? ● Are there some types of children's rights that you feel your community/country does particularly well at upholding? Are there types of rights that should be given more attention?
<p>Variation 1</p>	<p>A less active version of the same activity can be done by performing groups of four to six. Give each group a large sheet of paper, scissors, pens, glue, and a complete set of CRC Clustering Card. Have them arrange the cards on the paper, clustering similar types of rights together. They may draw lines indicating links between the clusters, or between various articles. Have the groups name each cluster. Then, post the large sheets of paper around the room and allow the participants time to circulate and see the work of other groups. Finally, discuss the questions listed in Step 6 above.</p>
<p>Variation 2</p>	<p>Explain that the articles of the Convention on the Rights of the Child are sometimes categorised according to whether they deal with survival, development, protection or participation, and discuss the difference between these four categories. Give groups new copies of the CRC Clustering Cards and ask them to sort the articles under the headings of survival, development, protection and participation. If differences of opinion arise as to the classification, encourage participants to discuss and negotiate these, rather than only concern themselves with getting the 'correct' answer. When the small groups agree on the classification, they may then stick the cards onto paper. If appropriate, discuss how this classification scheme compared with the one devised in the original procedure.</p>
<p>Source</p>	<p>Fountain, Susan. 1993. <i>It's only right: a practical guide to learning about the convention on the rights of the child</i>. Prepared for UNICEF's Education for Development Section. UNICEF, New York. [http://www.unicef.org/teachers/protection/only_right.htm]</p>

«RIGHTS AND RESPONSIBILITIES CARD GAME»

Intention	To make clear the fact that for every right in the Convention, young people also have related responsibilities.
Duration	at least 20 min.
Number of participants	> 10
Setting	room with possibility to move freely
Resources	Twelve CRC Clustering Cards ¹¹ (the teacher or trainer may choose any twelve which are meaningful to the group and which represent a range of different types of articles); 36 Responsibility Cards for each group of four, to be photocopied six times for each group; pencils or pens.
Activity	<p>Have participants form groups of four. Give each group a set of the 12 CRC cards, they should be individually cut out.) The object of this step is to come up with three responsibilities which are related to each one of the 12 rights. The group may choose to do this by having each individual work on three rights cards, or by forming pairs, and having each pair work on six rights cards together. If necessary, give the group an example of the types of responsibilities that are linked with rights, such as:</p> <p>«Article 12 of the Convention on the Rights of the Child states that the child has the right to express his or her opinion freely. Along with that right go certain responsibilities, such as the responsibility to make an attempt to learn what others' opinions are, to listen to others, and to respect the opinions of others.»</p> <p>Each responsibility should be written on a separate Responsibility Card. When they have finished, the group of four should have a total of 36 Responsibility Cards. As this step may take a considerable amount of time, the teacher or youth group leader may wish to wait until another class period or meeting to actually play the card-game described below.</p> <p>Have the groups put their rights cards into a pile, shuffle them, and deal out three to each group member. Then have them place all the responsibility cards in a pile, shuffle them and deal out three to each group member. The extra responsibility cards should be placed face down in a pile in the centre of the table.</p> <p>The object of the game is for each player to get either three responsibility cards to match one of her rights cards, OR to get one responsibility card to match each of her three rights cards.</p> <p>To do this, the first player asks the player to her left if he has a responsibility card that will match one of her rights cards. For example: «I have the right to health and health services; do you have a responsibility card that would go with this right?»</p> <p>If the second player has such a card, he reads it out loud. If both players agree that the cards belong together, the second player gives the card to the first player. If the second player does not have a matching card, the first player must draw a card from the top of the pile in the centre of the table. It is then the second player's turn to ask for a responsibility card from the player to his left. The same procedure as in step 4 is repeated. Play continues around to the left. Any player who gets three responsibility cards to match one of her rights cards, or one rights card for each of her responsibility cards, must stay in the game (to contribute responsibility cards to others) until all four group members have met the objective.</p>



¹¹ As the document is quite big, it's not possible to include the cards here. If the link is not working, please use the book of Susan Fountain: (1993). *It's only right: a practical guide to learning about the convention on the rights of the child*. Prepared for UNICEF's Education for Development Section. UNICEF, New York

Activity	<p>Note: As the game proceeds, young people may disagree as to whether a particular responsibility does or does not relate to a right. There can be more than one ,correct' answer, and the teacher or youth group leader should encourage the kind of discussion which may arise from the process of the game.</p> <p>Once all groups have finished, discuss together:</p> <ul style="list-style-type: none"> ● What rights have very clear responsibilities related to them? ● For which rights was it more difficult to decide on three responsibilities? Why was this so? ● Do you feel your family places more emphasis on your rights as a young person, or your responsibilities? What about your school? Your community? The local authorities? Why is this so? ● What makes it easy to fulfil your responsibilities as a young person? What makes it difficult?
Variation 1	After groups make up their responsibility cards, they may exchange their set of cards with another group, so that they have the chance to examine different ideas about responsibilities.
Follow-up	Have young people draw up a list of the 10 most important responsibilities they have as members of their families, school, youth group, or community.
Source	Fountain, Susan. 1993. <i>It's only right: a practical guide to learning about the convention on the rights of the child</i> . Prepared for UNICEF's Education for Development Section. UNICEF, New York. [http://www.unicef.org/teachers/protection/only_right.htm]

«CHILDREN'S RIGHTS QUIZ»

Intention	getting to know children's rights
Duration	at least 20 minutes
Number of participants	approx. 3 - 20
Resources	copies of questionnaire concerning children's rights, pens and resource material (books, training material,.. concerning children's rights) to find the answers
Activity	<p>The facilitator hands out one questionnaire and pen to each participant and asks them to fill in the right answers. The facilitator tells the participants that they can search for the answers in the resource material and supports the participants during the research. In the questionnaire you can mix multiple choice and open questions.</p> <p>QUESTIONS COULD BE FOR EXAMPLE:</p> <p>“How old is the Convention on the Rights of the Child?”</p> <p>“For which age group is The Convention on the Rights of the Child valid?”</p> <p>“Which rights can you find in the Convention of the Rights of the Child?”</p> <p>“Which two states didn't sign the Convention of the Rights of the Child?”</p> <p>“Name the 4 basic principles of children's rights!”</p>
Variation 1	Fix some candies with numbers 1, 2, or 3 (or in 3 different colours) on a rope and ask the participants to pick one. The participants have to solve task 1, 2, or 3 depending on the number of their candy or have to solve the tasks printed on the paper with the colour of their candy. You can prepare 3 different questionnaires or one questionnaire and two different tasks concerning children's rights.
Variation 2	You can hand the people who solved the quiz correctly a batch with a number and hand out prizes fitting their numbers.
Source	CYA Austria, polis – The Austrian Centre for Citizenship Education in Schools



3. COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN

In this chapter you will first find some basic definitions and figures on the phenomena of commercial sexual exploitation of children (CSEC): child pornography, trafficking of children for sexual purposes, child prostitution including child sex tourism. Then we go on with the different methods you can use to train youth on these different subjects.

A) INTRODUCTION

Commercial sexual exploitation of children is a grave violation of the rights of the child¹²

To understand the phenomenon of commercial sexual exploitation, we need to start by explaining sexual abuse of children. *Sexual abuse is when a child is involved, directly or indirectly, with his/her consent or without it, into sexual activities where other persons participate with the aim of giving themselves sexual pleasure or benefit of any sort.* Sexual abuse is always harmful for the physical, psychological or psycho-sexual health of a child.¹³ Sexual abuse may include: sexual acts per se, attempts of sexual acts, sexual threats made by an older, stronger or more influential person in respect of a child or teenager. Sexual abuse is understood as a wide range of sexual activities: saying sexually suggestive statements towards a child, fondling, exposure of genitalia, adult masturbation in the presence of a child, oral sex, vaginal or anal penetration of some object or thing including fingers and penis, exposure of pornographic images, coercion into sex with animals, voyeurism, etc. Children and youth involved in sexual activities are in a position of less power and can therefore not give/refuse their consent to this.

ARTICLE 34 UN CRC

“States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (A) THE INDUCEMENT OR COERCION OF A CHILD TO ENGAGE IN ANY UNLAWFUL SEXUAL ACTIVITY;
- (B) THE EXPLOITATIVE USE OF CHILDREN IN PROSTITUTION OR OTHER UNLAWFUL SEXUAL PRACTICES;
- (C) THE EXPLOITATIVE USE OF CHILDREN IN PORNOGRAPHIC PERFORMANCES AND MATERIALS.”

COMMERCIAL SEXUAL EXPLOITATION:

Commercial sexual exploitation is a major violation of a child's rights when a child is viewed as a sexual object and an article of commerce; Commercial sexual exploitation of children (CSEC) happens when a child is used sexually by an adult and the adult pays to do this with money, gifts or favours. A gift could be food or clothes. A favour could be a promise of good grades, shelter or protection. Commercial sexual exploitation is different from sexual abuse of a child because it involves some kind of payment. Exploitation means someone benefits from or gets something by taking advantage of someone else in an unfair way.¹⁴

There are several key interrelated forms of CSEC: child prostitution, child pornography, trafficking in children for sexual purposes child prostitution including and child prostitution including child sex tourism.¹⁵

¹² See Article 34 of the UN Convention on the Rights of the Child, <http://www2.ohchr.org/english/law/crc.htm#art34>

¹³ Zhuravleva T.M., Safonova T.Ya. Tsimbal E.I. Pomosch detyam - zhertvam nasiliya. - Moskva: Genesis, 2006, 112 pp. (Helping children-survivors of violence/abuse)

¹⁴ ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf

¹⁵ We cite these definitions from: Semantics or Substance? Towards a shared understanding of terminology referring to the sexual abuse and exploitation of children, NGO Group for the Convention on the rights of the Child. January 2005.



CHILD PROSTITUTION

Child prostitution is the exchange of money, gifts or favours for sex. Children may be sexually abused in exchange for food, clothes, shelter, protection or good grades at school. These payments may be made to the child or to someone who has control over the child; it is directly linked to trafficking of children for sexual purposes, child sex tourism and child pornography. Child prostitution is usually localized in certain places like parlours and brothels, bars, clubs, or particular streets or districts of a city. It happens occasionally that child prostitution is unorganized, but more often it is controlled by pimps or criminal networks. Prostitution may draw in not only «street children» or children at risk who earn their living by this (food, clothes, narcotic drugs), but also children who come from average families and who sell sex for gifts or to get extra pocket money.¹⁶ When a child is sexually abused in exchange for money, gifts or favours, people might think the child has agreed to sell their body. But a child in this situation is influenced, by an adult, into doing things they would not normally do.

*The important thing to remember is that children do not CHOOSE to be commercially sexually exploited. Adults trick, pressure, threaten or force them into it.*¹⁷ The term «child prostitute» does not reflect all forms of coercion, exploitation or physical and psychological harm to a child who is involved in it. Due to this, ECPAT International's recommendation is to avoid using the collocation «child prostitute» and use the phrase «a child exploited in prostitution» instead.

CHILD PORNOGRAPHY

Child pornography includes images, sound recordings or written words of children being sexually abused. The images, sound recordings and words are used by adults for sexual purposes. Most child pornography is in the form of photographs or films of children's private parts, adults doing sexual things to a child, or children doing sexual things to each other.

Child pornography is often shared, traded or sold among adults. The trading of such pictures may happen in the community of a child victim or even in a child's school.¹⁸ There is also a form of child pornography where no real children participate in the production of such materials, but an illusion is created by various techniques that they do so. Child pornography sprang up significantly with the emerging of Internet technologies. Computers and digital technologies brought about a true rebirth of the porn industry, as now anyone can be a user, a producer and a distributor of porn materials at the same time¹⁹.

NUMBERS ON CSEC

According to UNICEF an estimated 1.8 million children were exploited in prostitution and pornography, and 1.2 million were victims of trafficking in the year 2000.¹

The sexual exploitation of children takes place in both developing and developed countries, but there is no reliable means of determining the number of children who have been victimised. Data collection is often ad hoc or limited in scope and targeted research is scarce. Also, due to its illegal nature, the sexual exploitation of children is largely concealed, which makes estimates of its true scope difficult to assess.²

¹ See Unicef, Inter-Parliamentary Union, Eliminating Violence against children, Handbook for Parliamentarians

² Questions & Answers about the Commercial Sexual Exploitation of Children, An information booklet by ECPAT International, 2008

¹⁶ ECPAT Austria, internal report from a workshop on the phenomenon «enjo kosai», held at the Second World Congress (2001)

¹⁷ ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf

¹⁸ ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf

¹⁹ Kelly, L. and Regan, L. Pornography and Sexual Aggression //The Journal of Sexual Aggression. 2000. Vol. 6 Number 1/2.



TRAFFICKING OF CHILDREN

Trafficking is the movement of people from one place to another for the purpose of exploitation. Trafficking of children for sexual purposes means children are moved from one place to another (short or long distances) so that adults can sexually abuse and exploit them. A child or their family may be tricked, pressured, or forced to move. It is illegal to exploit children and adults in this way.²⁰ The process of trafficking divides into three stages: recruitment, transportation, and exploitation as such. The country where criminals find a child and where the journey starts is termed «the country of origin». The country where the child is finally brought for exploitation is called «the destination country». Besides, the child can find itself in the so called «transit countries» on his/her way to the destination. We should also remember that trafficking can be either international or local, i.e. with or without a need to cross state borders.

It seems to be rather difficult to define how many children are being transferred for sexual exploitation. No country has reliable trafficking monitoring mechanisms, trafficking-related data remain hidden in the data on prostitution and migration, therefore all quantitative estimates are still rather «intuitive» than «objective». UN estimates it as follows: every year a quarter of a million people are relocated for the purposes of sexual exploitation, a large share of them being underage persons²¹.

DEFINITION- ARTICLE 33 PALERMO PROTOCOL

according to the Article 3, paragraph (a) of the Protocol to Prevent, Suppress and Punish Trafficking in Persons defines Trafficking in Persons (“Palermo Protocol”) as the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs. (c) The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered “trafficking in persons” even if this does not involve any of the means set forth in subparagraph (a) of this article;



CHILD SEX TOURISM:

Child sex tourism is commercial sexual exploitation of children by persons mostly coming from a more developed country to a less developed one, or from a richer region within a country to a poorer one. A child sex tourist may deliberately go somewhere to look for children to buy for sex, or they may not think about it until a child is made available to them for sex. A child sex tourist might be on holiday or may be visiting a place for work reasons. The sex tourists sometimes try to justify sexual exploitation of children saying that in the destination country sex with minors is acceptable. Sometimes, when people are in a new place they may think it is OK to do things that they would not normally do at home. This includes sexually abusing and exploiting children. They also think they may not get into trouble in places where the law is weak or where people do not know them.²² This doesn't protect them from being punished according to the laws of their country of origin (see Factbox 9 - Extraterritorial legislation).

²⁰ ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf

²¹ Vsemirny otchet o prestupnosti i pravosugii. Izdaniye dlia OON/ Pod.red. G.Newman. Vladivostok, 2000 (Global Report on Crime and Justice. UN publication/ Ed. G.Newman. Vladivostok, 2000)

²² ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf



FACTBOX 9

EXTRATERRITORIAL JURISDICTION

Legislation allowing for extraterritorial jurisdiction gives states the opportunity **to prosecute their own nationals and residents who travel to other countries to sexually exploit children.**

This means that there is a national law, which makes it possible to bring persons living in that country in front of a national court, if they sexually exploited children abroad.

Many child sex tourism destination countries lack adequate legislation or the resources to investigate and prosecute all reports of child sexual exploitation. The extraterritorial laws prevent destination countries from becoming zones where those who sexually exploit children can act with impunity.

It is a state's obligation to protect children against sexual abuse, whether committed by nationals or foreign nationals. For their part, home countries have a critical role to play in preventing such sexual abuse by tackling demand and ensuring effective and responsive measures are in place to fully investigate and prosecute the commission of these crimes. In this respect, the application of extraterritorial jurisdiction is a very important factor.

SOURCE: <http://www.bmj.bund.de/files/-/2319/Extraterritorial%20Jurisdiction.pdf>



FACTBOX 10

CONSEQUENCES OF CSEC

Children who have been the victims of CSEC will have suffered physical and/or sexual abuse, often of an extreme kind. They are beaten, raped, tortured, sometimes killed. They endure this suffering at an age when they should normally be trusting, healthy. Often children show a complex pattern of symptoms, both psychological symptoms (depression, feelings of guilt and shame, suicidal thoughts, nightmares, flashbacks, sleeping problems, anxiety, nervous breakdown etc.) and physical problems (diseases including HIV, complications of pregnancy, bruises, scratches, food deprivation, stomach pain, etc.). For some children the effects are clearly visible. Others, however, suppress their feelings and symptoms; and it can take a while before symptoms show up. This can be especially the case with psychological symptoms. Some children will even repress and forget the traumatic experience, the memory of which will surface later on.

All children who have been sexually exploited will suffer some form of physical or mental harm. Where children have had no control over their lives during their exploitation, they suffer trauma that is equivalent to the results of torture. Usually, the longer the exploitation goes on, the more health problems that will be experienced. But some children will suffer life-long damage very quickly, such as by contracting HIV.

SOURCE: Combating the Trafficking in Children for Sexual Purposes: A Training Guide, ECPAT Europe Law Enforcement Group Programme against Trafficking in Children for Sexual Purposes in Europe in cooperation with ECPAT International.

B) CHILD PORNOGRAPHY

«DEFINITION»	
Intention	Awareness raising of the own knowledge
Duration	15 minutes
Number of participants	- (age depends on state of knowledge)
Setting	Single- or teamwork
Resources	Copied papers of definitions
Activity	Every participant gets a paper with different definitions. The terms are written on the blackboard. The participants have to find the right definitions to the terms. The fastest group/person wins. In the end there will be a discussion about the terms and definitions.
Source	Safer Internet, 2007:13; definitions were taken from the exercise as well as from CYA Austria



CHILD GROOMING	When someone acts to get to know a child and to build an emotional relation-ship, aiming to “prepare” the child for the sexual abuse. This behaviour is illegal.
CYBERBULLYING	Circular damage (circulation of embarrassment, intimate information, etc.) which is attached electronic (by e-mail, chat, etc.), with the purpose to harm a person.
ONLINE COMMUNITY	A random group of people, who meet and interact via Internet on special platforms, such as chats, Instantmessengers and forums.
INSTANT MESSENGER	A service, which makes it possible to communicate (chat) with others in real-time. (e.g. hotmail, gmail, skype)
CHATROOM	Online discussion-forum (for example on web-sites), in which the user can communicate about special topics.
BLIND DATE	Meeting between people, who have never met before and do not know each other, with a romantically intention.
IMPRESSUM	Tells who is the editor of the media and legally responsible for the content. This also applies to the Internet.
LINK	A short description for Hyperlink. It shows a connection from one web document to another.
DOMAIN	Every computer has his own number in the Internet: the IP-address. Because people badly remember the combination of numbers, they get domain-names. For example: www.ecpat.at
EMOTICON	Short combinations of key pad signs, which show emotions :)
AVATAR	Virtual character as a surrogate of the online identity.

«TAKE A STAND»

Module	Child Pornography
Intention	Reflection of the own knowledge and prejudices about internet/chat etc., formation of opinion, reflection of possible myths about internet/ cybersex/ chat etc.
Duration	10 - 20 minutes
Number of participants	> 3
Resources	Copied papers of definitions
Activity	The participants are asked to stand up. The facilitator announces that some statements will be read out. In the middle of the room is a long piece of paper on the floor. On one end there is "I agree" and on the other "I disagree." The participants are asked to take a position relevant to the statements. After the first statement is read out, the participants take their positions. Now some participants can explain their choice / opinion. An informal debate on complex issues can take place without the need of finding a conclusion as the intention is just to highlight different opinions. In the second round participants have the possibility of changing their position if their minds have changed. Now the next statement can be read.
Source	Daphne (methods), 2007:1



STATEMENTS (EXAMPLES):

- Cases of Child Pornography only exist in poor (developing-) countries.
- Uploading private photos in the internet is absolutely harmless.
- If a 15-year old girl voluntarily wants to make a porn-movie it is not Child Pornography.
- It is possible to get on a porn website unintentionally.
- In a chat you get to know a lot of new people quickly.
- It is easier to get to know or talk to people in a chat room than in real life.
- It is easier to talk about intimate topics in the chat than in real life.
- I know the danger of the internet.
- I am well informed about children's rights.
- If a picture of an adult is changed in a way she/he looks like a child it is not child pornography.
- Imagine you get to know somebody in the internet, who you think is very nice. He/she invites you to his/her place. Do you agree?
- People fight enough against Child Pornography worldwide.
- Only producers of child pornography are the offenders.
- It is harmless to send intimate photos of friends by mobile phone.
- "Whoever becomes a victim of sexual exploitation must be foolish."
- "Sexual exploitation is connected to the internet and has nothing to do with human rights."
- "I know everything about human rights."



TIME MANAGEMENT

Always give the group a clear timeframe. If you notice, that more time is needed, you can still extend the time limit. If no time limit is set, the group will maybe work less concentrated.

«CREATE A CAMPAIGN»

Module	Child pornography and other CSEC topics
Intention	Peer to peer education about the danger in the internet, Raising the awareness of one's own activity potential
Duration	50 minutes
Number of participants	> 3
Resources	Empty pieces of paper in different sizes, colours, magazines, scissors and glue
Activity	<p>At the beginning the facilitator should give some facts and inputs about Child Pornography (what is Child Pornography, definitions, problems/dangers of Child Pornography/new media, situation in law, the possible nationality of victims/perpetrators, facts and statistics,..).</p> <p>The participants are invited to create materials for a campaign.</p> <p>At the beginning there is a brainstorming with the aim to identify different topics. Participants, who are interested in the same topics, build a group.</p> <p>In the groups the participants should discuss which are the main messages /contents to be transported and how to appeal the target group.</p> <p>EVERY GROUP GETS A PAPER WITH GUIDING QUESTIONS:</p> <ul style="list-style-type: none"> ● Who should be addressed by the campaign? ● Which form fits to the target group and the topic? ● What is the main conclusion? ● How and where will the material be disseminated? <p>After some 30 minutes every group presents their outcome to be subsequently followed by a group discussion about:</p> <p>What is special /successful about the outcomes? What is the important message shown? As a result the outcomes can be published for example on the homepages or be realized by the participants themselves.</p>
Source	Daphne (methods), 2007:48 (Austria)



WHAT CAN I DO AGAINST THE PHENOMENON “CHILD PROSTITUTION”?

Collect all your ideas in small groups and decide for one “CAMPAIGN” or “ACTION” you would like to present to the others. Design your presentation together and take into consideration that the theme “CHILD PROSTITUTION” may be new for some of your target group.

WORK WITH THE FOLLOWING QUESTIONS:

- Who is your audience?
- Which form is the best for your target group? (poster, folder, TV-spot, give away, workshop....)
- What is the main statement of the campaign?
- How and where should your material be presented?
- Why have you chosen this form of campaign?
- What are the goals of your campaign?

«TABOO»	
Module	Child Pornography and other CSEC topics
Intention	Basic understanding of the Internet and mobile phones.
Duration	At least 15 min.
Number of participants	4 - 25
Resources	Taboo cards, an hourglass and a score sheet.
Activity	<p>Create your own Taboo cards, writing 1 CSEC related word (exploitation, child grooming, blind date, chat room etc.) on each card. Make copies of the Taboo cards, cut them out and divide the class into two teams. A representative of one of the two teams has to draw a card with the word that needs to be guessed by his/her own team. He/she will then have to use examples and roundabout expressions to help his/her team guess the word in question within no more than two minutes. The representative cannot reveal any of the words from the set list, nor mime the word; members of the opposing team need to make sure that these rules are followed correctly. The team that guesses the most words wins.</p> <p>Which are the words that are really not familiar with or which the participants found it the hardest to guess? Make a note of those words on the blackboard and then ask them to choose two or three subjects that they would like to take a more in-depth look at. This could also follow a session in which the participants are preparing a new set of cards with words of their choice.</p> <p>At the end of this task the group will have:</p> <ul style="list-style-type: none"> ● become familiarised with certain terms; ● shared initial information gained, even if only partial, about the knowledge they possess in relation to the themes in question and also ascertained what knowledge they do have.
Source	http://www.easy4.it



«A STROLL ALONG A CHILD'S RIGHTS»	
Module	Child Pornography and other CSEC topics, Celebration, street action,
Intention	Online rights.
Number of participants	A maximum of 25 participants.
Resources	Taboo cards, an hourglass and a score sheet.
Activity	<p>Divide the participants up into groups of two to three persons and give each group a copy of a simplified version of the Convention on the Rights of the Child (CRC). Each group will then have the task of reading through the Convention and identifying which rights, in their opinion, are most directly related to New Media, giving grounds for each choice. Ask the groups, to re-write one of the rights envisaged by the CRC on a sheet and hang it up somewhere in the room, thinking of it as an online right that every child should be entitled to. Then ask each student how they interpret that particular right, why he or she made that particular choice and to tell a story, an anecdote, a news item he or she knows about. Repeat the activity using other criteria, by, for example, choosing the right that least affected them, the right they would choose to discard, the right that in their view is most frequently violated online, and so on²³.</p>
Source	http://www.easy4.it



²³ Please see the CRC in the Appendix.

«TREE OF SOLUTIONS»

Module	Child Pornography and other CSEC topics
Intention	Be more critical in using the internet and mobile phones
Number of participants	A maximum of 25 participants
Resources	Large sheets of paper and felt-tipped pens
Activity	<p>Before dividing them up into groups, ask the participants why they (if they do) use the Internet and mobile phones. Note down these answers on a board with layered sheets. Most probably, it will become apparent that the Internet and mobile phones are rather complex tools as, aside from functioning as means of communication, they also perform a number of other functions, such as ways of searching for information. This will in fact justify the need for several different work groups: for example, one group could work on the Internet as a research tool, another on the Internet as a communication tool, and one on mobile phones (once again selecting a specific function to work on).</p> <p>DIVIDED INTO GROUPS, THE PARTICIPANTS WILL DRAW A TREE IN WHICH:</p> <ul style="list-style-type: none"> ● the trunk represents the subject-matter or topic; ● the roots represent the potential problems and risks; ● the branches represent their possible solutions. <p>At the end, each group presents its tree to the entire class, and the other groups are encouraged to join in and complement the presentation. Then form groups of two and ask each pair to choose three problems from those that have emerged and to try to come up with advice they could offer someone facing those problems, taking their cues from the solutions suggested by the tree. Then ask the pairs to try to transform those pieces of advice into rights. Write up all the rights gathered onto a list, arranging them according to similarities and contiguity; in this way, you can create your charter of online rights.</p> <p>AT THE END OF THIS TASK THE PARTICIPANTS WILL HAVE:</p> <ul style="list-style-type: none"> ● identified the principal critical applications of the internet and mobile phones ● developed some possible ways of successfully defending the types of critical views that have been mentioned ● formulated a collective way of reflecting on their own online rights.
Source	http://www.easy4.it



«STORY-TELLING»

Module	Child Pornography and other CSEC topics, Opportunities and risks involved with internet and mobile phone use
Intention	A basic knowledge of the Internet and mobile phones
Number of participants	A maximum of 25 participants
Resources	Role sheets
Activity	<p>Prepare a number of white sheets, corresponding in number to the number of participants. Then hand out the blue, yellow and green role sheets. Randomly write two of the themes dealt with in previous activities (such as chat rooms and online bullying) on the white sheets.</p> <p>Distribute among the youngsters the yellow, blue and green post-its. Based on the colour received each one will be assigned role sheets. Do not ever let on that the group of blue sheets is that containing risks, the yellow group that of opportunities, and the green that of advice. The roles and their identity must remain secret and known only by those who have received their sheets. They will all have to read their own role sheet and, based on the directions, start writing a story on the white sheet that can have as its setting real or imaginary characters. The piece of writing (no more than three lines in length) will then be passed to the next student (it's advisable to follow a certain order) who, in turn, will continue the story, adding another three lines and so on. If the story reaches a dead end, one must try to keep it going.</p> <p>Make sure that each of the stories passes hands at least five times, so that they can be developed sufficiently. At that point ask the youngsters to read through what's been written and to try to end the story as best they can. Finally, quickly read out the completed texts.</p> <p>Once the stories have been read out, direct the discussion in a way that seizes upon the problems and helps the connections emerge: the risks and opportunities identified and advice given. Concentrate in particular on the advice given, and ask the youngsters if they agree with the advice or whether they would have tried to help the boy or girl in another way. There will obviously be some stories that end up not making sense or seeming not very realistic, but if the youngsters carried out their work properly, some interesting thoughts will emerge nonetheless.</p> <p>AT THE END OF THIS TASK THE BOYS AND GIRLS WILL HAVE:</p> <ul style="list-style-type: none"> ● made use of their own creativity by applying it to contexts and situations that are relevant to the themes in question; ● exercised their critical abilities and problem-solving skills with respect to difficult and problematical situations;
Source	http://www.easy4.it



BLUE: RISK-TAKER

As soon as you get a story or a part of a story you have to do whatever you can to make something risky or problematical happen to the character! So write your part of the story in a way that allows your character to utilize the Internet or mobile phone (in the selected context) in a risky manner or in such a way that something unpleasant happens to him or her.

YELLOW: OPPORTUNITY-SEEKER

As soon as you get a story or a part of a story you have to do whatever you can to make something pleasant happen to the character! So write your part of the story in a way that allows your character to utilize the Internet or mobile phone (in the selected context) in a positive manner or in such a way that something positive happens to him or her.

GREEN: ADVICE-ENTHUSIAST, YOU ARE A HELPER

As soon as you have the sheet in front of you you'll need to read whatever has been written so far and if the character is in trouble you introduce a new character who offers some useful advice; if, on the other hand, the character is using the Internet or mobile phone in a positive, risk-free way, introduce a new character who can put him/her on the alert with regard to potential risks. If the sheet is still blank, start the story with a piece of advice you feel you should give.

«TWO TRUTHS, ONE LIE»

Intention	This exercise helps people to realise how difficult it is to know a person just from external appearance and from what they say. Good activity to enter in the field of “New media”, “safe use of the internet” and “child pornography”.
Duration	10-15 minutes
Number of participants	10-15
Resources	Empty pieces of paper in different sizes, colours, magazines, scissors and glue
Activity	Break everyone into groups of between 3 and 5 persons. Each person in the group must tell the others two truths and one lie about themselves. The other members of the group must then guess which statement was the lie. When finished, the groups can choose their best ‘liar’, who can then try and fool the rest of the groups.
Source	Daphne Project, Human Rights and Trafficking in Women and Young People. An Educational Toolkit for Teachers and Students. Methodological Guide



C) CHILD TRAFFICKING

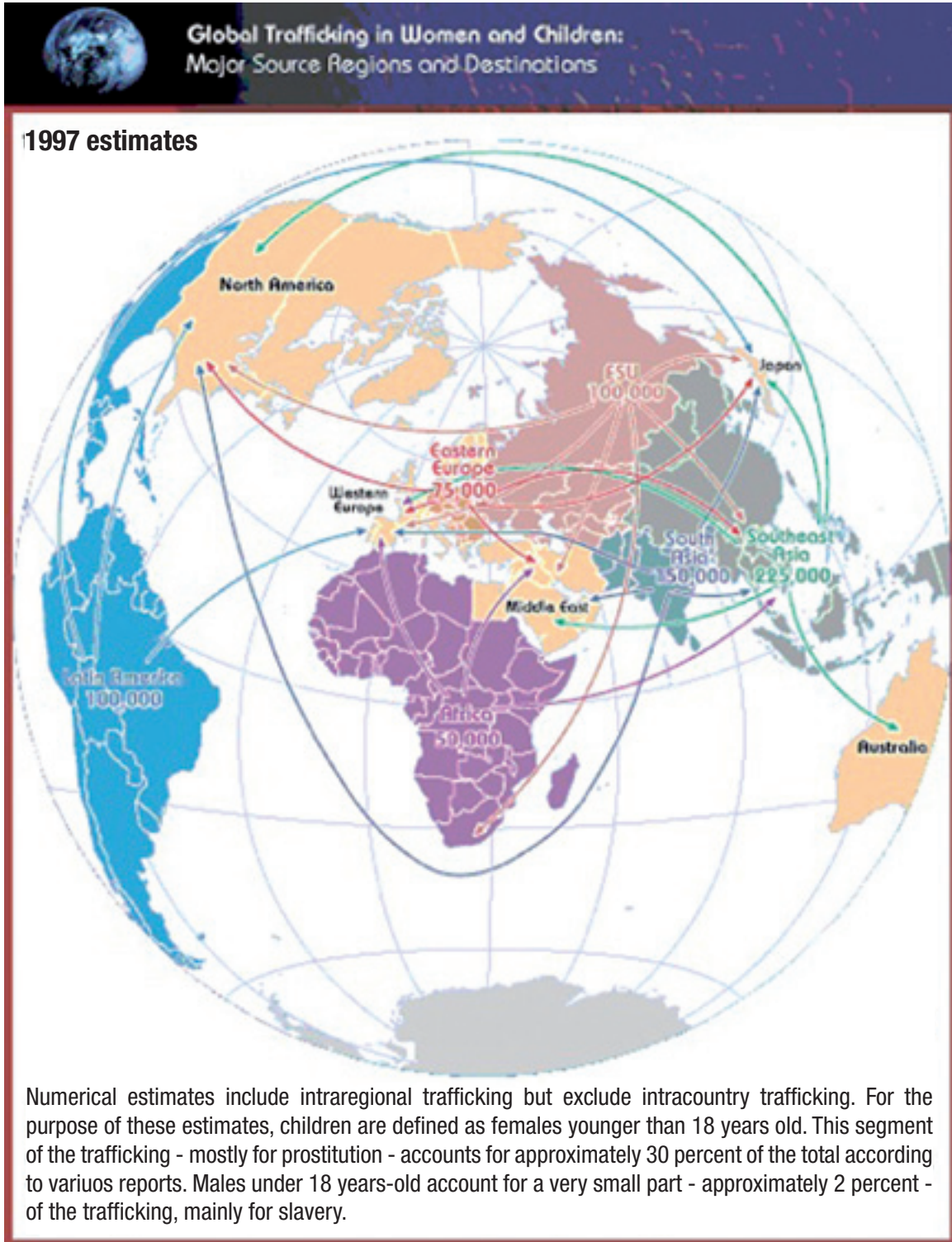
«WHERE DO THEY COME FROM/WHERE DO THEY GO?»

Intention	Recognizing of interdependencies between structures in individual European countries and the personal decisions of some people, that make them particularly vulnerable for trafficking
Duration	About 40 minutes
Number of participants	4+
Setting	Round circle
Resources	3 flip charts or several other posters and felt tip pens, overhead slide *Where do they come from/where are they going* and overhead project
Preparation	Prepare posters: Write the pull factors on one of them and the push factors on the other. Use a third one with the headline <Root Causes>. Familiarize yourself with the root causes of trafficking in human beings and in particular the trafficking in women.



Activity	<ol style="list-style-type: none"> 1. Invite the participants to get involved in a brainstorming session on the root causes of trafficking in human beings. Repeat the key rules for brainstorming sessions. Offer to write down individual ideas on a flipchart or on the black board. 2. Explain the term <push factor> as the reason to leave a country and <pull factor> as a reason to select a specific country. Announce that all root causes that will be mentioned are jointly identified as push or pull factors and that you will already place them on the flipchart/black board systematically. 3. Once you do not receive any further input, remind participants once again that the countries are divided into countries of origin, transit and destination or reintroduce the overhead slide *Where do they come from/where are they going*. Ask what the respective countries have in common. 4. Ask the participants to brainstorm on the question of what the root causes of trafficking in women might be. Are there differences between the root causes of trafficking in human beings and trafficking in women? Which specific root causes affect women in particular? Highlight these root causes. 5. If necessary, add critical reasons to the list. 6. Once the list appears to be complete, read its contents out loud. Ask the participants if all root cases appear to be equally important to them. 7. Propose to vote on their importance. Read the root causes out loud one by one and ask each participant to raise his or her hand if he or she considers the cause mentioned to be the most important one. 8. Count the votes each cause has received and write the number down next to it. Create a ranking as you proceed. 9. Now create a relationship between the causes stated. Use another poster. Draw a circle into its center, into which you write the cause that has received the most votes. 10. Ask the participants, if another cause is linked to this cause. 11. Continue this process until all causes have been linked to the other causes on the new poster. 12. Try to make the links between all causes that are related to each other visible.
Follow-up & Analysis	<p>It is important to demonstrate that the individual root causes cannot be isolated from each other. There simply are not two or three causes that would explain such a complex phenomenon as trafficking in women. Also point out, that there are specific reasons why women are particularly vulnerable when it comes to trafficking in human beings.</p> <p>This is also a good time to talk about the strategies human traffickers utilize. Especially young people in the countries of origin might find it important to be confronted with potential methods.</p>
Tips for the Moderator	<p>The posters will frequently start looking pretty wild. If that is the case, it will actually assist in the communication of the contents you are intending to convey. The posters should definitely be kept for further training sessions, if you are planning to facilitate units on combatting the trafficking in women.</p>
Source	<p>Source: ECPAT Austria</p>

“WHERE DO THEY COME FROM/WHERE DO THEY GO?”



Worksheet

«I AM GOING!» – A THEATRICAL PLAY THAT ALLOWS YOU TO LIVE IT

Intention	Developing an understanding of differing life situations; presenting arguments, convincing, awareness of different roles and their demands.
Duration	Depending on the level of participant interest and participation of the players, about 30 minutes
Number of participants	4+
Setting	Round circle as fishbowl: the role play is presented in the centre of the round circle
Resources	Copies of the play directions Worksheet - Script for all participants
Preparation	Copy directions Worksheet - Script for all participants and familiarize yourself with same.
Activity	<ol style="list-style-type: none"> 1. Explain the role play. Discuss the play directions. Clarify any misgivings or questions. The participative role play begins as follows: In the beginning, Rosa's father is at home (in the centre of the round circle), Rosa comes home and tells him excitedly about an advertisement she's seen in the classifieds. Ask the participants who would like to play the role of the father and who would like to take on the role of Rosa 2. Make sure everyone understands that you are the director of the play. You can always interrupt the process by saying <Cut>. It is also your responsibility to allow other participants to get into the play. 3. Anyone who wants to participate raises his or her hand. If you think participation is timely, briefly interrupt the play; ask who wants to take on additional role and which role it will be. If you consider this further participation expedient, permit that person's entry. The participants themselves are in charge of making the entry of others a smooth part of the play. 4. Everyone has the option to remove him or herself from the play at any time if he or she does not want to participate any longer. They have to create their own exit (e.g. <I have to go and pick up Karli at the kindergarten>) 5. Participants should make every effort to adapt their argumentation to their respective roles. They are not permitted to insult other participants. 6. Start the first scene of the role play. Make sure everyone complies with the rules and work toward the active participation of all. 7. If you think scene 1 is finished start scene 2, which is left to the actors and the director. But as a director try to bring in the aspect of child trafficking. 8. Whenever you feel that no further arguments are going to be presented or a lot of time has passed, conclude the role play. 9. Ask all participants to shake off their hands and feet and to introduce themselves to each other via handshake and with their actual names.
Follow-up & Analysis	<p>Ask the participants how they felt during the role play. Begin with Rosa. How did she feel? How will she decide? Was this helpful? What irked her? How was it for the father? How did he feel? What were the reasons for his behaviour?</p> <p>Ask all participants how they felt and what their respective motivations were. Ask the spectators what they noticed while watching.</p>



Tips for the Moderator	Play the active role of a director. Get involved in due time whenever you have the feeling that the play is getting too emotional or too aggressive. Get more people involved whenever you start to see that the arguments are becoming repetitive. Interrupt the play, explain that a ... is needed urgently and wait until someone volunteers. In conclusion, try to summarize the different positions participants were taking in the role play.
Variation:	If this is your first attempt at directing a role play, it will be more effective not to permit the participation of the audience.
Source	ECPAT Austria

«I AM GOING!»

SCENE 1

KITCHEN: Mr. Branda is cooking tea. Rosa Branda (age 17) comes home and dashes into the kitchen. She is very excited. She has read this advertisement:
“INTERESTED IN MODELLING? We are looking for young sexy women! Live acts and photo shootings. Earn euro 3.000 – a month. Travelling costs will be paid! starship@surprise.com”
Her father, Mr. Branda is worried. He doesn't want his daughter to work as a model.

SCENE 2

This scene is open for ideas from the participants, but the director should try to insert the child trafficking topic.

POSSIBLE OTHER ROLES:

- Rosa's mother
- Rosa's best friend
- Rosa's boyfriend
- Neighbours
- Sister
- Brother...

Open end ...happy end?

«CASE STORIES»

Intention	Creating a discussion on the problem of child trafficking: who is responsible, what are the reasons for trafficking, who are the stakeholders/actors, how can the problem be solved etc.
Duration	depending on the story 20-40 minutes
Resource	Copies of the case story (See Annex) and the corresponding questions, maybe flipchart-sheets for every group to present.
Number of participants	> 4
Activity	Each participant gets a copy of the case story to read (see appendix). Then the questions below should be discussed in smaller groups, who then present their outcomes to the whole group. Subsequently a discussion in the whole group should be encouraged



WORKING WITH CASE STORIES

The purpose of using case stories is to encourage a discussion about trafficking on a more practical level. Case stories show how situations related to the problem can look like in reality. The participants get to know who the actual victims are, how they got into this situation, who the actors and stakeholders are, what can be done for the victims etc. It is sometimes easier to relate to an exact situation, even if it is made up, and then talk about the problem in general. The moderator can either use real or fake stories, but in order to be authentic, it is also useful to work with stories that happened in your country.

NOTE: You can find case stories for all CSEC topics in the Appendix. Most of the trafficking case stories (in the Appendix) can be used for modules on child prostitution and child sex tourism too, as the cases not only show procedures of recruitment and transfer, but also exploitation. You can use all case stories in the same way as shown here.



D) CHILD PROSTITUTION, CHILD SEX TOURISM

«DEFINING AND DISTINGUISHING»

Intention	explain and distinguish the terms CSEC, sex tourism and child sex tourism
Duration	30 minutes
Resource	one copy of the definitions and the pattern per person
Number of participants	any
Activity	Make the participants read the three definitions and let them answer the questions in this pattern, either alone or in groups:
Source	«ECPAT Austria child sextourism Manual- info-package „kommerzielle sexuelle Ausbeutung von kindern im tourismus – verhaltenskodex zum schutz der kinder“, respect (hg.)»



	COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN	SEX TOURISM	CHILD SEX TOURISM
WHAT IS IT?			
WHO ARE THE OFFENDERS?			
WHO ARE THE VICTIMS?			
IN WHICH ENVIRONMENT/UNDER WHICH CIRCUMSTANCES DOES THE CRIME TAKE PLACE?			
WHERE DOES IT TAKE PLACE?			

DEFINITIONS:

COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN (CSEC)

happens when a child is used sexually by an adult and the adult pays to do this with money, gifts or favours. A gift could be food or clothes. A favour could be a promise of good grades, shelter or protection. Commercial sexual exploitation is different from sexual abuse of a child because it involves some kind of payment. Exploitation means someone benefits from or gets something by taking advantage of someone else in an unfair way.²⁴

SEX TOURISM:

The UNWTO defines organized sex tourism is as a form of travelling organized within the tourism sector – or our outside this sector, but using its structures and networks – with the primary purpose to induce a commercial sexual relationship of the tourist with a resident of the target country or region.

Sex tourism causes severe social, cultural and health effects, especially if the sex tourist takes advantage of disparities in sex and age or the social and economic disparities in the target country.²⁵

CHILD SEX TOURISM:

Child sex tourism is commercial sexual exploitation of children by persons mostly coming from a more developed country to a less developed one, or from a richer region within a country to a poorer one. A child sex tourist may deliberately go somewhere to look for children to buy for sex, or they may not think about it until a child is made available to them for sex. A child sex tourist might be on holiday or may be visiting a place for work reasons. The sex tourists sometimes try to justify sexual exploitation of children saying that in the destination country sex with minors is acceptable. Sometimes, when people are in a new place they may think it is OK to do things that they would not normally do at home. This includes sexually abusing and exploiting children. They also think they may not get into trouble in places where the law is weak or where people do not know them.²⁶ This doesn't protect them from being punished according to the laws of their country of origin (see Factbox 9- Extraterritorial legislation).

²⁴ ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf

²⁵ See also: Info-Package „Kommerzielle sexuelle Ausbeutung von Kindern im Tourismus – Verhaltenskodex zum Schutz der Kinder“, respect (Hg.), S. 15

²⁶ ECPAT International. What is commercial sexual exploitation of children? Definitions for young people. From: http://www.ecpat.net/EI/Publications/CYP/Id_Friendly_Def_ENG.pdf



CHILD PROSTITUTION: DIMENSION AND DISPERSION

According to UNICEF an estimated 1.8 million children were exploited in prostitution and pornography in the year 2000.¹

SOME AFFECTED COUNTRIES:

THAILAND: 200.000 (estimates up to 800.000), predominantly girls

PHILIPPINES: 40.000 to 60.000, 2/3 boys

SRI LANKA: 30.000, predominantly boys

BRASIL: 500.000, predominantly girls

INDIA: 400.000, partly abducted from Nepal

KENYA: 25.000 girls

USA: 250.000 to 350.000

EUROPE: 175.000, predominantly girls. The organized sex business is recruiting children from poor families or street children especially in Rumania, the former Yugoslavia, the Czech Republic and Slovakia. Comprehensive confessions of sex customers confirmed the information that children from poorer Eastern Europe are increasingly trafficked for sexual exploitation.

FURTHER COUNTRIES: Dominican Republic, Vietnam, Cambodia
(about 30% minors, almost 50% HIV positive)²

¹ See Unicef, Inter-Parliamentary Union, Eliminating Violence against children, Handbook for Parliamentarians

² Source: UNICEF

«NEWSPAPER ARTICLE»

Intention	The participants get to know about the extent of child and youth prostitution, the different forms and learn to differentiate them
Duration	About 40 minutes
Resource	copies of the article and questions
Setting	Round circle
Number of participants	4+
Activity	Make the participants read the article and answer the questions below: <ul style="list-style-type: none"> ● What are the different phenomena of child prostitution? ● What is said about the crime detection rate? ● Which countries are mentioned? What do we learn about these countries?
Source	ECPAT Austria Child Sextourism Manual- Info-Package „Kommerzielle sexuelle Ausbeutung von Kindern im Tourismus – Verhaltenskodex zum Schutz der Kinder“, respect (Hg.)



«MORE AND MORE CHILDREN ARE SEXUALLY EXPLOITED SEX TOURISM IS BOOMING, ONLY ONE OUT OF 1000 CRIMES IS SOLVED»

VIENNA: It is estimated that more than 1.000 children and teenagers are involved in prostitution in Austria. Astrid Winkler, secretary of the child protection organization ECPAT, stated at a press conference in the capital city on Tuesday, that alone in Vienna 200 minors are engaged in prostitution. According to the Federal Criminal Police Office six cases of child prostitution were made public in 2006 compared to four the year before.

Pornographic displays on the internet are another problem in Austria: More than 900 cases of criminally relevant content were registered the previous year. "95% concerned child pornography", states Helmut Sax from the Ludwig Boltzmann Institute for human rights. According to the estimations of the institute, 2.500 to 4.000 men from Austria have sex with minors in foreign countries, equating to ten or more airplanes full of paedophiles. The ratio of reported and unreported cases is 1:1000.

Austrian citizens are increasingly active in neighbouring countries. "The Czech Republic is a problem country", says Astrid Winkler. But also the Black Sea Coast is used with increasing frequency by Austrian citizens for these purposes. Often child prostitution is covered as an escort service in these countries. Cases of child trafficking and child prostitution have increased internationally in the previous years. The prostitution of boys is also increasing, especially in Bangladesh, Pakistan and Indonesia, says Alessia Altamura from ECPAT International. European child sex tourists now avoid the traditional destinations Philippines and Thailand and travel to Cambodia and Indonesia instead.

In western countries ECPAT notices the phenomenon of "voluntary prostitution". Teenagers sell their body because of increased pressure to buy and consume. There is also an increased so-called "peer to peer"-exploitation, where teenagers tape porn of their peers on their cell phones and send the videos to other friends. In Regensburg a German special task force busted several child abusers in the past months; one of them is a 59 year old man from Vienna.

«PIPE CLEANER» WHAT DOES A TYPICAL SEX OFFENDER LOOK LIKE ?	
Intention	Learn about the offenders, reflection on prejudices
Duration	15-20 minutes
Number of participants	4-25
Resources	4-5 coloured pipe cleaners
Activity	<p>Ask the participants to get into groups of 2-3 and ask them to create their “typical” sex offender by using the pipe cleaner. (5-7 minutes)</p> <p>Collect the figures and arrange them in the middle. Ask each group what they made and what their typical offender looks like. After gathering the ideas in the group, a small fact-session is advisable, pointing out, that there is no “typical offender”, but that he can be of any age, social status, origin or sex.</p> <p>!NOTE! Do not ask them WHY they made their offender like they did. There could be victims within the group; such a question could raise negative emotions and memories.</p>
Source	Report «European Train-the-trainers (ToT) seminar: The Protection of Children from sexual exploitation in travel and tourism –best practice, challenges and discussion of new tools, 09/10/11 July 2009 (Respect/ECPAT)



«THE PERSPECTIVE OF THE OFFENDERS»	
Intention	the participants get to know the perspective of the offenders, learn about their profiles, motives and backgrounds, and their justification and “excuses” for what they do
Duration	30 minutes
Number of participants	any
Resources	one copy of the texts and statements (per group) + a flipchart
Activity	<p>Make the participants read the following Worksheet and let them answer the questions (in groups) on a flipchart. Discuss the outcome with all participants.</p> <ul style="list-style-type: none"> ● Which two groups of offenders do exist? Explain them. ● What do these people look for? (motives) ● What do they lack? ● How do the offenders try to legitimize what they are doing?
Source	ECPAT Austria Child Sextourism Manual-Info-Package „Kommerzielle sexuelle Ausbeutung von Kindern im Tourismus – Verhaltenskodex zum Schutz der Kinder“, respect (Hg.)



MEN LOOKING FOR LOVE?

There are no reliable numbers about the clients of minor prostitutes, their regional provenance and social background as well as their sexual preferences. Basically, the offenders can be divided into two groups: On the one hand, there are the opportunistic criminals who do not intentionally look for victims of sexual exploitation, but feel excited by the broad supply of children and young people in local red light districts.

Paedophiles and pederasts on the other hand, deliberately exploit children in order to satisfy their sexual needs. They often use criminal networks for the supply with minor prostitutes or child pornography.

THE MOTIVES

Whereas Paedophiles mostly look for possibilities to satisfy their sexual needs without fear of criminal prosecution, tourists look for freshness and youth. At home, they are well integrated into their social group, where they would not dare to engage in sexual relationships with children. On vacation, far away from the social control at home, they feel uninhibited and want to enjoy their sexual fantasies and act out their craving for power.

All forms of commercial sexual exploitation of children have one thing in common: the unequal power relations between the adult offender and the exploited child. Children are nothing more than commodities, who are not only sexually but also economically exploited. Sex tourists take advantage of the economic and social disparities and the international wage gap between rich and poor countries. The self-perception of these men is peculiar: On the one hand, there is their power need and sexist and racist conception, on the other hand, being asked for their motives, they see themselves in search of love. The few publications on the issue name the following reasons for sex with children:

desires for defloration: Basically a strong desire for conquest, power and control. Sometimes pimps even resurrect the hymen of the girls so they can sell them again as virgins.

Search for freshness and youth: The younger and more attractive the girl is, the better the (older) man feels.

Search for new sexual practices: The offenders want to explore new sexual activities, which they have only seen in porn so far and the partner at home would not join in.

Homosexuality: For many people, a coming out is very difficult. It is easier for them to live out their sexuality in their holiday destinations.

Sexual exploitation does not always involve physical violence. The “Sugar Daddies”, elderly men, who usually tend to exploit young boys, act friendly and affectionately. A relationship of dependence emerges.

WITHOUT A SENSE OF GUILT

Usually, the offenders don’t feel a sense of guilt. They want to believe that the local women, youth and children like what they do and that it corresponds to their traditions and culture because the local men treat them accordingly. This is one reason why it is very difficult to enlighten and inform these men. Some of them even think they are doing these children a social and economical favour.

THE OFFENDERS’ EXCUSES – STATEMENTS

“They are very different from the European girls... much more lovingly. They care more about the man, they do much more to serve him....”

“A child... that’s difficult to say... you can’t just say that’s a child... In Thailand it’s different... Usually a Thai girl gets married with 15.”

«TAKE A STAND»	
Intention	Encourage a discussion on the issue of child sex tourism and child prostitution, Reflection on the own knowledge and prejudices
Duration	10 - 20 minutes
Number of participants	> 3
Resources	Free space, paper stripes with a chart „I agree“ to „I disagree“, if possible statements on a flipchart or power point (but not necessary)
Activity	<p>The participants are asked to stand up.</p> <p>On one end of the room there is a sheet lying on the floor saying “I agree”, on the other “I disagree.” The participants are asked to take a position within the room according to statements read out by the facilitator.</p> <p>After the first statement is read out, the participants take their positions.</p> <p>Now some participants can explain their choice / opinion. After a discussion of the different opinions, the participants are given the possibility to change position if they changed their minds. Now the next statement can be read.</p>
Source	Daphne (methods), 2007:1



STATEMENTS (EXAMPLES):

- Sex tourism only takes place in poor countries
- Those who abuse children in their holidays have planned it in advance
- If a minor girl wants to prostitute herself on voluntarily, we have to respect her decision
- Most governments don't take steps against sex tourism because they don't want to risk an economic loss
- In typical sex tourism destinations, locals do not sexually exploit children themselves
- If a sex tourist asks the prostitute about her age and she lies, he's not to blame
- Intercourse with young girls reduces the risk of Aids
- It makes sense to report suspicious situations to the local police
- It makes sense to report suspicious situations to a NGO in your home country
- Offenders can only be persecuted in the country where the crime was committed



MANAGING DIFFICULTIES

If you feel insecure or emotionally affected by a statement or a question of a participant, try not to feel attacked personally, but to understand what he/she exactly intended to say by asking clarifying questions back to him/her or by passing the question on to the whole group.

“How exactly do you mean...”

“What do you mean by saying....”

“What would YOU do in that situation....”

If you need more time to cool down the situation (i.e. a conflictive situation), reformulate the statements neutrally (“Ok, A said ..., B said...” etc.). On this meta-level, you will be able to take yourself personally out off the situation more easily and neutralize the discussion a little bit.

«SHOWING AND DISCUSSING MOVIES»

Intention	inform people, as part of a workshop or a public activity
Duration	duration of the film/clip + 15-20 min. discussion and reflection
Number of participants	any
Setting	Round circle as fishbowl: the role play is presented in the centre of the round circle
Resources	video projector or TV set
Activity	<p>Choose a movie or advertising spot dealing with the issue of child sex tourism or child prostitution. There are several clips made by ECPAT or for example scenes from the movie Lilia-4-ever can be used. Be aware of intensive pictures and age requirements! After showing the movie, encourage a discussion. It is advisable to prepare questions beforehand. See also factbox 16.</p> <p>Examples: http://www.youtube.com/watch?v=ODPHV4yjH0M http://www.youtube.com/watch?v=U2_W6aEMx1Q http://www.youtube.com/watch?v=ephOktn0qqg</p> <p>Some movies: Lilja forever, Traffic, Al otro lado del mar, Human Trafficking, Trade, It happened just before, Festival, Princesas, Eastern Promises, Wir Kinder vom Bahnhof Zoo/ We children from Bahnhof Zoo, City of God, City of Men, Lolita,...</p>
Source	International / Germany





WORKING WITH MOVIES

When working with moving images, you can use chosen scenes from television films, in-flight movies, cine films, (youtube-)clips or TV/ad spots. Movies can reach a large public and are an easy way to catch people emotionally and communicate messages.

GOOD PRACTICES:

- Keep it short to keep attention!
- Start the training with the video!
- Encourage a discussion afterwards!

(Source: Report European Train-the-trainers seminar, Vienna 07/2009, p. 11.)

KEEP IN MIND!

Moving images may be disturbing and trigger strong and very intensive emotions! It is not always suitable to watch a movie with minors. Choose every scene very carefully, do not show violent pictures, it could affect your group negatively. It is better to show one scene less than one too much. Budget enough time for the group to calm down and discuss and ask questions about what they have seen!

ROLE GAME/DEBATE «PROTECTING CHILDREN IN TOURISM»

Intention	Showing and discussing the different point of views concerning CSEC in tourism and ways to protect the children. The participants learn how to use their theoretical knowledge within a discussion and argue within their role.
Duration	about 90 minutes
Number of participants	–
Resources	Role cards
Activity	Distribute the roles and role cards. The participants decide on a name, an opening statement and write down arguments. Some of the participants should be observers. Then, the debate is performed. Afterwards the debate and arguments should be discussed; there should be enough time for this discussion, so every discussant and observer gets the chance to reflect and talk about the debate.



MODERATOR

Think of a name for yourself and an opening statement.

YOUR TASKS ARE:

- Introduction into the topic
- Asking the guests to introduce themselves with their name, function and opening statement at the beginning
- Leader of the discussion; watch out that everyone follows the discussion rules

HELP: Introducing words to the discussion could be:

- Child sex tourism is a gigantic worldwide booming industry at the costs of children
- Some horrifying numbers: According to estimations over 2 million children are sexually exploited, but only one out of 1.000 cases is solved.
- How can we protect children in tourism? Ask all experts from the different groups.

TOURIST

Your situation:

You are planning a trip to Thailand and come across the problem of child sex tourism.

You are concerned about the problem. Think about a name for yourself and an opening statement.

Your task is to ask questions to the experts regarding the problem, i.e.:

- Who are the offenders?
- Who is doing something against the problem?
- What can tourists do about the problem?

PSYCHOLOGIST

Think of a name for yourself and an opening statement.

Your task is to talk about the offenders (motives, groups, profiles), point out the problems and show some possible course of actions.

HELP: Child sex tourists cannot be identified by their appearance, anyone might be one.

2 groups of offenders:

- a) Paedophiles abuse children deliberately in order to satisfy their disturbed sexual needs.
- b) Opportunistic offenders do not travel abroad with the purpose to abuse children, but they take advantage of the opportunity because they lack the social control abroad.

MOTIVES: Desire for juvenileness, sexual thrill and virginity; the false believe that having sex with minors reduces the chances of getting HIV.

PROBLEMS: Sex tourists take advantage of the wage gap between north and south and think they contribute to poverty reduction.

COURSE OF ACTIONS: Awareness raising: make people understand that these acts are unlawful
Show social control on vacation and report offenders

JURIST FROM THE DEPARTMENT OF JUSTICE

Think of a name for yourself and an opening statement. Your task is to talk about the legal situation, difficulties and possible course of actions.

LAWS FOR THE PROTECTION OF CHILDREN

Sex tourism is not a trivial offense – it is a serious crime that will be prosecuted in the homeland. The UN Convention on Rights of Children enables international police and judicial cooperation in criminal matters and the extradition of criminals.

CASES: The conviction of three men in Norway after they had committed the crime on the Phillipines; other convictions were made in Germany, Austria, the Netherlands and Sweden.

DIFFICULTIES: It is hard to prove the offenders' guilt and crimes are rarely reported to the police.

COURSE OF ACTIONS: Moral courage from tourists is needed: Be aware! When witnessing a crime, report it immediately to the following places: hotel employee, tourist guide, police or Interpol

SOCIAL WORKER FROM A CHILD PROTECTION CENTRE IN KENYA

Think of a name for yourself and an opening statement

Your task is to talk about the victims and show possible help.

Poverty is often a cause for prostitution. Often children are seen as goods in child sex tourism.

Sexual exploitation and abuse cause tremendous damage:

PHYSICAL DAMAGE: HIV infection, the attempt of abortion leads to interior injuries, infections or even death.

MENTAL DAMAGE DUE TO PSYCHOLOGICAL STRAIN: Sense of guilt, depression, suicide attempts, abnormal behaviour are shown by depreciation of the own person, antipathy against the own body, feeling of being worthless, drug use as an escape from reality.

HELP FROM THE CHILD PROTECTION CENTRE

- Information campaigns for the protection of the children from sex tourists, drug abuse and pregnancy
- Safe place to escape from sex tourists and pimps
- Experience of love and respect
- Therapies to build up dignity and self esteem – children are supposed to learn to love and respect themselves
- apprenticeships to give children a bright future
- legal counselling

COURSE OF ACTIONS

- Make the problems public
- Moral courage is very important, everyone has to act
- Support projects and building with funds
- Buy products made by locals in order to allow them living a humane life

REPRESENTATIVE OF THE AUSTRIAN TOURIST ASSOCIATION

Think of a name for yourself and an opening statement. Your task is to reject the accusations that the tourists association has something to do with child sex tourism and show what the association is doing in order to fight the problem and protect children in tourism. Name the problems and difficulties, which occur by doing so.

Tourism itself is not the cause of the problem which leads to child abuse by sex tourists! Problems are taken care of and the travel industry is trying to establish a code of behaviour, which is not very easily implemented.

DIFFICULTIES

- Infrequent offenders are hard to catch
- Offenders are seldomly impeached
- Individuals look away or do not react. It is important that everyone is doing something to protect children in tourism.

ECPAT SPOKESPERSON

Think of a name for yourself and an opening statement. Your task is to talk about the work ECPAT is doing, the responsibility of the travel industry and show some possible course of actions.

WORK OF ECPAT

- Fight against the commercial sexually exploitation of children
- Stand up for the implementation of child rights and their protection
- Elucidation of the public
- Cooperation with the travel industry in order to establish a code of conduct for the Protection of Children from Sexual Exploitation in Travel and Tourism
- Trainings for the employees of the travel industry

RESPONSIBILITY OF THE TRAVEL INDUSTRY

- Tourism is not the cause of child exploitation, but there are connections: the travel industry is involved and has to take some responsibility

COURSE OF ACTIONS

By establishing the code of conduct the travel industry obligates itself to permute the following actions:

- Development of an ethnic company policy for the protection of children
- Skill enhancement training for the employees in the home and in the destination country
- Contracts with hotels and other cooperation partners
- Information and elucidation of customers and travellers
- All associate partners have to be informed about the code of conduct
- Yearly report about the development of the implementation

> Unfortunately, only a few hosts take part in this entire action.

WHAT TRAVELLERS CAN DO

- At a tourist office, ask for the code of conduct to point out the importance of child protection
- Show moral courage and report incidents to the police, hotel, Interpol or the embassy.
- Financial support of NGOs, who fight for the protection of children in tourism.

«THE PAPER CLIP STORY»

Modul	CSEC, child prostitution, child sex tourism
Intention	reflect on lifelong psychological effects of CSEC on the victims
Duration	10 minutes
Number of participants	2+
Setting	sitting together, workshop, public activity
Resources	paper clips
Activity	<p>Every participant gets a paper clip. The trainer asks them to hold it between their fingers and starts to narrate:</p> <p><i>Today I want to tell you a story someone told me some time ago:</i> <i>There is a girl, grown up in a disconsolate place, living a life of hunger, violence and poverty. She dreams of a better life. Her friends describe their luxurious and colorful lives, hopeful lives: Bloom like a flower, that's what the girl wants too. She joins the other girls in living their life full of glory and happiness.</i></p> <ul style="list-style-type: none"> ● BEND A FLOWER OUT OF THE PAPER CLIP! The girl gets admission to this world, cause a tourist takes her up to his/hers hotel room - the flower becomes beautiful Actually the girl does not want to go with the tourist. The man in charge gives alcohol to her and says "This helps you to keep cool" -the flower wilts fast The girl refuses to go with the tourists – they beat her. The tourists force her to do things she could not even imagine. Everything goes downturn. ● BEND A SPIRAL OUT OF THE FLOWER! There is no luxury anymore, just the boss who wants her to join the tourists. And they even make pictures of her body. The girl does not know what to do. The only thing she can feel is her devastated body. She feels like in her life everything goes in circles. ● BEND A CIRCLE! There is a raid in the hotel and a woman takes the girl to a quiet house, where she can rest and get better. After such a long time the young girl feels hope again. ● TRY TO BRING THE PAPER CLIP BACK TO ITS ORIGINAL FORM! The participants will not be able to do this. The paper clip is damaged. Start a discussion about the story, its end and the different actors within the story. <p>The participants will not be able to do this. The paper clip is damaged. Start a discussion about the story, its end and the different actors within the story.</p>
Source	Trainingsmanual zum Verhaltenskodex "Schutz der Kinder vor sexueller Ausbeutung im Tourismus" ECPAT Deutschland e.V., 2007 e.V. Freiburg, S.28





4. GENDER

“Women have been taught that, for us, the earth is flat, and that if we venture out, we will fall off the edge.”
Author Unknown

Gender inequality strongly affects children and young people, preventing them from achieving their fullest potential in life and from enjoying their basic human rights to a full extent. Gender inequality affects all areas of our lives and we therefore have to make sure we approach it as an important component of all our work and address it accordingly.

We tend to be critical players in everything related to social change, but when it comes to being critical towards our work and the conscious and/or unconscious practices of our organisations, there is a lot of improvement to be made in understanding the sources of gender inequality.

DEFINITIONS CONCERNING GENDER

SEX: Sex refers to the biological characteristics which define humans as female or male. These sets of biological characteristics are not mutually exclusive as there are individuals who possess both, but these characteristics tend to differentiate humans as males and females.

GENDER: Gender is different from sex. Shortly, it could be described as social sex, a combination of traditional gender-roles, which are important because they have become institutionalized and even naturalized. For example, it is seen as natural for women to do domestic work, because the traditional gender role of women is to take care of the family and children.

GENDER ANALYSIS: Gender analysis (see below) is a systematic way of looking at the differing impacts of trafficking and CSEC on boys and girls.

HEGEMONY: The dominance or leadership of one social group or nation over others.



FACTBOX 17

A) WHY IS GENDER IMPORTANT?

- Gender equality is a human right.
- Gender equality is one of the Millennium Development Goals of the UN.
- Gender roles and perceptions influence what we perceive as natural and normal. Even though they are not, but cultural embedded views of how a specific gender is linked together with a specific area. (For example: the woman at home as care taker and the man as bread winner in the business life.)
- Boys and girls are sexually exploited on the basis of to the gender stereotypes that are attached to them. There are other aspects that also have an influence, such as age, class and ethnicity. For example, a young (age) Asian (ethnicity) girl is often viewed as an exotic sexual object.

B) GENDER ANALYSIS

While performing methods or workshops about CSEC, with youth or adults, it is important to consider the gender perspective within the assignment preformed. Gender is a highly important factor concerning commercial sexual exploitation of children and it is an important factor of how to look upon the problem. Implementing gender into assignments could easily be done trough a gender analysis.

There is no one-fits-all gender analysis you can apply in all cases.

You have to do some research of the specific area for example: what are the prevalent gender stereotypes of the police officers in a receiving and sending country?

Then you have to find out how this influences the view on and the treatment of the boys and girls that are sexually exploited or trafficked. There are data available on governmental homepages, EU homepages or UN committee homepages on country reports. It can be useful to read the country reports to for example the CEDAW committee and the NGO shadow reports²⁷. Try to get sex disaggregated data concerning of the area investigated. For example: how many boys and girls are in prostitution etc.

You can use a gender analysis in all areas that concern CSEC and trafficking.

You can analyse what causes CSEC and trafficking. Or you can analyse how the responses are to CSEC. One example to this could be to examine, how the law personnel for example handle male and female victims of trafficking. Does that implicitly include some gender assumptions or stereotypes? (For example the assumption that a girl/boy “deserves” certain things or that it is in a girl’s/boy’s nature to do a specific thing.)

Or does a programme aimed to help or prevent trafficking in fact reinforce the gender stereotypes in the society? Do the assumptions result in different responses to the survivors of trafficking and CSEC etc.?

C) METHODS FOR ANALYZING GENDER-ROLES:

Ask yourself the following questions while designing and planning your workshop:

- How will this effect boys and girls that are taking part in the assignment?
- What are the expected reactions from girls / reactions from boys? Any expected difference?
- Can we redesign the case-story / assignment to make it more gender neutral?
- Is it possible to use opposite gender-roles in this assignment?
- Do we use including language?

This is not a comprehensive list of what to ask and what to include. It depends of the areas/target group that you work with. For example, is it policemen, volunteers, children etc.

²⁷ CEDAW committee, where the country reports and NGO shadow reports are:

<http://www.un.org/womenwatch/daw/cedaw/committee.htm> Child Trafficking in the EU - Challenges, perspectives and good practices:

http://fra.europa.eu/fraWebsite/products/publications_reports/pub_child_trafficking09_en.htm

Reports from different countries in the EU:

http://fra.europa.eu/fraWebsite/research/background_cr/cr_child_traff_0709_en.htm

Good link to the gendernet, good pages recommended, tools for gender mainstreaming and how to teach gender:

<http://www.konsnet.dk/Default.aspx?ID=17223>

«CAN YOU?»	
Intention	This game is good as a prelude to any anti-oppressive projects. The participants try to put them in the position of a given character and will see how few/much possibilities/freedom certain character has in his/her life. It illustrates individual experiences of inequalities and it requires that the participants know something about the gender relations in the given country.
Duration	30 minutes
Number of participants	any, but more fun with a large group
Resources	copies of the questions, copies of the roles already cut up, Space!
Activity	<p>1. Hand out a role to all the participants for example <i>"poor young girl"</i>, <i>"father in the family"</i>, <i>"oldest sister"</i>, <i>"middle son"</i>, <i>"chief of the village"</i>, <i>"asylum seeker (young women)"</i>, <i>"police man"</i>, <i>"rich old women"</i>, <i>"single mother with 2 children"</i>, <i>"homosexual"</i>, <i>"street child"</i>, etc. to each member of the group. Ask them not to discuss the card with each other. The different roles shall reflect the different experiences or lack of choices/possibilities people have in the country. If differs from country to country what group that gets discriminated against and in what way, so the list is not comprehensive, just illustrative of what the roles can be. The same is valid for the question right below. It may differ depending on the country and its cultural practices and norms.</p> <p>2. Start at one end of the room and set a moving-direction. Now the trainer starts to ask the questions below. When a character is able to answer the question with yes, he/she takes a step forward. For example "do you feel safe going home alone at night?" Then the policeman takes a step forward but the poor young girl stays where she is. You keep asking questions until the different experiences are visible for all the participants meaning that they can see which character hasn't moved and who moved quickly.</p>
Questions	<p>Can you use public transport? Do you feel safe going home alone at night? Do you feel comfortable kissing your partner in public? Do you feel that people listen to you? Do you feel welcome at your local youth club? You go into a club full of white men: do you stay? Do you feel comfortable drinking in a pub on your own? If you are competing with people of a similar standard for the same job, do you see yourself represented on TV? Do you always have enough food? Can you easily adopt a child? Do you think you receive fair treatment from the police? Do you feel comfortable moving into a shared house? Would you get a job as a nanny easily? Can you play football easily? ...(these are just a few examples, please find your own, fitting questions)</p>
Reflection & evaluation	Once the 'race' has taken place discuss how it felt? How does it feel to be at the "front" or "back" of the field? Who is in front and who is in the back? Does a homosexual get as far as a policeman? Who was in the front and who was in the back of all the characters? What does it say about the possibilities they have? Does the oldest sister have as many possibilities as the middle son etc.?
Source	Hilary Spiers - T-Kit on Social Inclusion ²⁸



²⁸ www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits

«DISCUSSION: GENDER-ROLES»

Intention	Make the participants rethink their prejudices
Duration	30 minutes
Number of participants	4+
Setting	Plenum
Resources	Flipchart, separate (small) paper, adhesive tape.
Activity	<p>Draw a boy and a girl. Now write down all associations the participants have for the girl and the boy on two separate papers – one for the boy and one for the girl. When done, flip it around, move all the associations they have for girls to the boy and vice versa. Now put some subject up for discussion.</p> <p>FOR EXAMPLE:</p> <ul style="list-style-type: none"> ● «Is the boy as likely to get raped now as the girl was before?» ● «Is the boy someone you would feel safe with?» ● «Is the girl still a girl?» ● «Does this make the boy gay?» ● «Do you think that a man who acts like that can be a dad?» ● «Do you think that a woman who acts like that can be a good mother?»
Source	PRESS - Save the Children Youth



5. METHODS SUITABLE FOR ALL CSEC-RELATED TOPICS

«THEMATIC ALPHABET»											
Intention	guided brainstorming to open up topics; participants will be shown their knowledge in the specific topic at this point of the training; to clear up with stereotypes/prejudices in specific topics.										
Duration	ca. 10 - 20 min. (Set the time limit before!)										
Number of participants	> 3										
Resources	sheets of paper (with or without Alphabet), pencils, (flipchart).										
Activity	<p>Participants divided in groups of three are asked to find different words to a term of the topic (i.e. child, sexual exploitation, offender...) listed up vertically or to the alphabet. The task order would be: "find characteristic words for the topic of child-sex tourism / offenders / childhood / trafficking of children for sexual purposes..."</p> <p>FOR EXAMPLE:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">C ...</td> <td style="width: 33%;">A buse</td> </tr> <tr> <td>H ome</td> <td>B urden</td> </tr> <tr> <td>I ...</td> <td>C hild</td> </tr> <tr> <td>L ove</td> <td></td> </tr> <tr> <td>D ...</td> <td></td> </tr> </table> <p>...When all groups are finished, a final round- verbally or on a flipchart- for gathering all words- will show the wide range of interpretations and knowledge of the participants. During the training, the trainer can get back to words named in this opening activity to show, that the knowledge is already present in the group.</p>	C ...	A buse	H ome	B urden	I ...	C hild	L ove		D ...	
C ...	A buse										
H ome	B urden										
I ...	C hild										
L ove											
D ...											
Source	Trainingsmanual zum Verhaltenskodex "Schutz der Kinder vor sexueller Ausbeutung im Tourismus" ECPAT Deutschland e.V., 2007 e.V. Freiburg, S.28										



«DISCUSSION: 4 CORNERS»	
Intention	Make the participants reflect on their own prejudices and also make them come up with arguments on their opinions.
Duration	10 min - 30 min
Number of participants	10+
Resources	paper
Setting	divide a room into 4 corners, name the corners «Yes/Agree», «no/Disagree», «maybe» and «don't know»
Activity	<p>Write down different statements that relate to the topic of the workshop, if it's on gender, write statements on the women's role in the family for instance. If it's on child rights, you might say: "The right to education is the most important right."</p> <p>The participants are gathered in the middle of the room, the leader of the activity makes different statements, and then they have to make a stand. It is a good idea to use statements that are a little bit on the edge or are provocative, such as: "All feminists are lesbians" or "all sex workers have chosen their situation by themselves".</p>
Source	PRESS - Save the Children Youth Norway.



«POSTER-NIGHT» ²⁹

Module	CSEC topics, Activity
Intention	Information, fun activity
Duration	30 minutes - a few hours
Number of participants	2 +
Setting	The city, and an office or other places to plan the activity
Resources	Lots of posters, tape or other ways to hang up posters
Activity	<p>A fun way to inform is by putting up posters by night. Especially if you have a younger youth group. Meet up in the evening, divide up in teams of 2+ and cover the town with posters!</p> <p>TO DO:</p> <ul style="list-style-type: none"> ● Make posters. ● Find something to glue up the posters. Tape and a powerful stapler is good. If you're broke make glue of flour and hot water. ● Divide up areas and clarify where it's allowed to hang up posters and where it's not. ● Meet up in the start, and go to something cosy after hanging up the posters. The value here is just as much information to the public as building your own group and having fun
Source	PRESS – Save the Children Youth Norway



²⁹ Before planning this activity, check the legal regulations on taping posters in the public space, in some countries this might be forbidden

«STOP SIGN»	
Module	CSEC
Intention	working in groups, discussion, planning a further activity, dealing with emotions while working on tough CSEC subjects
Duration	45-60 minutes
Number of participants	max. 20 participants
Setting	big room with or without tables, enough space to spread in groups
Resources	four sheets of A2 or A1 paper, red marker, 2-3 pens per group
Preparation	Combine four sheets of A1/2 paper into a big one. Draw a huge red stop sign, so that every sheet is divided into a bigger and a smaller part by the contour of the red stop sign. Put a mark on the right upper corner to remember how to put them together after working in groups.
Activity	<p>The group is divided into four parts. Each of them gets a sheet of the prepared paper. The exercise for the groups is to think about their emotions and recommendation concerning the issue of CSEC. What could be done to avoid it? What did the participants feel during the workshop and while talking about the issue?</p> <p>The smaller part on the paper is the emotional-part, the bigger the operation-part. Each group has 10-15 minutes to discuss and write down what they have in mind.</p> <p>After this each group can be asked to present their outcomes. Put the sheets together so the stop sign appears. Ask the participants to think of an action to carry out their wish to end CSEC to the politics or general public.</p> <p>This method is good to create a common activity; each participant can learn what to do against bad feelings and also how to react to the problem, for example choosing one of the recommendations.</p> <p>The exercise can also be done on individual basis or with a smaller group, by giving each participant an A4 paper.</p>
Source	Aktion Weißes Friedensband e.V. Germany



«EQUAL OPPORTUNITIES»

Intention	Experiencing of hurdles and difficulties that provide roadblocks to the equality of all																																																																																		
Duration	20 minutes																																																																																		
Setting	Free movement throughout the room																																																																																		
Resources	Cards of Fate, box.																																																																																		
Preparation	Copy of Worksheet, Cards of Fate (cards with short description of virtual character, some information on status/situation etc.) in a box.																																																																																		
Activity	<p>Ask the participants to stand in the center of the room in a single line and to hold each other's hands. Explain the game. The goal is to be the first to reach the finish wall. Fate will decide who is allowed to move. Walk through the room carrying the container with the Cards of Fate and ask each participant to draw a card and read it. You will give one by one instruction as to who is allowed to move. It all begins with gender. Ask those whose gender is male to take a step forward. All those, whose fate it is to be a woman, are required to stand still. Proceed based on the following instructions:</p> <table border="0"> <tr> <td>GENDER:</td> <td>MALE</td> <td>></td> <td>1 step forward</td> </tr> <tr> <td></td> <td>FEMALE</td> <td>></td> <td>1 step back</td> </tr> </table> <table border="0"> <tr> <td>SKIN COLOR:</td> <td>WHITE</td> <td>></td> <td>1 step forward</td> </tr> <tr> <td></td> <td>DARK</td> <td>></td> <td>1 step back</td> </tr> </table> <table border="0"> <tr> <td>RELIGION:</td> <td>NONE</td> <td>></td> <td>stand still</td> </tr> <tr> <td></td> <td>CHRISTIAN</td> <td>></td> <td>stand still</td> </tr> <tr> <td></td> <td>ISLAMIC</td> <td>></td> <td>1 step back</td> </tr> <tr> <td></td> <td>JEWISH</td> <td>></td> <td>1 step back</td> </tr> </table> <table border="0"> <tr> <td>SCHOOL EDUCATION:</td> <td>NOT GRADUATED</td> <td>></td> <td>1 step back</td> </tr> <tr> <td></td> <td>NOT GRADUATED</td> <td>></td> <td>1 step back</td> </tr> <tr> <td></td> <td>YES</td> <td>></td> <td>stand still</td> </tr> <tr> <td></td> <td>UNIVERSITY</td> <td>></td> <td>2 steps forward</td> </tr> </table> <p>OTHER: <i>Depending on what the cards say: e.g.:</i></p> <table border="0"> <tr> <td></td> <td>PER FOREIGN LANGUAGE</td> <td>></td> <td>1 step forward</td> </tr> <tr> <td></td> <td>HOMOSEXUALS</td> <td>></td> <td>3 steps back</td> </tr> <tr> <td></td> <td>APPLICANTS FOR ASYLUM</td> <td>></td> <td>3 steps back</td> </tr> <tr> <td></td> <td>FEMALE MIGRANTS</td> <td>></td> <td>2 steps back</td> </tr> <tr> <td></td> <td>FEMALE CITIZENS</td> <td>></td> <td>1 step forward</td> </tr> <tr> <td></td> <td>LANGUAGE OF COUNTRY</td> <td>></td> <td>2 steps back</td> </tr> <tr> <td></td> <td>NOT NATIVE LANGUAGE</td> <td>></td> <td>2 steps back</td> </tr> <tr> <td></td> <td>PHYSICAL HANDICAP</td> <td>></td> <td>3 steps back</td> </tr> </table> <p>Once you have completed all criteria on the Cards of Fate, ask the participants if they can think of any other criteria. Why criteria translate into a step forward, which into a step back? Once all participants have "arrived at their place in life", ask them to once again take each other's hands. Can they still reach each other? Ask the first participant to read out loud his/her Card of Fate. Did the others expect it to be the description of the first place? Then ask the last participant to read out loud his/her Card of Fate. Does the result surprise the other participants?</p>			GENDER:	MALE	>	1 step forward		FEMALE	>	1 step back	SKIN COLOR:	WHITE	>	1 step forward		DARK	>	1 step back	RELIGION:	NONE	>	stand still		CHRISTIAN	>	stand still		ISLAMIC	>	1 step back		JEWISH	>	1 step back	SCHOOL EDUCATION:	NOT GRADUATED	>	1 step back		NOT GRADUATED	>	1 step back		YES	>	stand still		UNIVERSITY	>	2 steps forward		PER FOREIGN LANGUAGE	>	1 step forward		HOMOSEXUALS	>	3 steps back		APPLICANTS FOR ASYLUM	>	3 steps back		FEMALE MIGRANTS	>	2 steps back		FEMALE CITIZENS	>	1 step forward		LANGUAGE OF COUNTRY	>	2 steps back		NOT NATIVE LANGUAGE	>	2 steps back		PHYSICAL HANDICAP	>	3 steps back
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	PHYSICAL HANDICAP	>	3 steps back																																																																																





Follow-up & Analysis	<p>Who decides today what our opportunities in life will be? Which factors do we control ourselves? Which ones are beyond our control? Which of these factors give any indication that a person might be at risk of becoming a victim of trafficking in human beings?</p> <p>This game can be rather depressing. It is therefore important to Follow-up with a motivating unit. Looking into the Women’s Rights Convention would be an adequate one, as it shows that strong efforts are being made on an international basis to offer women better opportunities.</p>
Source	<p>Daphne Project (2007): Human Rights and Trafficking in Women and Young People. An Educational Toolkit for Teachers and Students. Methodological Guide. Authors: Dina Nachbaur.</p>

METHODS SUITABLE FOR ALL CSEC-RELATED TOPICS

<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: NONE SCHOOL EDUCATION: NOT GRADUATED</p>	<p>GENDER: FEMALE SKIN COLOUR: DARK RELIGION: NONE SCHOOL EDUCATION: UNIVERSITY OTHER: 3 FOREIGN LANGUAGES +++</p>
<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: NONE SCHOOL EDUCATION: YES OTHER: CITIZEN +</p>	<p>GENDER: FEMALE SKIN COLOUR: WHITE RELIGION: NONE SCHOOL EDUCATION: NOT GRADUATED OTHER: CITIZEN +</p>
<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: CHRISTIAN SCHOOL EDUCATION: NOT</p>	<p>GENDER: FEMALE SKIN COLOUR: WHITE RELIGION: ISLAMIC SCHOOL EDUCATION: YES OTHER: 2 FOREIGN LANGUAGES</p>
<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: ISLAMIC SCHOOL EDUCATION: NOT GRADUATED OTHER: RICH PARENTS +++</p>	<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: CHRISTIAN SCHOOL EDUCATION: UNIVERSITY</p>
<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: BUDDHISM SCHOOL EDUCATION: YES</p>	<p>GENDER: MALE SKIN COLOUR: WHITE RELIGION: NONE SCHOOL EDUCATION: YES</p>

6. ACTIVISM AND PUBLICITY

A) YOUR ROAD TO SUCCESSFUL ACTIVISM & PUBLICITY

This chapter reflects on alternative ways to work with a subject. These methods are examples on how to work for your cause in a different way. The ideas are for inspiration. You can use them as they are, or change them that they fit in your own campaign. Don't be afraid to try something new.

When working with activism you've got a wide variety of goals and ways of reaching those goals. It can be everything from handing out flyers to hidden street theatre. Even though the methods and goals vary a lot, there are a few steps that will make it all a lot easier.

1. GOAL: What do you want to achieve? Is it informing the man on the street on a specific subject, or maybe media coverage to put your subject on the political agenda? Maybe confront a politician with their actions or promises? Either way, defining this in the start is going to make the whole process a lot easier.

2. MOOD/STYLE: Depending on the subject and the group you are targeting, you might want to try different approaches. If it's the first time you're trying to influence a politician, having a positive approach is the best way of reaching your goal. If a politician have neglected your subject and approaches for a long time the possibility of being a bit aggressive is more relevant to prove your feelings and demand action. Also, generally people are less likely to listen to you if you have an aggressive approach, since they'll back away.

TIP: Free giveaways together with some information are a combination that gets people to actually read the flyers.

3. THE BRAINSTORM: Start to form ideas! In the start, everything is a good idea- don't say no to anything. Write down random words (example: truck, dirty, surprise, hidden theatre can form a hidden theatre where you drop a truckload of people in dirty clothes in the middle of the town to put focus on trafficking) and use it to try and form ideas. When you have a lot of words and ideas try to narrow it down to a solid idea.

4. KNOWLEDGE: Have a session for everyone participating where you talk about the subject and why you're doing it. Both lectures on the subject, training in how to talk to people on the streets is important. Discuss questions the participants have, get it all out in the open so they'll feel comfortable going out on the streets. This is especially important the first times to give the participants confidence.

5. PRACTICAL: Form different groups. Some make flyers, some make press notices (if you've got something that will look good on a picture, include it), some make banners if you need that, have someone prepare talking to media, and so on.

6. THE ACTUAL ACTIVITY: Make it happen! Meet up in good time, make sure everything is ready. Call your press contact and make sure he/she is coming. Make sure everyone feels ready; if not, hook up the people that feel a little bit unsure with someone they can talk to and get answers to their questions from. It's important to make these events positive, so people have fun doing it. Remember to evaluate afterwards.

B) THINGS TO REMEMBER

- Have something big that catch peoples' attention. This will make it easier to talk to people, and the press loves to have something unusual to take pictures of or film.
- Don't be afraid to think new. For example make a memorial in memory of the victims of CSEC.
- Even though things might be «too much» for some people and seem aggressive, it can strongly move others.

C) PUBLIC ACTIVISM ACTIVITIES:

«HIDDEN THEATRE: THE TRUCK»	
Intention	Information to “the man in the street”, media
Duration	15 minutes +
Number of participants	10+
Setting	At a central place
Resources	A truck, some flyers
Activity	Use dirty clothes etc. to illustrate, put all the people inside the truck and then unload them with the truck in the middle of the town. The participants then walk around like they don’t know what has happened, and what’s going on. The point is to get people wondering, and you use this opportunity to catch their attention. Remember to ask the police so that you don’t get towed in.
Source	PRESS - Save the Children Youth Norway, Augusto Boal – Theatre of the oppressed



«DEMONSTRATION: MEMORIAL»	
Module	Activism
Intention	Spread the word/information, gather signatures, media
Duration	All together, 4 hours, with the actual demonstration being 30 mins - 2 hours
Number of participants	5+
Setting	In the main street
Resources	General knowledge on your subject, some hard facts. Small grave candles, letters, flowers, maybe a teddy bear
Activity	<ul style="list-style-type: none"> - Define your goal. Spread knowledge or get signatures for a specific cause maybe? - Define work roles, give different people different jobs. The things you need are: <ol style="list-style-type: none"> 1. Flyer 2. A small card with some punch lines on the subject the people participating in the demo. 3. Press releases. 4. Ask the police so you don’t get thrown away 5. Decide who is going to talk to the media, and prepare! <p>Gather the group, the flyers, candles and everything else you might have. Divide up, have some stand by the memorial, and someone to go around handing out flyers and talking to people walking by. Keep the person that is the media contact free so he/she has the possibility to talk to the media.</p>
Source	PRESS - Save the Children Youth Norway





MOBILIZING

One of the biggest jobs when working with activism is getting people to actually show up. Use all social networks and ways of contacting people as possible. Mention it on meeting with your group, call your members, make events on social networks (facebook etc.) and generally hype the event. Once you're getting into a routine it will get easier and even contribute with new members.

«FLASHMOB: HOW VISIBLE DOES IT HAVE TO BE?»

Intention	Media, affect the man on the street
Duration	~2 minutes (a few days/weeks of planning)
Number of participants	As many as possible; at least 20
Setting	Anywhere central
Resources	T-shirt for each
Activity	Make T-shirts, one for each participant. Some of the T-shirts should say «how visible does it have to be?», while the others have statements like: «I've been sexually abused», «I was a victim of trafficking»... The participants put sweaters on top of the T-shirts, and meet in the square, take of their sweaters and freeze on the spot with the T-shirts. Then after a minute or two (make up a specific time, signal to break), break up, but make sure some ones there to hand out information, or leave a lot of posters on the wall etc, as long as it's visible.
Source	PRESS - Save the Children Youth Norway



«CELEBRATE A DAY»

Module	Child pornography and other CSEC topics, Celebration, street action
Intention	Mark the day, spread the word
Duration	Whatever you feel like
Number of participants	2+ (if not it gets a bit boring)
Setting	In the street
Resources	Information and gifts for people
Activity	Choose a special day to celebrate (for example the 20th of November, the birthday of the Convention on the Rights of the Child (CRC), other UN days etc.). Make it look like a real birthday party, sing songs, hand out gifts and cakes, use balloons and other festive things to illustrate it. Glue small articles from the CRC on the cups for example, then make them read it and give them a cup of coffee/hot chocolate. This gives them positive thoughts about the CRC while giving them a little knowledge.
Source	PRESS - Save the Children Youth Norway



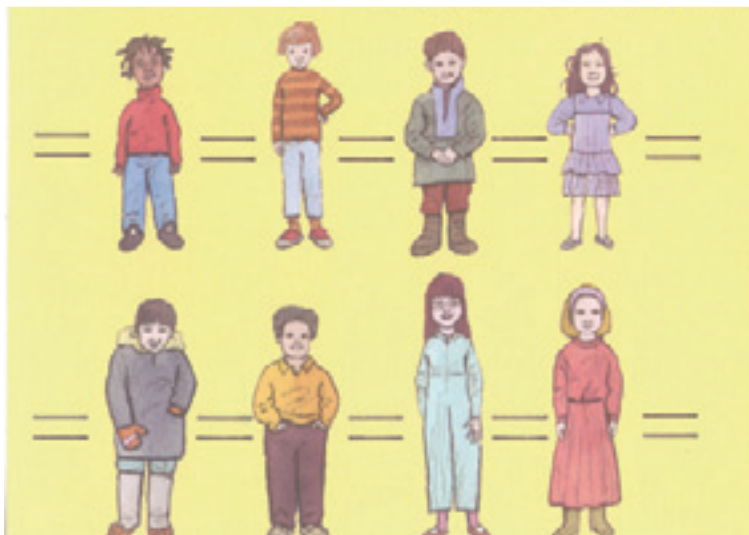
«AD-BUSTING»	
Module	Child pornography and other CSEC topics, Ad-busting
Intention	Catch people's attention
Duration	15 minutes
Number of participants	2+
Setting	In the streets, preparation in the office
Resources	Pens and big stickers
Activity	<p>Take a commercial you don't like, analyze it, and find out what you don't like about it. An example could be a commercial poster with a woman/girl with unnatural shapes, that has either gone through plastic surgery or been «fixed in photo shop». Take some big stickers with the text like «fake» and put it over the parts of the poster that needs it. It's likely to be taken down pretty fast unless you reach some pretty unreachable places.</p> <p>This is one of the easier ways of ad-busting, you can do bigger things, like repaint posters, edit things in photo shop, maybe change the name or the logo of the product to something that reflects your dissatisfaction with the commercial you're working with, then spread it in different ways.</p> <p>The key is to be creative.</p>
Source	PRESS - Save the Children Youth Norway



APPENDIX

A) LONGER WORKSHEETS & CASE STORIES

1. POSTCARDS CHILDREN'S RIGHTS



Worksheet

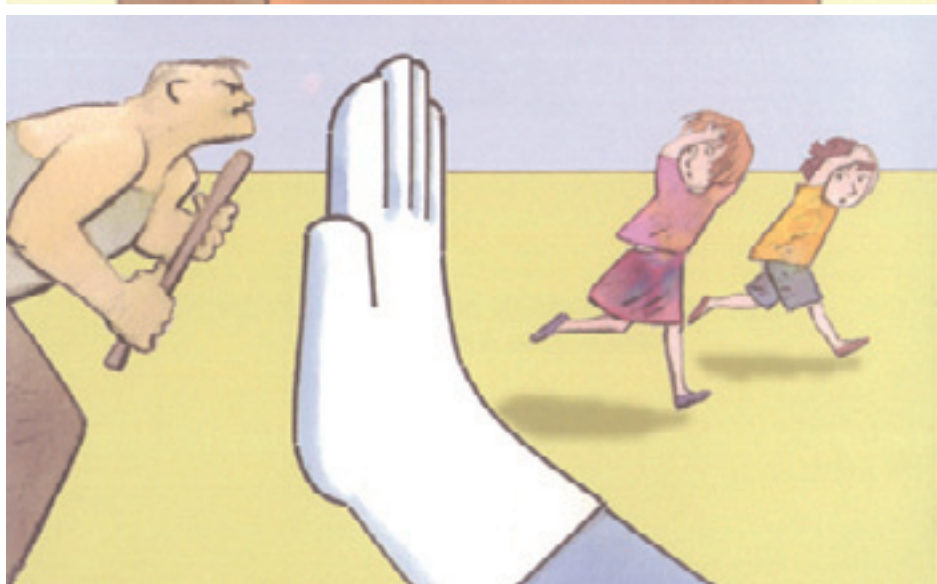
Worksheet





Worksheet

Worksheet

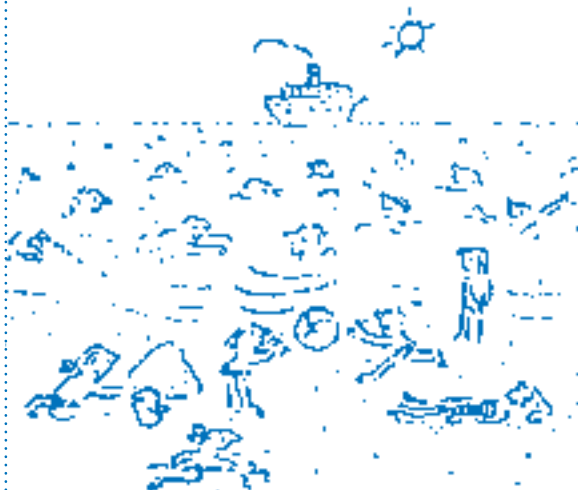
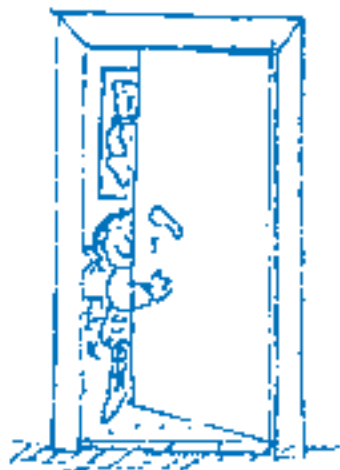


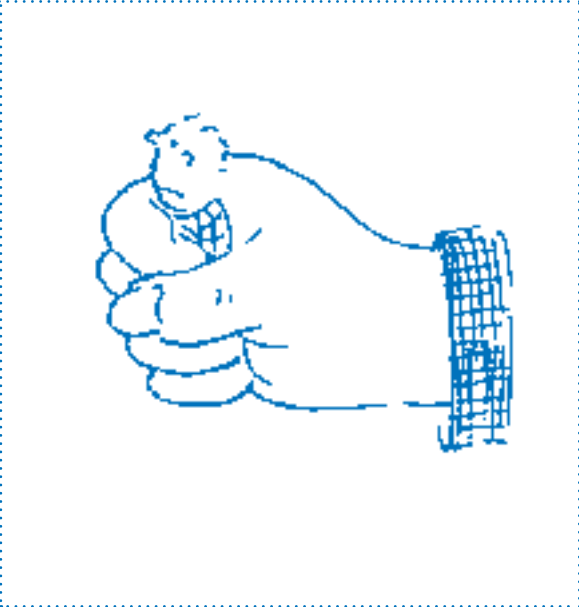
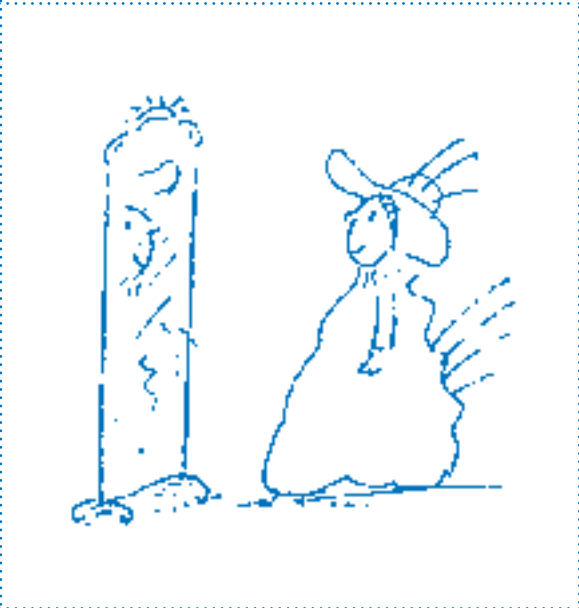
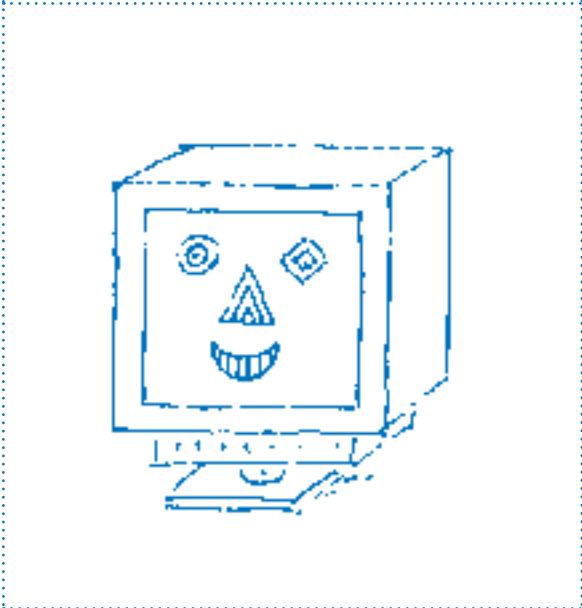
2. DESIRE AND NEEDS-CARDS



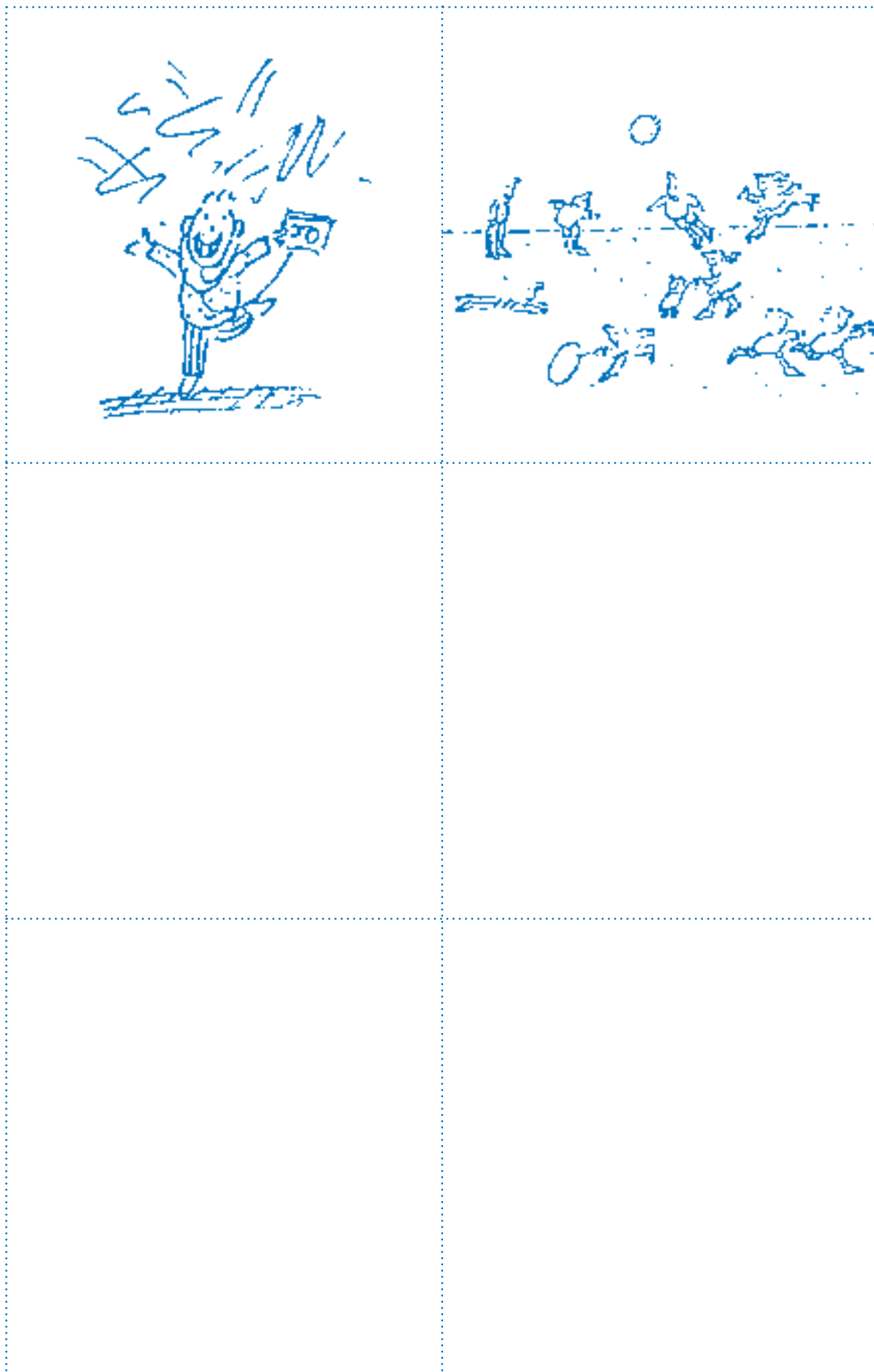
worksheets

Worksheet





worksheets



Worksheet

CASE STORIES

These are just a few case stories, we already worked with. Of course you can use different Case stories for the same methods. This list of case stories is not exhaustive, please use other case stories if you think the story doesn't meet the activities objective.

1. SOPHIE¹ - CHILD PROSTITUTION, CHILD TRAFFICKING

A girl named Sophie wearing lots of brash make-up has been seen by some NGO street workers, working with adult prostitutes in a red light district in Vienna. She was standing there in a group together with other adult sex workers from Bulgaria.

While the group of Bulgarian women was around it was impossible to get in contact with the girl, though she was keeping eye contact with the street workers and was listening attentively, but she preferred not to speak at all. While standing with these women, there was no chance of bringing up the topic of minors also it would have been a security risk to talk about it at this moment. It seemed as if the group had been watched by the men standing nearby.

On the next day, the street workers team talked about what they had seen and what they should do next so they could help the girl without endangering her. On the same day, delegates from ECPAT, the police and the Ludwig Boltzmann Institute for Human Rights discussed what the street workers had observed the evening before. They intensively talked about what would be best for the girl and in what way any interventions would affect her.

They decided to get in touch with the "Drehscheibe*", a special establishment of the city of Vienna, which shelters trafficked children when they are caught by the police, and make a report to the police. A report to the authorized police station wouldn't have been the right solution, because a police operation with uniforms and police cars may have scared the group, they would have gone underground and the girl would have disappeared with them.

During the phone talk with the Drehscheibe it became explicit that neither the Drehscheibe nor the youth welfare service of this district has been mandated to work on the streets. They only deal with children and youth if they decide to go there by themselves or if the police drop them off.

A few days later the possible under aged girl had been seen again, in the same area in a similar situation. After contacted, the police gave instructions to anonymously follow this new hint, which has been done. The outcome is unknown to the NGO, which reported this case as it was out of their responsibility to follow the girl's case. Within the NGO team it was, nonetheless, discussed how to handle similar cases in the future and an internal guide has been compiled."

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY SOPHIE:

- Is this a case of child trafficking? Explain your answer!
- What kinds of actors are involved in this case?
- What could be an outcome of the discussion how to handle a similar case for the NGO?
- Do you have suggestions how the case should/could be handled in general?

² This is a real story, only the name is changed.

^{*} (The Drehscheibe is a shelter for child trafficking victims in Vienna run by the youth welfare)

2. IVANA- CHILD TRAFFICKING, CHILD PORNOGRAPHY

Ivana is a fourteen year old girl from a small, poor village in Russia. A model agency is visiting to find new models. Ivana and her friends went to the photo shoot (without the knowledge of their parents). The 10 most promising girls get to join a European tour and Ivana is one of the 10 girls who got picked. She quit school to see the world and to get her own salary. Her parents are doubtful but approve when she promises to send money to their poor home. Instead she ends up at a brothel in a foreign country.

SOURCE: ECPAT Sweden

QUESTIONS TO CASE STORY IVANA

- Where should this process have stopped in order to prevent the trafficking of Ivana?
- What problems are behind this?
- What can be done for Ivana now, and whose responsibility is that?
- Who is to blame for her situation? Possible answers: Ivana herself, her parents, the per-petrators, the school, who didn't inform enough about this problem, the local society, others...

3. MARIA 2- CSEC, CHILD TRAFFICKING, CHILD PORNOGRAPHY, CHILD PROSTITUTION, CHILD SEX TOURISM

Maria is a 14-year-old Moldavian (Eastern Europe) girl. A few days ago a group of people came to her village and offered her parents, and her friends' parents, to go together with the girls and boys to the coast, where the young people (13-16 years old) could spend one month holiday and could improve their English skills. The parents didn't ask much and decided for their kids that they should use this seemingly fantastic opportunity. As they arrived at the coast, the young people could actually enjoy their holidays a bit, but only if they finished their daily work. This work consisted of acting as a model for nude photos. Every day they had to be available for sex tourists who were spending their holidays at the Black Sea like the young people. When they came home, some of the young people were ready to take this trip again if they receive approximately 10 Dollars.

SOURCE: Costachi J., Catana T., Chirita O., (2003): Trafficking in children for sexual exploitation in the Republic of Moldova- Joint East West research project on trafficking in children for sexual purposes in Europe: the sending countries, ECPAT Europe Law Enforcement Group, Chishinau. The story is based on real facts

QUESTIONS TO CASE STORY MARIA

- Which form of commercially sexual exploitation can be found in the case story (child trafficking, child prostitution, child sex tourism, child pornography)?
- Is it OK, if Maria decides on her own what to do to earn money "voluntarily"?
- To which things can Maria agree, to which not?
- Who is involved in Maria's exploitation?

² See Costachi J., Catana T., Chirita O., (2003): Trafficking in children for sexual exploitation in the Republic of Moldova- Joint East West research project on trafficking in children for sexual purposes in Europe: the sending countries, ECPAT Europe Law Enforcement Group, Chishinau. The story is based on real facts.

4. SONIA³ - CHILD PROSTITUTION, CHILD SEX TOURISM

Sonia began to work as a prostitute, when she was 13. She's living at the German-Czech border and her family doesn't have enough money to support her and her 4 brothers and sisters. In the beginning her family helped finding sex tourists for Sonia. Sonia tried many times to find another job, but she was never successful. With no other job she could make so much money like with the German sex tourists, which are Sonia's "regular customers". Now Sonia is 16. She still has her regular customers but she doesn't earn as much as her younger "colleagues". Therefore she does what many older children are doing: she's recruiting new children to work in prostitution. She could also help her younger brother Honza (10 years old) to earn money. For conveying and training the children she earns 60% of the money that they earn from the German sex tourists. Therefore everybody is benefitting from the situation.

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY SONIA

- Which form of commercially sexual exploitation can be found in the case story (child trafficking, child prostitution, child sex tourism, child pornography)?
- Is it OK, if Sonia decides on her own what to do to earn money "voluntarily"?
- To which things can Sonia agree, to which not?
- Who is involved in Sonia's exploitation?

worksheet

5. SONA – CHILD PROSTITUTION, CHILD TRAFFICKING

Sona began working as a prostitute in a Latin American country when she was evicted from home at the age of 14. She tried to get other jobs as well, but always returned to prostitution. When she was 17, a taxi driver invited her to go to Europe. The taxi driver said she was very pretty and would make a fortune if she moved to Europe and worked there. With her looks, he said, she could probably work as a model, and he would take care of all the arrangements. Sona was very tempted but still afraid. After a while she accepted his offer. It took him a month to arrange everything for her. Three other girls went with her. When they got to Europe, another taxi driver took their passports and said they needed to trust him since the city was very dangerous.

They had to work everyday from 6 p.m. to 6 a.m. as prostitutes and were told that they would not get their passports back before the house manager was paid back for the travel arrangements. Sona says she expected prostitution but had never imagined she would be a prisoner, threatened day and night.

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY SONA

- Is this a case of trafficking or smuggling? Please explain your answer.
- Is Sona performing voluntary prostitution or is this sexual exploitation – what do you think?
- Did Sona consent to human trafficking?
- Who are the acting persons Sona is involved with? Smugglers, traffickers, friends, pimps etc?
- Is Sona still a minor when she arrived in Europe or an adult?
- To what did Sona consent to and what not?
- What is the essential difference between 'trafficking' of an adult and 'trafficking' of a child?

³ Cathrin Schauer: Kinder auf dem Strich - Bericht von der deutsch-tschechischen Grenze ,Hg: UNICEF Deutschland, ECPAT Deutschland, Horlemann-Verlag, Bad Honnef, 2003

6. CASE JOB AGENCY- CHILD PORNOGRAPHY, CHILD TRAFFICKING

A taxi driver has reported to his local police station that he was taking some young girls from an office in town to the airport and one of the girls was very upset and crying in the car. She seemed to be upset at photographs that were taken of her, and was telling the other girls that 'she was not that type of person', and asking why it was necessary to have photographs taken with no clothes on for a job in a hotel abroad. The taxi driver believes that there is something 'fishy' about the office where he picked up the girls.

The police officer that takes the report from the taxi driver passes it on to his superior. The senior officer decides that the police should investigate this agency. Initial enquiries show that this is a business that arranges jobs abroad for young women, with the incentive that they can also study in a foreign country and learn a foreign language. The police started in-vestigating the agency. They suspect that it is in fact recruiting young women to work in the prostitution business abroad. It may be also making pornography. The agency is located downtown in the business section of a large city.

SOURCE: ECPAT Austria

INVESTIGATING CASE STORY JOB AGENCY

In this case, make the group plan the investigation, including a raid on the agency. The participants should think of the work that will be done prior to the raid being carried out, which might include:

- surveillance
- taking a statement from the taxi driver
- identification of any other relevant evidence about the agency
- requesting assistance from specialized police officers or other experts
- check of Missing Persons list; using taxi driver to identify possible victims; interviewing parents of missing persons
- requesting assistance from government or non-governmental child welfare organiza-tions
- notification to border police and enquiries with the airport police

IN PLANNING THE RAID, THEY SHOULD TAKE ACCOUNT OF:

- the timing of the raid
- the search warrant you will need
- the personnel that should be present for the raid
- the back-up support you might need from your colleagues
- the back-up support you might need from other persons/organisations
- how you will handle any evidence you find
- what you will do with that evidence
- how you will handle any suspects you find
- how you will handle any clients of the agency you find
- how you will handle any victims of the agency you find, including minors
- what difficulties you might encounter in getting cooperation from others

7. CASE BROTHEL CATALOGUE- CHILD PROSTITUTION

A man tells a friend of his that he frequents a brothel in town, especially when his wife is away on business in another town. He is a rich businessman. He tells his friend that the clients of the brothel can choose their partners from a catalogue, and that he was surprised to see that very young girls and even boys were on offer. The ages were not given in the catalogue, but it was clear from the photographs that there were children on offer, and the catalogue encouraged clients with words like 'Baby Chick', and 'School Scamp'. However, he personally does not feel comfortable having sex with a minor, since he has young children himself, and he has not used one of these young prostitutes. He does, however, like to try out the different adult women in the brothel. There is a very wide choice, including African and Asian women.

The friend is appalled at the idea that foreign women and children are being used for sex in his country. In his opinion this is encouraging the spread of AIDS. He telephones the police and reports the brothel, but does this anonymously, as he does not want to give the name of his friend, or his own name, to the police. The brothel is in an apartment block in a prestigious part of the city. The police are concerned that some of the clients might be quite influential members of society. It is likely that the means of communication between the persons who own the operation are sophisticated, because this appears to be a high-class operation and highly secretive.

SOURCE: ECPAT Austria

INVESTIGATING CASE STORY BROTHEL CATALOGUE

In this case, make the group plan the investigation, including a raid on the agency. The participants should think of the work that will be done prior to the raid being carried out, which might include:

- staking out the brothel
- following any suspects emerging from it
- taking statements from the owners of property in the same building, or from businesses in the immediate vicinity
- enquiries with foreign police forces
- check of Missing Persons list
- requesting assistance from government or non-governmental child welfare organisations
- requesting assistance from specialised police officers or other experts
- checking newspapers or magazines for advertisements which might relate to the brothel

IN PLANNING THE RAID, THEY SHOULD TAKE ACCOUNT OF:

- the timing of the raid
- the search warrant you will need
- the personnel that should be present for the raid
- the back-up support you might need from your colleagues
- the back-up support you might need from other persons/organisations
- how you will handle any evidence you find
- what you will do with that evidence
- how you will handle any suspects you find
- how you will handle any clients of the brothel you find there
- how you will handle any adult prostitutes you find there
- how you will handle any prostituted children you find there
- what difficulties you might encounter in getting cooperation from others

8. SARA – CHILD TRAFFICKING, CHILD PROSTITUTION

Sara was not able to find a job when she finished her education at the age of 20. She was unemployed for a year and lived with her parents in an Eastern European country. The situation was very difficult for them all. Many people she knew had gone abroad and earned money to support themselves and their families. Sara wanted to do the same. A woman she knew put her in touch with a man who said he could help her obtain a job as a waitress in a South-Eastern European country. The man offered his help in obtaining a passport and a ticket and said that she could reimburse him later. Sara told all her friends and family she was leaving and they were all happy for her. Some of Sara's friends wanted to leave with her. When Sara arrived in the country of destination, she was handed over to a group of men who told her she owed them money and that she had to pay off the debts by selling sex.

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY SARA

- Is this a case of trafficking or smuggling? Please explain your answer.
- Who are the acting persons Sara is involved with? Smuggler, traffickers, friends etc?
- Is Sara an adult or a minor?
- To what did Sara consent to and what not?
- Can an adult consent to exploitation or trafficking? And what is the difference in these cases to children?

9. AFRICA – CHILD TRAFFICKING

Police rescued 116 male children and young adults from slave camps inside an African country. The rescued victims were only some of those enslaved in child slave camps discovered in the western states of this country. The victims, all of a neighbouring country nationality, were camped in the bush without any shelter and forced to sleep outside on the bare ground. They were used to crush granite and stones at quarry sites in the camps. The children's parents had allegedly released them to labour traffickers, many in the hope of a better future for their children. Some of the children had been working in the quarries for up to four years.

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY AFRICA:

- Is this a case of trafficking or smuggling? Please explain your answer.
- What is the essential difference between 'trafficking' of an adult and 'trafficking' of a child?
- Did the obvious consent of the parents matter?
- How do you think a child's 'consent' is relevant to human trafficking?
- What could be the reasons that non-national children are being trafficked from one to another country?
- What makes children vulnerable to being trafficked?

10. NINA⁴ - CHILD PROSTITUTION

Nina grew up with her biological parents until she reached the age of four. As her father died, Nina's life changed completely. As her mother was an alcoholic, she lived with her grandmother from that time on. When Nina was 12 years old, her grandmother died. That was a very painful loss for her. **"...when my grandma died, I felt that my life was over..."** Nina says that she lost control from that time on. Nina went back to her mother, who had married again in the meantime and had two other children. Her mother's new partner – as other family members too – attacked her violently.

Nina doesn't like to be reminded of her school time. **"Yes, they always messed around with me...scurvy sod and such things..."** Nina finished the 9th school-year⁵, but she broke off her apprenticeship shortly before the end. Nina's puberty was characterized by auto aggressive behaviour – she said that she had bulimia and harmed herself. She regularly had conflicts with her step-father that often resulted in violence. Nina ran away from home several times and says that her parents refused to let her come back home when she reached age 14. **"...they threw me out and then I took an apartment...a very cheap one...I had to take an apartment, because I didn't want to live on the street...I let a 14-year-old junkie live at my place, who has approached me at Karlsplatz⁶ when I was on the way to my regular haunt..."**

Through this friend, Nina made first experiences with drugs. Nina can barely remember her first time when she had to prostitute herself, as the 15-year old girl was full with drugs at that time: **"...he⁷ has approached me and showed me how to prostitute myself and stuff like that...and then I tried it. It was just a gruesome feeling and I was so full with drugs that I didn't realize what was happening...because you can't do such things when you are so-ber...at least I can't...I could never prostitute myself the way I am now...I couldn't..."**

Nina who prostitutes herself for five years now, describes her punters in the following way: **"...most of them actually also have child's safety seats in the back...absolutely ordinary family men...most of them were Turkish, but I didn't go with them...actually absolutely ordinary older men...the whole range of society ...people, who you would never think of as going on the streets...just like very ordinary men...they simply go for younger girls. I think, that they, I don't know, maybe feel inferior and then feel proud when having a 14 year-old girl in the car...that's what I rather believe...that this is their problem...or that they do not get sex at home...or that their claims are not satisfied at home...most of them get violent by the time...there are a lot of violent punters...I mean, 70 percent of them are violent and 30 percent are actually really nice men...where you think...young men...who would never go on the streets and buy a girl...in the 2nd district⁸ they were actually nicer than there⁹..."**

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY NINA:

- Which form of commercially sexual exploitation can be found in the case story (child trafficking, child prostitution, child sex tourism, child pornography)?
- Is it ok, if Nina decides on her own what to do to earn money „voluntarily“?
- To which things can Nina agree, to which not?
- Who is involved in Nina's exploitation?

⁴ The following case story was made up by the both writers Carolin Tener and Tina Ring from material of their survey: Tener/Ring (2006): Auf dem Strich. Mädchenprostitution in Wien. (On the streets. Girls prostitution in Vienna.) Milena, Vienna

⁵ In Austria, the compulsory education takes 9 years

⁶ Place in Vienna that is known for its drug scene

⁷ The junkie living at her place

⁸ Vienna consists of 23 districts

⁹ In the 15th district

11. GABRIELE¹⁰ – CHILD PROSTITUTION, CHILD PORNOGRAPHY

Gabriele was born in Vienna und spent her first years with her natural parents and her brothers in a flat in Vienna. During her childhood and youth she spent a few years with her grandmother and also in various children's homes. She also reports that she lived with her aunt because she ran away from home.

For many years Gabriele suffered sexual abuse from her natural father. **"... my father as-saulted me ... between my 3rd and 16th year of age ... first he groped me with his fingers and when I was older he used his penis ... then I got pregnant from him ... I had my first child, then the second and the third ... well the second I would have received, but I lost it, because he kicked me in my stomach ... and the third I had aborted."** Gabriele remained silent for the many years that she was exposed to the sexual violence of her father because of her fear.

When Gabriele was 9 years old her father also used her for pornographic purposes. She tells that he as well as his friend forced her into sexual activities in front of a running camera. **"My father sold me to a friend who made pornographic videos with me ... well, either they simply penetrated me or I had to make it orally ...". In the beginning she did not realise what happens to her.** "... in the beginning I did not realise but then I did ...". After some time also her mother became aware. **"One day my mother was upstairs with Karl and he just looked at the video where I was shown and she sees that and asks 'What are you do-ing with my child'? ... well and suddenly the police came and he was arrested ... he also went naked, stark-naked on the street, wearing a coat and when a child passed by 'do you want a lollipop', gave him a lollipop and suddenly opened his coat ...".**

Gabriele's father was – as well as his friend Karl – convicted for his activities and imprisoned for one and a half years. Since he was released Gabriele has seen her father a few times. **"On the street ... and he asked me if I want to move in with him because he is aware that I do live on the street and he said 'you can move in with me, but you have to let me fuck you and you have to prostitute yourself for me' ...".**

Gabriele had her first experience with drugs when she was 14 years old. At the age of 16 she prostituted herself for the first time. She tells about her feelings in this situation. **"Disgusting ... it was so repulsive ... so ... that's what you have to do ... and he pays for it so you have to do him the favour, and he pays money for that ... then he wanted to do it without condom and so on .. no I don't do that ... then he hit me ...".**

SOURCE: ECPAT Austria

QUESTIONS TO CASE STORY GABRIELE:

- Which form of commercially sexual exploitation can be found in the case story (child trafficking, child prostitution, child sex tourism, child pornography)?
- Is it ok, if Gabriele decides on her own what to do to earn money „voluntarily“?
- To which things can Gabriele agree, to which not?
- Who is involved in Gabriele's exploitation?

¹⁰ The following case story was made up by the both writers Carolin Tener and Tina Ring from material of their survey: Tener/Ring (2006): Auf dem Strich. Mädchenprostitution in Wien. (On the streets. Girls prostitution in Vienna.) Milena, Vienna

12. NATALYA AND ILYA – CHILD TRAFFICKING, CHILD PROSTITUTION

Natalya is nearly 18 years old. Two months ago she met Ilya and they became girlfriend and boyfriend. Ilya tells Natalya that he loves her and that he is keen for them to move to another country where he has friends. Ilya helps Natalya to get her passport and visa and say he will keep them safe. They decide to drive together. At first all is well and Natalya is happy about her new life. However soon Ilya begins to change and starts to hit her. When they arrive at his friend's house Natalya is locked in a room and made to have sex with other men who visit.

SOURCE: Stop sex trafficking of children and young people – Body Shop & ECPAT Campaign

QUESTIONS TO CASE STORY NATALYA AND ILYA

- Is this a case of child trafficking? Explain your answer!
- What should Natalya do now?
- Who is involved in Natalya's exploitation?

13. ZACHERY AND LINDA – CHILD PROSTITUTION

Zachary Pulliam lives in Memphis with his girlfriend Linda, 17 years old. He loses his job, and things start to get a little desperate financially for Pulliam. So he decides he can earn extra money by pimping his girlfriend. He buys her some condoms, drops her off on a street corner, and pulls the car over to monitor her «work». A few cars pull up and ask how much she charges, but she tells them she is «not really a prostitute» and they all drive away. This really pisses Pulliam off, so he beats her with a belt, threatens to cut her with a box cutter, and locks her in their apartment. She escapes, goes to the police, and he goes to jail.

SOURCE: humantrafficking.change.org

QUESTIONS TO CASE STORY ZACHERY AND LINDA

- Which is the turning point in Zachary's life?
- What could be the reason that Linda agrees to «work» for him?
- Do you think this story is realistic?

14. MR. B - CHILD SEXTOURISM

Mr B. is from North America, but has a house in South Asia where he stays for many months working as a volunteer teacher. He often drinks in bars where there are many tourists. Mr. B knows that some of the tourists have sex with the young women who work in the bars and restaurants locally. Sometimes when he has been drinking, Mr B. will pay to have sex with a young woman without asking if she is over 18 years old. He knows this is wrong really, but believes that since lots of people do it, and the locals do not seem to mind, then it must be OK.

SOURCE: Guide to combating Child sex tourism, ECPAT International 2008

QUESTIONS TO CASE STORY MR. B.:

- Do you think Mr B. planned to have sex with a young woman, when you started his trip?
- Would it make a difference if he asks the women, how old she is?
- Which roles play the locals?

15. MRS. A – CHILD SEXTOURISM

Mrs A is visiting Africa for the first time. She is 40 years old and divorced from her husband. While on holiday in an African country she had sex with a boy who was 17 years old and who was a waiter in her hotel. She did not mind paying as it made her feel young and attractive again, and she thought it was fun. She also thought that she was helping the African boy who was poor.

SOURCE: Guide to combating Child sex tourism, ECPAT International 2008

QUESTIONS TO CASE STORY MRS. A.

- What are Mrs. A's reasons for having sex with a young boy
- Does sextourism helps poor people?
- What problems are behind this?

16. PAUL – CHILD TRAFFICKING

Paul is 12 years old. He lives with his family in a village in the mountains. One day his uncle visits from the city and offers to take Paul back with him to the city. He says the boy can work for him in his shop where he sells parts for motor cars. Paul's parents agree. The uncle says that he will pay the boy some money every week, and Paul will be able to send some home to his parents. The uncle has three children of his own, two boys and a girl. But they are at school and so they are not able to help in his shop.

SOURCE: ECPAT Europe Law Enforcement Group Programme against Trafficking in Children for Sexual Purpose in Europe in cooperation with ECPAT International (2006): Combating the Trafficking in Children for Sexual Purposes: A Training Guide

QUESTIONS TO CASE STORY PAUL:

- Can you tell whether each of the children described in the Case Studies
- Is at risk of being trafficked? or has been trafficked?
- Is not at risk and has not been trafficked?

17. CHRISTO – CHILD TRAFFICKING

Christo is 14 years old. He ran away from home because his father had deserted the family, and his mother had a new boyfriend, who beat him. Christo was begging on the streets of a big town when a man and woman offered to take him to Italy with them and find him a job. He goes with them, as he feels there is nothing for him in his own country, and he does not want to go home again. The man and woman provide him with papers, which show that he is aged 18. He is brought by bus to a town in Italy where he is made part of a criminal gang that rob cars and other property. When he protests, he is beaten. He is told to follow the gang's instructions, or he will be killed.

SOURCE: ECPAT Europe Law Enforcement Group Programme against Trafficking in Children for Sexual Purposes in Europe in cooperation with ECPAT International (2006): Combating the Trafficking in Children for Sexual Purposes: A Training Guide

QUESTIONS TO CASE STORY CHRISTO:

- Can you tell whether each of the children described in the Case Studies
- Is at risk of being trafficked? or has been trafficked?
- Is not at risk and has not been trafficked?

B) THE UN CONVENTION ON THE RIGHTS OF THE CHILD (CRC)

SHORT VERSION

ARTICLE 1. Definition of a Child. A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

ARTICLE 2. Non-Discrimination. All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

ARTICLE 3. Best interests of the child. All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

ARTICLE 4. Implementation of rights. The State must do all it can to implement the rights contained in the Convention.

ARTICLE 5. Parental guidance and the child's evolving capacities. The State must respect the rights and responsibilities of parents and the extended family to provide guidance for which is appropriate to his or her evolving capacities.

ARTICLE 6. Survival and development. Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

ARTICLE 7. Name and nationality. The child has the right to a name at birth. The child also has the right to acquire a nationality and, as far as possible, to know his or her parents and be cared for by them.

ARTICLE 8. Preservation of identity. The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality and family ties.

ARTICLE 9. Separation from parents. The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

ARTICLE 10. Family reunification. Children and their parents have the right to leave any country and to enter their own for purposes of reunion or the maintenance of the child-parent relationship.

ARTICLE 11. Illicit transfer and non-return. The State has an obligation to prevent and remedy the kidnaping or retention of children abroad by a parent or third party.

ARTICLE 12. The child's opinion. The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

ARTICLE 13. Freedom of expression. The child has the right to express his or her views, obtain information, make ideas or information known, regardless of frontiers.

ARTICLE 14. Freedom of thought, conscience and religion. The State shall respect the child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance.

ARTICLE 15. Freedom of association. Children have a right to meet with others, and to join or form associations.

ARTICLE 16. Protection of privacy. Children have the right to protection from interference with privacy, family, home and correspondence, and from libel or slander.

ARTICLE 17. Access to appropriate information. The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social and cultural benefit to the child, and take steps to protect him or her from harmful materials.

ARTICLE 18. Parental responsibilities. Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

ARTICLE 19. Protection from abuse and neglect. The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate programmes for the prevention of abuse and the treatment of victims.

ARTICLE 20. Protection of a child without family. The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

ARTICLE 21. Adoption. In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and only with the authorization of competent authorities, and safeguards for the child.

ARTICLE 22. Refugee children. Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to co-operate with competent organizations which provide such protection and assistance.

ARTICLE 23. Disabled children. A disabled child has the right to special care, education and training to help him or her enjoy a full and decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

ARTICLE 24. Health and health services. The child has a right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventive health care, public health education and the reduction of infant mortality. They shall encourage international co-operation in this regard and strive to see that no child is deprived of access to effective health services.

ARTICLE 25. Periodic review of placement. A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

ARTICLE 26. Social security. The child has the right to benefit from social security including social insurance.

ARTICLE 27. Standard of living. Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development. Parents have the primary responsibility to ensure that the child has adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

ARTICLE 28. Education. The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education available to all on the basis of capacity. School discipline shall be consistent with the child's right and dignity. The State shall engage in international co-operation to implement this right.

ARTICLE 29. Aims of education. Education shall aim at developing the child's personality, talents and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

ARTICLE 30. Children of minorities or indigenous populations. Children of minority communities and indigenous populations have the right to enjoy their own culture and to practise their own religion and language.

ARTICLE 31. Leisure, recreation and cultural activities. The child has the right to leisure, play and participation in cultural and artistic activities.

ARTICLE 32. Child labour. The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

ARTICLE 33. Drug abuse. Children have the right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

ARTICLE 34. Sexual exploitation. The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

ARTICLE 35. Sale, trafficking and abduction. It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

ARTICLE 36. Other forms of exploitation. The child has the right to protection from all forms of exploitation to any aspects of the child's welfare not covered in articles 32, 33, 34 and 35.

ARTICLE 37. Torture and deprivation of liberty. No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

ARTICLE 38. Armed conflicts. States Parties shall take all feasible measures to ensure that children below 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

ARTICLE 39. Rehabilitative care. The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social re-integration.

ARTICLE 40. Administration of juvenile justice. A child in conflict with the law has the right to treatment which promotes the child's sense of dignity and worth, takes the child's age into account and aims at his or her re-integration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided wherever possible.

ARTICLE 41. Respect for existing standards. Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standard shall always apply.

ARTICLE 42-54. Implementation and entry into force. The provisions of articles 42-54 notably foresee;

- the State's obligation to make the rights contained in this Convention widely known to both adults and children.
- the setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force - and the Committee would therefore be set up - once 20 countries have ratified it.
- States Parties are to make their reports widely available to the general public.
- the Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the un General Assembly.
- in order to "foster the effective implementation of the Convention and to encourage international co-operation", the specialized agencies of the un (such as ILO, WHO and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as "competent", including NGOs in consultative status with the un and un organs such as UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.
- a reservation incompatible with the object and purpose of the present Convention shall not be permitted.

SOURCE: Papuzza, Elisabetta: Education and New Media. Rights and responsibilities leading to a digital citizenship. Educational resources, a teachers' guide. Save the Children Italy, Co-financed by the European Commission.

You can find the complete text of the CRC for example here:

<http://www2.ohchr.org/english/law/crc.htm>

C) PATTERN TO PLAN A SESSION

TRAINER	PERSON IN CHARGE	OBJECTIVE	ACTIVITY	RESOURCES	SETTING	DATE	COMMENT

D) 12 ADVICE FOR EVERY DAY ³⁰

😊 BELIEVE IN YOUR POWER, YOU'RE ABLE TO ACHIEVE SOMETHING 😊

✿ learn how to say no ✿

😊 MAKE A GOOD AND KIND ATMOSPHERE, MAKE NICE THINGS TOGETHER, 😊
GIVE FEEDBACK, POSITIVE COMMUNICATION

✿ Do it in a funny way! Keep it on a personal level! ✿

😊 DON'T WORK ON WEEKENDS AND PUT UP SMALL GOALS 😊

✿ Don't be afraid to try out something new ✿

😊 MAKE AN ACTION PLAN, PROJECT IDEAS, A CLEAR PLAN FOR VOLUNTEERS 😊

✿ Stay open minded! ✿

😊 SET PRIORITIES, STAY REALISTIC, BUILD WORKING GROUPS 😊

😊 MAKE FRIENDS AND SET AS WELL YOUR OWN GOALS 😊

😊 ALWAYS BRING FOOD TO A MEETING 😊

✿ Someone has to take care about boring things like: ✿
economy, computer staff., writing summaries

³⁰ This advices were collected in the meeting in Vienna (2009) were experienced participants of Youth groups of 6 countries were present.

E) PARTICIPATING & SUPPORTING ORGANISATIONS & YOUTH GROUPS

Here you find a brief description of all participating youth groups and some of the supporting adult organizations (in alphabetic order). Some of these youth groups have a more detailed description on their structures, history and working field in the Brochure: EICYAC (2008): Booklet on the development and best practices of 10 youth movements within ECPAT groups in Western and Eastern Europe& CIS. ECPAT International, Bangkok

AUSTRIA - CYA (COMMITTEE FOR YOUTH ACTION) ECPAT AUSTRIA

We are a group of young students of different faculties, such as law, tourism management and international development. We have become involved with the abatement of commercial sexual exploitation of children. Our main goals are: prevention and sensibilisation of young people by the means of peer education, fostering youth participation in the field of CSEC, supporting the goals of ECPAT, youth protection work ("Self-protection") and working with young people at risk.

FOR MORE INFORMATION: <http://www.ecpat.at/index.php?id=45>

EICYAC - ECPAT INTERNATIONAL CHILD AND YOUTH ADVISORY COMMITTEE

ECPAT International Child and Youth Advisory Committee, which is an international advisory committee of elected young persons of different regional ECPAT groups. EICYAC's aim is to involve children and young persons in the campaign against commercial sexual exploitation of children.

FOR MORE INFORMATION: <http://www.eicyac.org>

GERMANY – ECPAT GERMANY

ECPAT Germany is a strong network against the commercial sexual exploitation of children. 29 organizations, including counseling and service providers, formed ECPAT Germany. We work actively for children to grow up unharmed and unexploited in our society. As a specialized organization, we engage especially to improve the efficiency of prosecution of offenders, for the prevention and protection of child trafficking, sexual abuse in online situations and in tourism. Child and youth participation is guaranteed through the inclusion of a youth representative in its board and the active participation of young people within the ECPAT Germanys member organizations.

One participant from Germany, who is at the moment (2010) also representative for Western Europe within the EICYAC (ECPAT International Child and Youth Advisory Committee) network, participated at the meeting.

FOR MORE INFORMATION: www.ecpat.de

THE NETHERLANDS - ECPAT NETHERLANDS

ECPAT NL is raising awareness on commercial sexual exploitation of children in the Dutch society. ECPAT NL is also lobbying for adequate and effective law enforcement, prevention and healthcare programmes regarding the prevention of sexual exploitation of children at governmental and societal level. Also the private sector, like Internet Service Providers and the tourism industry are addressed to take responsibility to protect children from sexual exploitation. ECPAT NL has played an important role in the development, implementation and monitoring of the Dutch National Action Plan Sexual Abuse of children.

FOR MORE INFORMATION: www.ecpat.nl

NORWAY: PRESS – SAVE THE CHILDREN

PRESS – Save the Children Youth Norway is an organisation promoting child rights. We base our work on the UN Convention on the Rights of the Child, and work with issues regarding child rights both in Norway and on an international level. We are an organisation for children and youth between 13 and 25, and are an political and religious independent organisation. Throughout the years we have worked with subjects from asylum seeking children rights to world trade, and how that affects child rights.

FOR MORE INFORMATION: www.press.no

RUSSIA - YOUTH MOVEMENT OF THE RUSSIAN ALLIANCE AGAINST CSEC

The Youth movement of the Russian Alliance against CSEC was created in 2004 and initially was represented by young employees of the Alliance member organizations. The young people working in these organizations have participated in different “adult” projects aimed at counteraction to commercial sexual exploitation of children and thus contributing to the solving of the problem of commercial sexual exploitation of children in the Russian Federation. In 2009 the Youth movement was expanded and welcomed more than a hundred young people studying in primary and secondary schools which now also participate in the battle against commercial sexual exploitation and implement their own activities in the field. The Youth movement of the Russian Alliance against CSEC is aimed at prevention of all forms of commercial sexual exploitation of children, raising public awareness on the problem and assistance in the rehabilitation of children-victims of sexual exploitation. Moreover the members of the movement participate in such activities of the Russian Alliance against CSEC as conducting research on the situation with CSEC in the Russian Federation and cooperation with governmental structures in counteraction to the problem of CSEC.»

FOR MORE INFORMATION: www.ngostellit.ru

SWEDEN - YOUTH GROUP ECPAT SWEDEN

ECPAT Sweden Youth group is a formation of 7 young people who work voluntarily specifically with youth education on CSEC. Since the group re-started in August 2008 they have been giving lectures on CSEC in Swedish schools, and recently finished a national project together with 7 other child right organisations to raise awareness for and celebrate the 20 years of the Convention of the Childs rights.

FOR MORE INFORMATION: http://www.ecpat.se/pages.asp?r_id=39379

F) LIST OF CARE AND SUPPORT INSTITUTIONS

Working with the topic of violation of the rights of children you are well advised to have some information on national and international supporting organisations as hotlines, centres for crisis intervention and victims support.

THESE ARE SOME EXAMPLES FROM AUSTRIA:

NATIONAL INSTITUTIONS IN AUSTRIA:

- **KINDERNOTRUF** 0800 567 567 – www.kindernotruf.at
Free and round-the-clock telephone support for children in Austria. It also provides care and company to public authorities or proceedings.
- **DREHSCHIEBE**
Wasnergasse 33, A-1200 Wien
TEL.: 01/ 33134/20396
This special establishment of the city of Vienna shelters trafficked children when they are caught by the police.
- **MELDESTELLE KINDERPRONOGRAPHIE**
Josef Holaubek Platz 1, A-1090 Wien;
TELEFAX: +43-(0)1-31345-85190
E-MAIL: meldestelle@interpol.at
If you find some homepage with childpornographic content, you should mail, e-mail or fax it (if you want anonymously) to this establishment of the Federal Criminal Police Office.
- **RAT AUF DRAHT** 147
<http://rataufdraht.orf.at>
Free telephone hotline for children, Austria

INTERNATIONAL INSTITUTIONS IN AUSTRIA

<p>IOM INTERNATIONALE ORGANISATION FÜR MIGRATION (Special Liaison Mission to Austria, the OSCE and International Organizations and Technical Cooperation Centre for Europe and Central Asia)</p> <p>Nibelungengasse 13/4 1010 Vienna Tel: +43 1 585 33 22 Fax: +43 1 585 33 22-30 E-Mail: iom-vienna@iom.int Internet: www.iomvienna.at</p>	<p>UNICEF AUSTRIAN COMMITTEE ANWALTSCHAFT/ADVOCASY</p> <p>Martha MIKLIN Hietzinger Hauptstraße 55 1130 Vienna Tel.: 01/8792191 Fax: 01/87921919 Mobil: 0699/11009965 E-mail: miklin@unicef.at Internet: http://www.unicef.at/</p>
<p>ICMPD INTERNATIONAL CENTRE FOR MIGRATION POLICY DEVELOPMENT</p> <p>Gonzagagasse 1, 5th floor 1010-Vienna Tel: +43/1/504-46-77-0 Fax: +43/1/504-46-77-75 E-Mail: icmpd@icmpd.org Internet: www.icmpd.org</p>	<p>UNIFEM, AUSTRIAN COMMITTEE UNITED NATIONS DEVELOPMENT FUND FOR WOMEN</p> <p>Brigitte Brenner, Vorsitzende Säulengasse 5/21 A-1090 Vienna Tel: 01/310 96 96 E-mail: unifem.austria@aon.at Internet: http://www.unifem.at/</p> <p>Focus on Trafficking of Women in Bratislava</p>
<p>OSZE ORGANISATION FÜR DIE SICHERHEIT UND ZUSAMMENARBEIT IN EUROPA</p> <p>ANELISE GOMES DE ARAUJO Adviser, Office of the Special Representative and Co-ordinator for Combating Trafficking in Human Beings, OSCE Secretariat</p> <p>Kärntner Ring 5-7, 7th floor 1010, Vienna Tel.: +43-1 514 36 6258 Fax: +43-1 514 36 6299 E-mail: Anelise.GomesAraujo@osce.org Internet: www.osce.org</p>	<p>UNODC UNITED NATIONS OFFICE ON DRUGS AND CRIME</p> <p>Vienna International Centre Wagramer Strasse 5 A 1400 Vienna Internet: www.unodc.org</p> <p>POSTADRESSE: Vienna International Centre PO Box 500 A 1400 Vienna Tel: + (43) (1) 26060 Fax: + (43) (1) 263-3389</p>

ECPAT INTERNATIONAL

<p>ECPAT INTERNATIONAL BANGKOK</p> <p>Telefon: +662 215 3388 E-mail: info@ecpat.at Internet: www.ecpat.net</p>	
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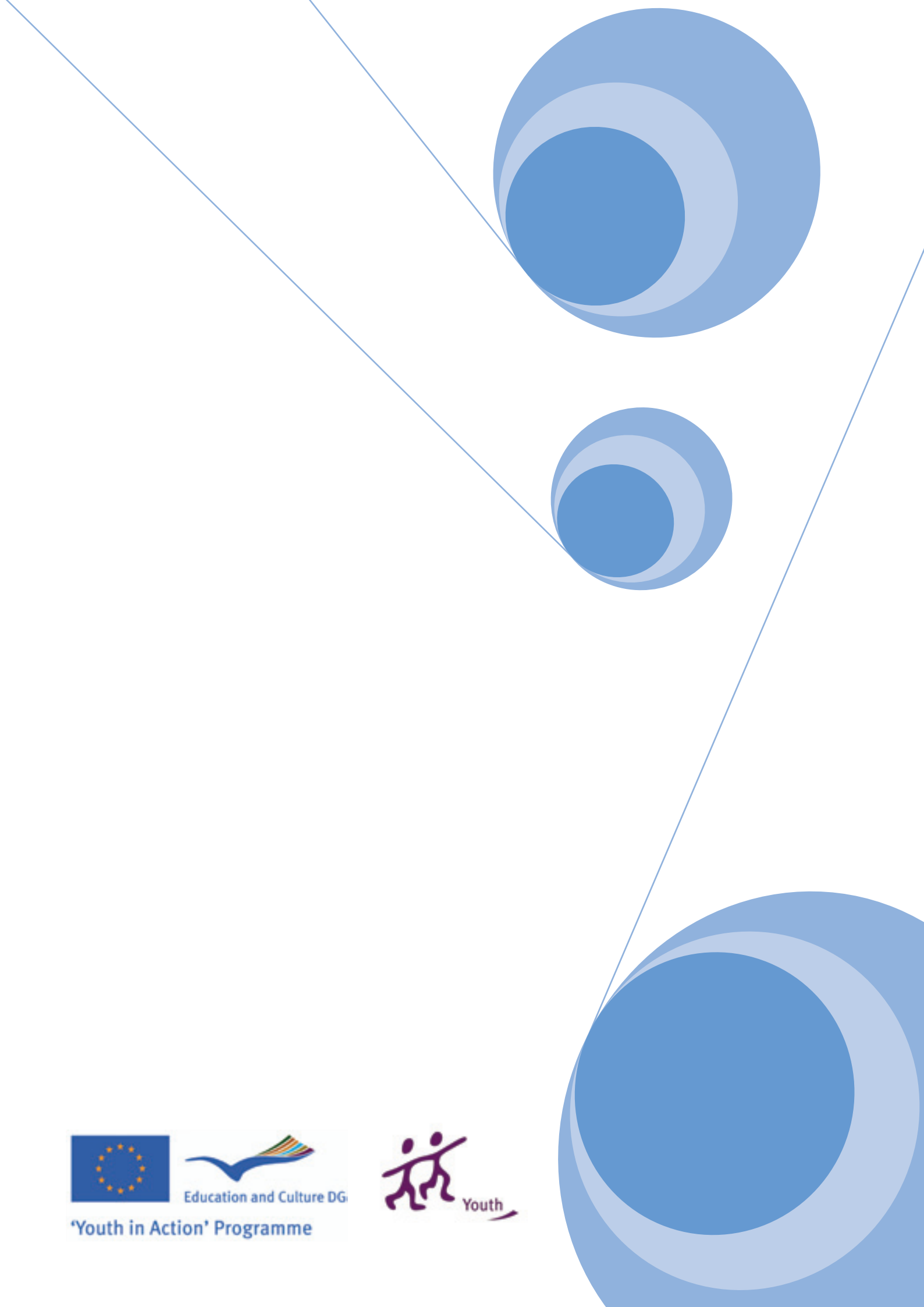
G) INTERNET RESOURCES

AUSTRIAN NAT. COALITION ON CHILDREN'S RIGHTS	www.kinderhabenrechte.at
CEDAW COMMITTEE (Gender; country reports and Ngo shadow reports)	www.un.org/womenwatch/daw/cedaw/committee.htm
CHILD RIGHTS INFORMATION NETWORK	www.crin.org
CHILD PORNOGRAPHY HOTLINE AUSTRIAN FEDERAL MINISTRY OF INTERIOR	www.bmi.gv.at/meldestellen
CHILD TRAFFICKING IN THE EU Challenges, perspectives and good practices	http://fra.europa.eu/fraWebsite/products/publications_reports/pub_child_trafficking09_en.htm
DAPHNE PROJECT (Toolkit on trafficking)	http://www.univie.ac.at/bim/php/bim/index_eng.php?level=10&id=339
DARE TO BE AWARE Activities and Methods for working with young people on the topic of commercial sexual exploitation of children	www.ecpat.at/materialien.html
ECPAT International information on World Congress III on commercial sexual exploitation of children	www.ecpat.net/World_Congress/en/index.html
GENDERNET (good pages, tools for gender mainstreaming and how to teach gender):	www.konsnet.dk/Default.aspx?ID=17223
INFORMATION ON CARE+ SERVICE PROVIDERS FOR TRAFFICKING IN HUMAN BEINGS (Austria/Germany)	www.westinfo.at/beratung.htm
INTERNATIONAL ORGANIZATION FOR MIGRATION	http://www.iomvienna.at/index.php
INTERNATIONAL ASSOCIATION OF INTERNET HOTLINES	http://www.inhope.org
MICROSOFT AUSTRIA'S INITIATIVE	www.sicheriminternet.at
POLIS The Austrian Centre for Citizenship Education in Schools	http://www.politik-lernen.at
SAFERINTERNET.AT INITIATIVE	www.saferinternet.at
STOP-IT, since 2002 a Save the Children Italy project, dedicated to the fight against sexual exploitation and abuse of children on and via the Internet	www.stop-it.org
TELEPHONE HOTLINE FOR CHILDREN IN AUSTRIA	http://rataufdraht.orf.at
REPORTS FROM THE DIFFERENT COUNTRIES IN THE EU	http://fra.europa.eu/fraWebsite/research/background_cr/cr_child_traff_0709_en.htm
RESPECT Institute for Integrative Tourism and Development	www.respect.at
STATISTICS ON CHILD PORNOGRAPHY IN AUSTRIA	www.stopline.at
THEATER DER UNTERDRÜCKTEN (TDU) WIEN:	www.tdu-wien.at

H) SOURCES AND FURTHER INFORMATION

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Wikipedia the Free Encyclopedia
- CHILD RIGHTS INFORMATION NETWORK** [<http://www.crin.org>]
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- COMPILATION OF DIFFERENT ACTIVITIES FOR YOUTH-WORK** [http://www.easy4.it/dmdocuments/activity_forms.pdf]
- TDU WIEN** [<http://www.tdu-wien.at>]
- DAPHNE PROJECT (2007)** Human Rights and Trafficking in Women and Young People. An Educational Toolkit for Teachers and Students. Methodological Guide. Author: Dina Nachbaur.
- ECPAT AUSTRIA** Child Sextourism Manual- Info-Package „Kommerzielle sexuelle Ausbeutung von Kindern im Tourismus – Verhaltenskodex zum Schutz der Kinder“, respect (Hg.).
- ECPAT EUROPE** Law Enforcement Group Programme against Trafficking in Children for Sexual Purposes in Europe in cooperation with ECPAT International (2006): Combating the Trafficking in Children for Sexual Purposes: A Training Guide.
- ECPAT INTERNATIONAL.** What is commercial sexual exploitation of children? Definitions for young people.
[http://www.ecpat.net/EI/Publications/CYP/Child_Friendly_Def_ENG.pdf]
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- G8 EXPERIENCE** in the Implementation of Extraterritorial Jurisdiction for Sex Crimes Against Children (04/18/2007):
[<http://www.bmj.bund.de/files/-/2319/Extraterritorial%20Jurisdiction.pdf>]
- KREISSL, MARION /PETROVIC, MILICA** (2008): Child and Youth Participation (CYP) in the Trafficking IV Project 2007- 2008. Project Youth Report, Vienna/Belgrade.
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- PAPUZZA, ELISABETTA:** Education and New Media. Rights and responsibilities leading to a digital citizenship. Educational resources, a teachers' guide. Save the Children Italy, Co-financed by the European Commission. [http://www.easy4.it/dmdocuments/easy_handbook.pdf]
- POLIS** The Austrian Centre for Citizenship Education in Schools: [<http://www.politik-lernen.at/content/site/praxisboerse/index.html>]
- REPORT:** European Train-the-trainers seminar, Vienna 07/2009.
- RESPECT (Hg.):** Info-Package „Kommerzielle sexuelle Ausbeutung von Kindern im Tourismus – Verhaltenskodex zum Schutz der Kinder“.
- RESPECT/ECPAT:** Report «European Train-the-trainers (ToT) seminar: The Protection of Children from sexual exploitation in travel and tourism –best practice, challenges and discussion of new tools, 09/10/11 July 2009
- SALTO** Youth, Resource Centre, Find a training tool: [<http://www.salto-youth.net/find-a-tool/>]
- SCHAUER, CATHRIN (2003):** Kinder auf dem Strich - Bericht von der deutsch-tschechischen Grenze. Hg: UNICEF Deutschland, ECPAT Deutschland, Horlemann-Verlag, Bad Honnef.
- STOCKHOLM DECLARATION AND AGENDA FOR ACTION** Erster Weltkongress gegen CSEC, Stockholm, 1996.
- T-KITS** are thematic publications written by experienced youth trainers: [http://www.youth-partnership.net/youth-partnership/publications/T-kits/T_kits]
- TENER/RING (2006):** Auf dem Strich. Mädchenprostitution in Wien. (On the streets. Girls prostitution in Vienna.) Milena, Vienna.
- TRAININGSMANUAL ZUM VERHALTENSKODEX** “Schutz der Kinder vor sexueller Ausbeutung im Tourismus” ECPAT Deutschland e.V., 2007 e.V. Freiburg.
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