



# STOP

Sensitize and Train Organisations to fight against the Prostitution of minors

## AWARENESS RAISING KIT

### YOUTH WORKERS



Co-funded by  
the European Union





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# 1h 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 aims 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.



15 minutes

## The warning signals

The facilitator explains that sexual exploitation of minors in prostitution can take place in all contexts. Youth workers are in a central position to identify and understand the warning signs that can be crucial to protect vulnerable young people and intervene early. Below are key indicators to watch out for, along with practical steps to take if you suspect a teenager is at risk.

- **Monitor behaviour:** Watch for sudden mood swings, isolation, secrecy or changes in the social circle.
- **Physical signs:** noticing unexplained injuries, drastic changes in appearance or signs of fatigue.
- **Financial clues:** noticing expensive new items or large sums of money without a clear provenance.
- **Change in the relationships:** noticing that the relationships with other young people change or when discussing with the young person, noticing for example new connections with older people or new at-risk peer groups.
- **Follow up problems:** noticing frequent absences, or loss of interest in the activities that are proposed.
- **Online activity:** noticing excessive or secretive use of the Internet and involvement in inappropriate content when seeing the online activities of the youngster.

- **Emotional signals:** identify signs of low self-esteem, fear, anxiety or depression.

## Action Steps:

- Document and report: Record and report warning signs to the authorities.
- Engage in solidarity: Talk to the young person with empathy and without judging him/her.
- Collaborate: Collaborate with professionals to get additional support.
- Educate and empower: Teach young people about healthy relationships and the risks of exploitation.

If there is enough time, he/she can ask the participants if they think have faced some kind of risk situation.

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 in the youth center or activities.





10 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, director etc...

Collaboration ensures a well-rounded perspective and shared responsibility.

### What to do - Step by step:

1. **Initial Conversation:** Approach the child in a confidential and non-confrontational manner, using the confidence already established to express concern and offer support.
2. **Observe and Document:** This moment is like taking a photograph, personal assumptions should not be added, but all behaviour, verbal and non-verbal communication should be documented, and worrying or identifiable physical signs should be noted and reported.
3. **Collaborate:** Contact school counsellors, social workers and, if necessary, the police for a coordinated response.
4. **Provide Resources:** Offer information on helplines, shelters and counselling services.
5. **Follow-Up:** Maintain regular follow-ups to ensure ongoing support and safety.

## How to deal with the minors

### Approach with Sensitivity and Care:

- **Non-Judgmental Listening:** Create a safe space where the young person feels heard without fear of judgment.
- **Empathy:** Show understanding and empathy towards their situation and feelings.



## Foster Trust:

- **Build Trust:** Being a reliable and constant figure in young people's lives is built through regular and positive interactions, through active and non-judgmental listening, with empathy and validation of their experiences and feelings. This will enable young people to feel safe in sharing their concerns.
- **Respect Privacy:** Respect their privacy and confidentiality, wait for the moment of opening, make them feel closeness without rushing them while guaranteeing their safety. Make sure the environment is physically and emotionally safe. This means maintaining a welcoming atmosphere and being vigilant about privacy and security. This includes clearly explaining the limits of confidentiality. Make sure young people understand that their safety is a priority and that certain disclosures may be reported to the authorities.

### 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?"*

### Involve the Youth:

Involving the young person in discussions about his/her care and decisions, enabling him/her to take an active role. As youth workers often enter into a level of confidence and trust that allows the minor to see in them a trusted person who is closer in age than a parent and more approachable than a professional.

## Provide Assurance and Support:

- **Reassure:** Reassure them that they are not alone and that help is available, that there are effective solutions but that the first thing to do is to talk about them.
- **Resources:** Provide information on resources and support services available to them.

# The attitude

## 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 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

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pistes solidaires



## Partners

### Coordinator

#### Pistes Solidaires

France

[www.pistes-solidaires.fr](http://www.pistes-solidaires.fr)

#### UPV-EHU

Spain

[www.ehu.eus](http://www.ehu.eus)

#### CESIE

Italy

[cesie.org](http://cesie.org)

#### FOUR ELEMENTS

Greece

[www.4-elements.org](http://www.4-elements.org)

#### MEITIS

France

[scopmeitis.eu](http://scopmeitis.eu)



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