



STOP

Sensitize and Train Organisations to fight against the Prostitution of minors

AWARENESS RAISING KIT

SCHOOLS



Co-funded by
the European Union



Sensitize and Train Organisations to fight against the Prostitution of minors

AWARENESS RAISING KIT

SCHOOLS



Co-funded by
the European Union

Table of Contents

Getting to know each other:	5
How familiar the participants are with the topic	5
Talking about the same things.....	6
The warning signals	6
What to do?	7
Who to address the situation	7
How to address the situation with the young people.....	8
The student does not want to talk.....	8
The student agrees to talk but does not talk about prostitution	8
The student confirms the sexual exploitation in prostitution.....	9
The attitude.....	9
Each discussion with the person must be prepared in advance.....	9

1h15 session



10 minutes

Getting to know each other:

The facilitator asks the participants their names and their role/professional activity.

Then, he presents the partner organisation, the STOP project and the context/objectives of the awareness-raising session.

This is led under the form of a round table.



10 minutes

How familiar the participants are with the topic

The facilitator asks the open question to the participants to know how familiar they are with the topic of sexual exploitation of minors in prostitution.

The best way is to give the possibility to each volunteer person to express herself.

If needed, it can also be done by asking more precise questions to the participants to see what their representations about the topic are, such as:

- Key words that come to their mind when they hear “sexual exploitation of minors in prostitution”
- Statistics about sexual exploitation of minors in prostitution
- Profile of victims (age...)
- Profile of pimps
- What does the law say about sexual exploitation of minors in prostitution?

Transition: the facilitator explains that the main aim of the next part of the session is to share all the knowledge that has been gathered about the topic until now thanks to this project.

The facilitator must underline the fact that it is done thanks to available data and research and that it is led with humility with the means and information that are at the disposal at the moment.



15 minutes

Talking about the same things

The aim of this first part is to focus on terminology.

The facilitator asks the participants the following question: ***“In your opinion, what are the different forms of prostitution?”***

As soon as the participants have shared what they think, the facilitator shows the “Michetomètre” to share the different definitions and situations that can be considered as prostitution and pimping.

Then, the infographic is presented to tackle the main topics:

- what the law says
- typical profile according to current information
- how young people enter in prostitution, the role of social networks, etc.



10 minutes

The warning signals

The facilitator explains that sexual exploitation of minors in prostitution can take place in all contexts, families, ...

If there is enough time, he/she can ask the participants what they think the main warning signals are in the school context.

He/she displays on a screen a list of the main warning signals that have been most commonly noticed:

- more and more absence at school
- decrease of the participation in class
- lower and lower marks
- change in the appearance and in the way of dressing: it can be more and more sexualized or in the contrary, showing that the young person is taking less and less care of the way she/he is dressed
- change in the frequentations at school
- isolation
- new objects, clothes (...) that can be really expensive, and that the person did not have before

- more and more difficulty to talk with the person and to involve her during the class
- injuries (bruises...)
- the person seems to have some addictions
- increased and long-lasting fatigue
- bullying

What is important to underline is that:

- Noticing these warning signals do not necessarily mean that a young person is victim of sexual exploitation in prostitution
- A person can be a victim of sexual exploitation in prostitution without seeing obvious warning signals. They can be noticeable in other contexts or the person can be able not to show anything at school.



15 minutes

What to do?

Who to address the situation

The facilitator insists on the fact that when there is a suspicion of sexual exploitation of a student, it is really important to address it as soon as possible with colleagues, headmasters...

Tackling this topic is really tricky and it must be thoroughly thought and organized before addressing it with the young person.

The first thing is to discuss about the suspicion with the colleagues (other teachers, supervisors, headmasters, nurse...).

Then, what must be done is to identify collectively who could be the best person(s) to approach the young person and to address the topic.

In parallel, the best moment also must be identified, as well as how to reach the young person.

How to address the situation with the young people

Once the best person(s) to tackle the topic has been identified, the attitude of this person will be determinant.

Some attitudes and ways to address the situation must be taken into account.

Here are some tips, depending on the context and attitude of the young person

The student does not want to talk

It is her/his right!

Some sentences to use:

- *"I understand that you don't want to talk about that now »*
- *"My role as an adult is to protect you"*
- *"I'll come back to you so that we can discuss about it" (giving a real place for the discussion)*
- *"I let you some time to think about it" (giving time to the person)*

It is important to identify if the youngster has resource persons she/he can talk with.

"I'm worried for you. Do you have someone with whom you could talk if you were in difficulty?"

The student agrees to talk but does not talk about prostitution

Until the youngster does not use the word "prostitution", we don't use it neither!

What to do:

- Stay open to discussion so that she/he knows that you are available if she/he wants to talk
- Remind the youngster that adults inside the school are there to protect her/him and that there is enough information to act to protect her/him.
- Mention the different stakeholders, partner organisations and actions that can be undertaken and see what could be the best for her/him.

The student confirms the sexual exploitation in prostitution

Until the youngster does not use the word “prostitution”, we don’t use it neither!

What to do:

- Listen to her/him without forcing her/him to tell everything
- Keep in mind that she/he has lived traumatic situations
- Do not promise to keep the secret: you must inform the authorities that take care of these situations
- Inform her/him that her/his parents will be informed
- Propose to create spaces of discussion with another person or any person she/he would like to talk with
- Remind her/him that she/he is not responsible and that she/he is a victim.

The attitude

Each discussion with the person must be prepared in advance.

- The youngster must feel in a safe place. The place where the discussion is organized can be of a great important.
- The way you sit during the discussion: talking face-to-face is not recommended. If you take notes, it is important to explain why you do that and to show what you are noting.
- The importance of the vocabulary: without using the same vocabulary as the one of the youngster, you must be understood and address things concretely
- Let the youngster express herself/himself at her/his own rhythm and respect the pauses that can exist during the discussion
- Be clear with what the law says

Talking with a young person about such a topic can be really disturbing for the person who is taking care of that.

This is influenced by your own history, identity, culture, sensitivity and it can have an impact during the discussion.

The people addressing this topic must find an attitude that is adapted to the context and to the situation and they need to be ready to reassess themselves

“Empathy” is a key word to have in mind.



15 minutes

Q&A – Sharing, resources to consult (including prevention tools and activities), getting feedback from the participants

STOP

Sensitize and Train Organisations to fight against the Prostitution of minors

pistes solidaires



Partners

Coordinator

Pistes Solidaires

France

www.pistes-solidaires.fr

UPV-EHU

Spain

www.ehu.eus

CESIE

Italy

cesie.org

FOUR ELEMENTS

Greece

www.4-elements.org

MEITIS

France

scopmeitis.eu



STOP is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-sa/4.0/>



Co-funded by
the European Union

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Commission. Neither the European Union nor the granting authority can be held responsible for them.

KA220-VET-0B84F500